

Approved by School Committee

May 1, 2019



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

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 <i>(Circle/highlight one.)</i>	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's leadership of Hanover Schools is to be commended. He continually challenges his leadership team to move forward and implement new and innovative programs that better our schools and improve education. Two of these programs that deserve to be highlighted are the READ 2700 initiative as well as the work on the curriculum at the high school. READ 2700 is aimed at increasing the capacity of all our students K – 8 and is done through teacher-centered training which raises the capacity of the HPS Staff. This increased capacity will support the development of a balance literacy program. While implementing this initiative the district has used data including MCAS, iReady, and BAS to inform decisions. Under Mr. Ferron's supervision, HPS have begun to contract with the Landmark School going forward to help those students who need extra support surrounding literacy.

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 college have been established and students are enrolled in and receiving college credit for numerous courses.

Mr. Ferron is consistently present in the school buildings, demonstrating casual, ongoing, evaluations of all staff members. This ensures an efficient and transparent process for formal evaluations to better determine staff member goals, and setting clear expectations based on consistent real time examples from evaluations.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

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 manages the school professionally as seen through his management of the budget process, his management of staff, and his work managing the configuration of the new elementary schools.

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.

This past year has brought some high level personnel challenges and changes, which Mr. Ferron navigated in a pragmatic way that inspired confidence from his administrators. Mr. Ferron hired a new Director of Student Services and has been an active participant in his training and professional development. The district went to great lengths to hire very proficient and educated reading specialists, when they identified a need and an opportunity. Mr. Ferron has identified "bench talent" and has taken the necessary steps to recognize and compensate staff members that are exceeding expectations. (ex. Contract extension of Assistant Superintendent) Mr. Ferron has also re-organized the administration team within the Elementary schools and Middle schools to better serve the needs of each building. (Ex. transitioning the Elementary school Assistant Principal to HHS and then to the Middle school, based on the district's changing needs.)

Mr. Ferron also devoted many hours to analyzing the needs of the new Center School and planning for next year's elementary reconfiguration. This is a huge shift in our elementary education model. Mr. Ferron developed a carefully considered and well thought out plan that covers all aspects of the transition 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 the move. He is to be commended for his leadership overall, but especially on this issue.

Examples of evidence superintendent might provide:

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 (Circle/highlight one.)	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:

Communication and parent outreach is one of Mr. Ferron's greatest strengths. Parents and community members have confidence in Mr. Ferron and trust his leadership. Mr. Ferron also demonstrates excellent communication with related personnel, such as Town officials, Selectmen, and Advisory Committee. Mr. Ferron successfully manages conflict with all parties to find equitable solutions. Specifically, in 2018/2019 the town of Hanover hired a new town manager and Mr. Ferron created an open dialogue for the schools with regards to capital improvements, annual budgeting, and strategic plans for shared resources. (ex. IT and facility departments) Mr. Ferron also continues to show exemplary communication practices with the School Committee.

This year Mr. Ferron added a HPS podcast as another form of communication. Nine podcast 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 methods to inform the community of numerous activities taking place throughout the district.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Over the last year it is clear that Mr. Ferron has a commitment to high standards and these high standards are communicated at the start of each school year to all staff at the annual convocation ceremony. Beginning the year off with clear goals for all is an extremely effective way to engage staff in his shared vision for our district.

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 ensure 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.

Mr. Ferron, along with Assistant Superintendent Debbie St. Ives, has created a culture of reflective practice that is to be commended. The instructional rounds are an ongoing professional development that proved very successful in developing our teachers as well as increasing the achievement of our students. Not only does this give teachers an opportunity for teacher leadership, it also gives teachers time to discuss best practices. The READ 2700 initiative is another area where teachers are being given the opportunity to increase their instructional capacity. Making time for such important teacher development has and will continue to benefit all students in our district.

Mr. Ferron is able to build consensus while continuing to manage conflict internally and externally in a discrete, professional manner and provide equitable solutions for all parties involved. Mr. Ferron has demonstrated these characteristics with the diplomatic negotiations of CBA and Union contracts across 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>			X	
Standard I: Instructional Leadership				
Standard II: Management and Operations				X
Standard III: Family and Community Engagement				X
Standard IV: Professional Culture				X

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

Exemplary

Low	Moderate	High X
-----	----------	-----------

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*.

Mr. Ferron continues to demonstrate strong leadership of our school district and we are fortunate to have Mr. Ferron leading our schools. He continues to show exemplary communication with members of the school community. He remains committed to a collaborative and transparent budget development process. The READ 2700 initiative is an enormous undertaking and Mr. Ferron has risen to the challenge. This initiative, as well as the work that is happening at the high school under Mr. Ferron's direction, show his dedication to improving student learning and experiences.

11