

End-of-Cycle Summative Evaluation Report: Superintendent 2017-2018



Superintendent: Sheldon Berman
Evaluator: Shannon Scully *Shannon Scully* 15 June 2018
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

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. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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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:

Expectations are high of a Superintendent with Dr. Berman's experience, and the six goals set for Dr. Berman's FY18 work were bold. His ability to lead improvements to district programs, operations, and direction met these lofty expectations, which exceeded what could be reasonably asked of a less seasoned professional.

In particular, Dr. Berman's leadership of seven strategic "sprint team" areas showed an exceptional job defining direction, organizing resources, and empowering staff to push traditional boundaries of teaching to the benefit of Andover students.

Communications and financial analysis remain areas of concern. There were two instances this year where actions by Dr. Berman became significant distractions, and took away from widespread recognition of the District's progress. There is opportunity to improve communication, particularly as it relates to (real and perceived) "crisis management." Additionally, the budget process was markedly improved, and a fiscally responsible budget – with consensus of the School Committee, Board of Selectmen and Finance Committee – was approved by the community at Town Meeting. More work can and should be done to increase capacity for strategic financial analysis.

More specific feedback is provided below in the context of DESE-defined "performance standard" categories.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
Goal 1	<p><i>Standard IV: Professional Culture; Professional Practice Goal</i></p> <p>The superintendent will facilitate progress of the seven sprints of the agile strategic plan: Literacy, AHS Schedule, Mental and Behavioral Health, Social-Emotional Learning, Accessible Digital Media, Progress Monitoring, and Innovation.</p> <p><i>Evidence/Product: Each sprint moves forward on action steps to achieve their targets.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Learning						
Goal 3	<p><i>Standard I: Instructional Leadership; Student Learning Goal</i></p> <p>The superintendent will work with the director of student services and the assistant superintendent for curriculum and instruction to address students' reading issues, including issues related to dyslexia, and to strengthen the literacy program through use of additional data tools to identify students needing support and areas of program improvement; continued professional development to deepen the skills and knowledge of teachers and instructional assistants; implementation of TextHelp for students and teachers; piloting of a new literacy program for elementary grades; and enhancement of reading interventions and programs.</p> <p><i>Evidence/Product: Document the assessments in use for early identification and progress monitoring and the professional development offered to both regular education and special education staff with the long-range target of making effective progress in addressing students' language-based issues, with particular attention to students with dyslexia.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>Goal 4</p>	<p>Standard I: Instructional Leadership; Standard III: Family & Community Engagement; Student Learning Goal</p> <p>The superintendent will provide data analyses and reports to help assess curricular strengths and areas requiring growth related to student academic performance, as well as to assess Andover's performance relative to other comparable communities.</p> <p>Evidence/Product: Provide analytical data reports that track the district's academic and fiscal performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>District Improvement</p>						
<p>Goal 2</p>	<p>Standard II: Management and Operations; District Improvement Goal</p> <p>The superintendent will work with the assistant superintendent for finance and administration, the School Committee, the AHS Facility Study Committee, MSBA, and the community to move forward on the district's capital plan, with particular attention to the MSBA process for renovation/replacement of West Elementary and a renovation/addition to Andover High School.</p> <p>Evidence/Product: Continued progress toward the renovation/replacement of West Elementary and the renovation/addition for Andover High School.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Goal 5</p>	<p>Standard III: Family and Community Engagement; District Improvement Goal</p> <p>The superintendent will work within the limitations of staffing with administrators, faculty, and parents to enhance communication among these district stakeholders and within the community in order to strengthen appreciation of the valuable contributions the district is making to students and the community at large.</p> <p>Evidence/Product: Implement communication strategies and propose staffing and funding requirements needed to implement a more effective communications system.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Goal 6</p>	<p>Standard II: Management and Operations; District Improvement Goal</p> <p>The superintendent will work with the assistant superintendent for finance and administration, the Superintendent's Administrative Team, the School Committee, and the Town Manager to identify budget needs as early as possible, establish priorities, communicate with town leaders and the public regarding budget needs, prepare thorough and timely budget documents, and attempt to reach an early and responsible budget agreement.</p> <p>Evidence/Product: Thorough, well-documented budget that enables the district to move forward with consideration for capital needs and town funding capacity.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check 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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Outstanding work has been done by Dr. Berman and his team to build a district strategic plan that cultivates a shared vision and provides guiding principles for our educators and staff. The work continued this year in the form of “sprint teams,” providing structure for collaborative work together on specific focus areas.

Each team has provided a readout to the community at School Committee meetings, and each demonstrated substantial progress and identified future steps. Advancement in these strategic “sprint” areas has been commendable, but so has the teamwork and cooperation evident from the group presentations.

Additionally, Dr. Berman has encouraged innovative structures for student engagement, providing “authentic learning.” These uniquely personalized learning opportunities have benefitted students by keeping them engaged and promoting growth.

Dr. Berman has done an exceptional job defining direction, organizing resources, and empowering staff to push traditional boundaries of teaching to the benefit of Andover students.

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>Check one box for each indicator and indicate the overall standard rating below.</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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Check one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement or Unsatisfactory*):

One of the cornerstones of the Andover Theory of Action is to “create safe, caring and culturally responsive classrooms” and this has been a positive theme of Dr. Berman’s past year. He has consistently and continually supported inclusiveness and tolerance, including in emails to the district, and has taken action that safeguards rights and calls out objectional behavior. He informed district families of racially charged events and has taken an unequivocal stance on the unacceptability of those behaviors. He also supported the actions that student leaders took to engage in school-wide dialogues and peaceful protests related to school safety. All of these actions promote an important tone for school staff, students, and the larger community to follow.

