

Evaluator: Ruth Lynch



**Superintendent's Summative Evaluation
2018-2019**

Superintendent's Performance Goals

Step 1: Assess Progress Toward **HPS** Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.

Mark with an "X" one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement						
1	<p>The Hanover School System aspires to exceed our current capacity to deliver research based, impactful, effectively aligned, comprehensive literacy skills and strategies for students of all abilities; pre-kindergarten through graduation.</p> <p>Under the leadership of the Assistant Superintendent for Curriculum and Instruction, we will implement teacher centered training to raise the instructional capacity of HPS staff. This increased capacity, in turn, will support the development of exceptional readers, writers, and thinkers by incorporating the essential components of a balanced literacy program: phonics, phonemic awareness, comprehension, vocabulary, fluency, and writing.</p>					X
2	<p>To successfully phase, plan, and support the new grade level configuration of Center/Sylvester and Cedar Elementary Schools by identifying the most challenging issues for our students, staff, and families over the 2018-2019 school year and addressing these issues in a strategic and systematic manner.</p> <p>We will work to identify all opportunities and challenges related to the elementary school reconfiguration including operational and fiscal issues, appropriate staffing levels and programming, understanding and strengthening culture and climate, safety and security strategies, as well as managing the logistics related to the multiple phases of moves.</p>					X

Professional Practice/Community Engagement

3	<p>To develop and implement the use of Podcasts to increase HPS community awareness regarding student accomplishments, district initiatives, and to address any current events that may have an impact on our district.</p> <p>To develop and implement a Podcast series to inform the greater HPS community on important issues and exciting work that is going with our students.</p>				X	
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Step 2: Assess Performance on **DESE** Standards

Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>				
I-A. Curriculum: Ensures that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.				X
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			X	
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				X
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.				X
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				X
Overall Rating for Standard I (Circle/highlight one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Mr. Ferron and the Assistant Superintendent for Curriculum and Instruction, have begun to implement teacher-center training to raise the instructional capacity of HPS staff. This increased capacity will support the development of a balanced literacy program. An Instruction Support Team has been finalized and is working to support professional development opportunities.

Mr. Ferron, his administrative team, and the high school administrators and teachers continued the redesigning of the high school curriculum in order to personalize the educational experience for all students. Newly designed rigorous standards-based units of instruction enable students to concentrate their educational choices on a particular field of study. Partnerships with a local Community College and a four-year school have been established and students are enrolled in and receiving college credit for numerous courses.

Examples of evidence superintendent might provide:

☐ Goals progress report

☐ Analysis of classroom walk-through data

☐ Analysis of district assessment data

- ☐ Sample of district and school improvement plans and progress reports
- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals

- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Relevant school committee meeting agendas/materials

- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other: _____

Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.				X
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.				X
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.				X
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				X
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.				X
Overall Rating for Standard II <i>(Circle/highlight one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Mr. Ferron successfully led the new elementary school configuration as he planned with his administrative team and identified the most challenging issues and addressing these issues in a strategic and systematic manner. He worked with the Assistant Superintendent of Business to identify operational and fiscal issues, appropriate staffing levels and programming, understanding and strengthening culture and climate, safety and security strategies, as well as managing the logistics related to the multiple phases of the move.

As a result of Mr. Ferron's commitment to a collaborative and transparent budget development process for the past six years, the Hanover Public Schools budget was endorsed by the Hanover Board of Selectman and Hanover Advisory Board for approval at the May 2019 Hanover Town Meeting.

The budget process continues to be a very collaborative approach while maintaining fiscally responsible initiatives. Mr. Ferron regularly communicates information regarding financial and educational objectives. Unforeseen special education costs occurred during this fiscal year;

however, through careful budget management, the district was able to allocate the necessary funding to support the approved budget. Mr. Ferron's continual strong partnership with the Hanover Police Department has been critical towards maintaining a safe environment for all staff and students.

