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

Superintendent:	Sheldon Berman		
Evaluator:	Tracey Spruce	/s/ Tracey E. Spruce	6/24/18
	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)	☐ Did Not Meet	☐ Some Progress	☒ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☒ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☒ Significant Progress	☐ Met	☐ Exceeded

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

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.				
Standard I: Instructional Leadership	☐	☐	☒	☐
Standard II: Management and Operations	☐	☐	☒	☐
Standard III: Family and Community Engagement	☐	☐	☒	☐
Standard IV: Professional Culture	☐	☐	☒	☐

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

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☒ **Proficient**   ☐ **Exemplary**

	Low	Moderate	High
Step 4: Rate Impact on Student Learning (*Check only one.*)	☐	☐	☒

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:

I joined the School Committee on March 28, 2018 so I do not feel fully qualified just yet to evaluate the entire year's performance. My ratings are based on the written material provided by Dr. Berman, my review of district data available on the APS website, various presentations and information given to the Committee since I joined, and my personal experience as a Committee member over the past 2-1/2 months. I do not have the longer term perspective that other Committee members have, and therefore my comments should be taken in the context of someone with less first-hand knowledge than the rest of the Committee.

Dr. Berman's performance with respect to the 7 sprints has been excellent. Based on my understanding of what he was expected to achieve this year, he was able to make significant progress in every sprint and achieved most, if not all, of the expected goals. I have been especially impressed with the level of commitment, passion and hard work that the individual staff members on the sprints bring to their work. I believe that Dr. Berman plays a major role in driving that commitment, hard work and passion and that it would not be happening without his exemplary leadership. While not all of the work done on the sprints this year will have an immediate impact on student learning, much of it will, and the rest is moving solidly in that direction. I am particularly impressed with the Innovation sprint, as the work there offers our students new and diverse ways of thinking, learning and problem-solving. Development of critical thinking skills is of the utmost importance for our students, and the programs coming from the Innovation sprint appear to be doing that. I see great value in the terrific work being done by the Social Emotional Learning sprint and the way in which it will help our students strengthen their empathy, understanding of diversity and inclusion, and sense of community. In some ways, I see Innovation and SEL as the bookends for the other sprints: by offering our students novel ways of learning and providing them with an inclusive and emotionally supportive environment in which to learn, we maximize the potential for positive impact on student learning by all the other sprints. I look forward to seeing additional progress on each sprint, and to seeing that progress manifest itself in student growth.

I see two primary areas for Dr. Berman to grow, both of which relate to communication. First, the administration and the Committee have had to spend time this year addressing issues caused by communication lapses on Dr. Berman's part. These distractions have the effect of undermining the community's (and, at times, my own) confidence in Dr. Berman, which is truly unfortunate in light of the overwhelmingly positive impact his work has on the district and on our students. I will not belabor this point, since I was not on the Committee when the first issue arose, and the Committee already addressed the second issue with Dr. Berman. I expect that Dr. Berman takes seriously the Committee's feedback in this area, and that there will be no further distractions caused by similar communication problems.

Second, I would like to see an evolution in the way Dr. Berman communicates with and/or provides information to the Committee. For example, it is the Committee's role to set the school calendar and to make decisions about holding make-up days in a manner that complies with state law. When DESE announced that districts with many no-school days could apply for an exception to the 180-day requirement by extending the length of some school days, Dr. Berman evangelized this within the district before bringing it to the Committee. In addition, the financial information presented to the Committee in support of the extended day proposal was incomplete and misleading, creating the impression (and an inaccurate narrative) that it was more expensive to hold school on two Saturdays than to extend 20-24 school days. Some of the negative fallout in the community may have been avoided if Dr. Berman had communicated with the Committee on this before communicating to staff about it, and had ensured that the Committee was given accurate and complete financial information at the time we were asked to vote. I view it as part of Dr. Berman's job to ensure we have all the information we need in a timely fashion, and to ensure that requests by the Committee for additional information or for more accurate information are addressed. I hope that going forward, we can work together to enable the Committee members to make highly informed decisions, based on all available information, that serve the best interests of the district.