Dr. Berman has also been greatly engaged in improving the physical learning environment for students and staff through work on two major building initiatives. For Andover High School (AHS), Dr. Berman has worked with the AHS Facility Study Committee to develop options, costs, and tradeoffs for discussion with the community. Per the recommendation of the AHS Study Committee, Dr. Berman led an effort to produce an outstanding Statement of Interest, based on a year’s worth of work, to seek MSBA partnership for AHS. For West Elementary, a critical article passed Town Meeting for an MSBA feasibility study. Additionally, per Dr. Berman’s recommendation, the CIP provided funding to study critical improvement at Doherty Middle.

Dr. Berman demonstrated strong leadership in initiating these efforts, but follow-on activity would benefit from increased collaboration and transparency. Dr. Berman should work with the appointed facility committee representatives and School Committee members to weigh the pros and cons of all available facility approaches, adding his experiential knowledge and guidance, to reach collective decisions that can be fostered and promoted together. Broader discussions such as the priority of funding multiple facility projects should engage the School Committee and Andover community in an informed and fact-based manner. It would be a mistake to recommend a path without an impartial evaluation of alternatives. Additionally, it remains important to keep the Chair of each building committee engaged in all conversations where information is exchanged or evaluated. Collaboration with the Andover community is a critical component of a successful facilities improvement plan.

Under Dr. Berman’s leadership, Andover continues to recruit and hire top talent, with inclusive and thorough processes. This demonstrates that Andover is a place people want to work and that Dr. Berman is a leader people want to work for.

The budget process was markedly improved for FY18, resulting in a responsible budget being passed at Town Meeting. Additionally, the budget book continues to improve in providing detail of expenses.

Dr. Berman led a statewide effort to bring attention to FY18 underfunding of the special education circuit breaker account within the state legislature. He worked with Andover representatives, the Mass Association of School Superintendents, and provided guidance to other districts facing the similar budget shortfalls. The result was an important increase of state funding to Andover, more closely aligned with budget expectation.

While the business office continues to do a fine job running the day-to-day financial operations of the district, the ability to conduct timely financial analysis remains a disappointment. This often makes strategic financial decisions more difficult than they should be, and it does not help instill confidence with other town committees. Additional focus on this area is important.

Examples of evidence superintendent might provide:

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

Analysis and/or samples of leadership team(s)

schedule/agendas/materials

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Check 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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Dr. Berman is a constant presence at Andover schools, within our community, and at a wide range of school and non-school events. His accessibility is noted and appreciated by district families. Additionally, Dr. Berman has fostered important partnerships with external organizations, including the Andover Coalition for Education (ACE) which has brought a great deal of excitement, innovative learning opportunities, and good publicity around The Portal initiative, as one example.

Dr. Berman has also done a nice job again this year communicating program successes, individual achievements, and highlights of the district. He recognizes staff with ease and looks for ways to give credit. Additionally, articles written by Dr. Berman and published in multiple industry publications nationwide demonstrates that his expertise and perspective is widely respected.

A major component of effective communication strategy is to reinforce the policy direction set by the School Committee. Just as the Committee does well to acknowledge the expertise and role of educators in leading decisions around curriculum, training, teaching methods, etc., the Superintendent should recognize and respect the matters under School Committee purview. A stronger partnership is expected in this area where Dr. Berman's experience and consult is

welcomed, but his full-support of School Committee decisions is required. Examples of where the Superintendent has gone beyond providing a recommendation into advocacy this year include adding an additional elementary early release day to an initial version of the school calendar without approval, and pushing to extend school days instead of reaffirming the Committee's previously agreed upon snow day plan (including lobbying with PTOs and staff unions, and putting together an incomplete financial analysis that gave the community the impression Saturdays were a more expensive option).

Additionally, associated with two different athletic department events this year, the Committee has met in executive session under purpose 1 to discuss actions by Dr. Berman tangentially related to each. There is little doubt these measures created unnecessary spectacle for our district, derailed the normal work of the School Committee to some extent for weeks, and gave the perception of carelessness which leads to loss of credibility. Unfortunately, this also had the side effect of casting a cloud over the impressive educational work accomplished by the district this year.

Also related to community engagement, the district needs to do a better job finding a balance between providing transparency of information and triggering alarm. Lesson learned in FY18 should help the district be more judicious about communication mechanisms and tone. (For example, which events require routine communication to small groups and which warrant a PR firm's broader reach.) Town Meeting funding for a Communication staff person is expected to help find the right balance here.

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (C h e c k o n e .)	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 (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

During Dr. Berman's tenure, there has been a shift to collect and respond to performance data in a "data-reflective culture." This work has been important and provides a foundation for educators to understand students better, provide personalized learning and intervention strategies. Ongoing professional development focused on interpreting data will be important to extend this effort into daily instructional decision making. Additionally, the district would benefit from work to disseminate data, including a communication strategy to help the broader Andover community evaluate district performance.

This year, substantial effort went into ongoing program improvements for literacy and language-based learning in particular. The district gave this area the focus it deserves, driven out of reflection of past inattention. Emphasis on continuous learning and significant professional development opportunities for staff have been critical to improve student interventions and outcomes.

Additionally, as described in Standard I, exceptional work has been done by Dr. Berman and his team to build the district strategic plan, "The Theory of Action," which cultivates a shared vision and provides guiding principles. Importantly, much of the staff's work under Dr. Berman's leadership encourages learning strategies that will enable young people to succeed beyond the walls of schools.

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: _____