Examples of evidence superintendent might provide:

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|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Relevant school committee meeting agendas/minutes/materials |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> External reviews and audits | | |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | | |

Superintendent's Performance Rating for Standard III: Family and Community Engagement

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>					
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.					X
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.					X
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.					X
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.					X
Overall Rating for Standard III <i>(Circle/highlight one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Relationships with families and numerous community organizations continue to be important and valuable to Mr. Ferron; evidence exists that these relationships have resulted in a strong community partnership .

Examples of evidence superintendent might provide:

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|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				X
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.				X
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.				X
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.				X
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				X
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				X

Overall Rating for Standard IV (Circle/highlight one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Mr. Ferron continues to demonstrate strong interpersonal, written and verbal communication skills. Whether it's explaining the decision making process for canceling school or detailing the critical procedures when responding to a threat , Mr. Ferron takes great care to insure that all stakeholders are informed with the correct and accurate information. Dealing with misinformation and the "chatter on social media" have been extremely time-consuming and frustrating; however, Mr. Ferron deals with such issues in a patient and thoughtful manner as he realizes that misinformation can be very destructive.

With the assistance of the technology department, teachers and students Mr. Ferron developed and implemented the use of Podcasts to increase HPS community awareness regarding student accomplishments, district initiatives and to address any current events that may have an impact on our district. Nine podcasts episodes were developed and uploaded including topics on mental health issues, HHS drama, growth mindset, HHS Connect, *Read 2700* and *Destination Graduation*. *Destination Graduation* was recently awarded the Mass Creators Award as the top podcast as determined by Mass Access. Mr. Ferron is to be highly commended for creating additional method to inform the community of numerous activities taking place throughout the district.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ District and school improvement plans and reports
- ☐ Staff attendance and other data
- ☐ Memos/newsletters to staff and other stakeholders
- ☐ School visit protocol and sample follow-up reports
- ☐ Presentations/materials for community/parent meetings
- ☐ Analysis of staff feedback
- ☐ Samples of principal/administrator practice goals
- ☐ School committee meeting agendas/materials
- ☐ Sample of leadership team(s) agendas and materials
- ☐ Analysis of staff feedback
- ☐ Other: _____

DESE Goals Summary: Complete tables above for Standards I-IV first; then check/mark with an “X” one box for each standard.

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. <i>For new superintendents, performance is on track to achieve proficiency within three years.</i></p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>				
Standard I: Instructional Leadership				X
Standard II: Management and Operations				X
Standard III: Family and Community Engagement				X
Standard IV: Professional Culture				X

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle/highlight one.*)

Unsatisfactory Needs Improvement Proficient Exemplary

Step 4: Rate Impact on Student Learning (*Check/Mark with an “X” only one.*)

Low	Moderate	High X
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

During this past year, Mr. Ferron’s leadership guided the staff towards creating and implementing several innovative educational programs. Of particular importance was the implementation of teacher-centered training to raise the instructional capacity of HPS staff. This will support the new Literacy Initiative. The establishment of four academic pathways at the high school is allowing students to personalize their program. Partnerships with a local Community College and a four year-school have been established and high school students are now enrolled in and receiving college credit for numerous courses. Along with the offerings of a strong professional development program these major innovative transformations in curriculum, instruction, and assessment will move the Hanover schools to a new level of academic achievement. Mr. Ferron is to be commended for his work to enhance and strengthen student learning.

Mr. Ferron is to be commended for his commitment to a collaborative and transparent budget development process. He regularly communicates information regarding financial and educational objectives to various stakeholders on a consistent basis. He continuing collaboration between the Hanover Public Schools and the Hanover Police Department has been very valuable towards developing a safe environment for all staff and students.

Thus for numerous reasons, Mr. Ferron should receive an *exemplary rating* for his performance.

Superintendent:	Matthew A. Ferron		
Evaluator:	Ruth A. Lynch	<i>Ruth A. Lynch</i>	March 30, 2019
	Name	Signature	Date