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	*Standard IV: Professional Culture; Professional Practice Goal* 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. *Evidence/Product: Each sprint moves forward on action steps to achieve their targets.*	☐	☐	☐	☒	☐

Student Learning

Goal 3	**Standard I**: Instructional Leadership; Student Learning Goal 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. *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.*	☐	☐	☐	☒	☐
Goal 4	**Standard I**: Instructional Leadership; **Standard III**: Family & Community Engagement; Student Learning Goal 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. Evidence/Product: Provide analytical data reports that track the district's academic and fiscal performance.	☐	☐	☐	☒	☐

District Improvement

Goal 2	**Standard II**: Management and Operations; District Improvement Goal 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. *Evidence/Product: Continued progress toward the renovation/replacement of West Elementary and the renovation/addition for Andover High School.*	☐	☐	☐	☒	☐

		Unsatisfactory	Needs Improvement	Proficient	Exemplary	
Goal 5	**Standard III**: Family and Community Engagement; District Improvement Goal 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. *Evidence/Product: Implement communication strategies and propose staffing and funding requirements needed to implement a more effective communications system.*	☐	☐	☒	☐	☐
Goal 6	**Standard II**: Management and Operations; District Improvement Goal 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. *Evidence/Product: Thorough, well-documented budget that enables the district to move forward with consideration for capital needs and town funding capacity.*	☐	☐	☐	☒	☐

Superintendent's Performance Rating for Standard I: Instructional Leadership

Check one box for each indicator and indicate the overall standard rating below.

	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.	☐	☐	☒	☐
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.	☐	☐	☒	☐
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.	☐	☐	☒	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	☐	☐	☒	☐
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.	☐	☐	☒	☐

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.

☐ **Unsatisfactory**　　　☐ **Needs Improvement**　　　☒ **Proficient**　　　☐ **Exemplary**

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

(Note: Superintendent Berman's 2017/18 goals 3 & 4 were intended to fall in this Standard I category.)

Please see comments above.

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:_____

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

Check one box for each indicator and indicate the overall standard rating below.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	☐	☐	☒	☐
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.	☐	☒	☐	☐
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.	☐	☐	☒	☐
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.	☐	☒	☐	☐
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.	☐	☐	☒	☐

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.

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☒ **Proficient**   ☐ **Exemplary**

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

(Note: Superintendent Berman's 2017/18 goals 2 & 6 were intended to fall in this Standard II category.)

Please see comments above.

Examples of evidence superintendent might provide:

☐ Goals progress report
☐ Budget analyses and monitoring reports
☐ Budget presentations and related materials
☐ External reviews and audits
☐ Staff attendance, hiring, retention, and other HR data

☐ Analysis of student feedback
☐ Analysis of staff feedback
☐ Analysis of safety and crisis plan elements and/or incidence reports

☐ Relevant school committee meeting 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

Check one box for each indicator and indicate the overall standard rating below.	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.	☐	☐	☒	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	☐	☐	☒	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	☐	☒	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	☐	☐	☒	☐

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.

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☒ **Proficient**   ☐ **Exemplary**

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

(Note: Superintendent Berman's 2017/18 goals 4 & 5 were intended to fall in this Standard III category.)

Please see comments above.

Examples of evidence superintendent might provide:

☐ Goals progress report
☐ Participation rates and other data about school and district family engagement activities
☐ Evidence of community support and/or engagement

☐ Sample district and school newsletters and/or other communications
☐ Analysis of school improvement goals/reports
☐ Community organization membership/participation/ contributions

☐ Analysis of survey results from parent and/or community stakeholders
☐ Relevant school committee presentations and minutes
☐ Other:_____

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

	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.	☐	☐	☒	☐
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.	☐	☐	☒	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	☐	☒	☐	☐
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.	☐	☐	☒	☐
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.	☐	☐	☒	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	☐	☒	☐	☐

Overall Rating for Standard IV *(Check 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 (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

(Note: Superintendent Berman's 2017/18 goal 1, including seven sprints, were intended to fall in this Standard IV category.)

Please see comments above.

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: _____