

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Sheldon Berman
Evaluator: Joel Blumstein July 8, 2020
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s) (FY20 goal 1)	<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) (FY20 goal 3 and goal 4)	<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) (FY20 goal 2, goal 5, goal 6 and goal 7)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

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.

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 (included in FY20 goal 3 and goal 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations (included in FY20 goal 2, goal 6 and goal 7)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement (included in FY20 goal 4 and goal 5)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture (included in FY20 goal 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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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

Step 4: 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*.

Comments:

The Superintendent's educational leadership continues to be outstanding. His understanding of the challenges facing our students, his educational vision, and his strong values all combine to situate our students very well for future success. However, as discussed immediately below and under the Superintendent Performance Standards, I have concerns with respect to some aspects of operations and management and with the increasing number of instances when the Superintendent and School Committee are not on the same page. With the Superintendent having put in place strong leaders in curriculum and student services and with the recent arrival or anticipated arrival of new leaders in business/operations and human resources, I strongly encourage him to delegate day-to-day management to those leaders in their areas of responsibility and for the Superintendent to focus on the District's educational direction and on being the public face for the District in explaining and gaining public support for its numerous initiatives.

Two specific topics addressed in the Superintendent's end-of-year report are Closure/Remote Learning and Personnel. Each is addressed below.

Closure/Remote Learning: The closure of Andover's physical schools in mid-March with little advance notice and the abrupt switch to remote learning presented major challenges for everyone in the district. The Superintendent's leadership in this effort is noteworthy. He anticipated the need to advance student learning by introducing new material prior to DESE and many other communities coming to that conclusion, made technology available to students who lacked it, and provided meals to students who needed them. The transition to remote learning was not seamless. There was resistance by the Andover Education Association (AEA) and some individual teachers to fully embracing all of the available on-line learning tools and there was a fair amount of inconsistency in how robust the remote learning experience was for our students, particularly at the high school. These issues will have to be addressed if remote learning proves necessary in the coming school year. However, given the enormity and uniqueness of the challenge, I believe the District handled the closure quite well.

Personnel: As noted in the Superintendent's end-of-year report, this past year was an extremely challenging one in personnel. The more aggressive and more litigious posture of the new AEA leadership absorbed considerably more time and resources than was the case in previous years. Overall, the District was successful in defending the numerous grievances and complaints filed by the AEA. The situation at South School was extremely difficult. While I am troubled that the seriousness of the situation at South School did not become apparent to the Superintendent sooner, I believe he handled the situation quite well once it did become apparent. He did more than his due diligence in investigating the matter and made numerous difficult but responsible decisions to address the situation as well as possible. However, in areas of personnel management outside of South School, I am quite troubled by the Superintendent's failure to address known performance problems among his staff more quickly and more aggressively. This unnecessarily put the district at risk or caused needless embarrassment on several occasions. I also am troubled that the district-wide performance system is not being applied as designed given that no staff member is currently on a performance improvement plan.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
1. Sprint Teams (Professional Practice Goal)	Standard IV: Professional Culture	The superintendent will facilitate progress of the six cross-functional sprint teams and provide regular reports on their progress in order to move forward on the agile strategic plan: Literacy, Transitions, Mental and Behavioral Health, Social-Emotional Learning, Accessibility, and Progress Monitoring. <i>Evidence/Product: Each sprint moves forward on action-specific steps identified to achieve its targets. Regular updates of the matrix will be provided to the School Committee in conjunction with verbal updates at regularly scheduled Committee meetings throughout the school year.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
2. School Facility Projects (District Improvement Goal)	Standard II: Management and Operations	The superintendent will work with the assistant superintendent for finance and administration and the director of facilities to make progress on the district's capital plan and large facility projects, with particular attention to supporting the work of the AHS Facility Study Committee and the West Elementary School Building Committee. <i>Evidence/Product: Continued progress through the MSBA feasibility phase for the renovation/replacement of West Elementary, a plan for the renovation/addition of Andover High School, a capital plan for Doherty, a strategy for a pre-K facility, and a viable capital improvement plan to address the needs of the other school buildings.</i>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

<p>3. Literacy Curriculum (Student Learning Goal)</p>	<p>Standard I: Instructional Leadership</p>	<p>The superintendent will work with the assistant superintendent of student services and the assistant superintendent for teaching and learning to complete the implementation of a strong core literacy curriculum and interventions that address students' reading issues, including issues related to dyslexia, through: a) purchasing the remaining curricular materials and providing professional development for the second year of a three-year phase-in of a new elementary literacy program; b) enhancing the use of such diagnostic tools as DIBELS, MAP, Lexia, the Benchmark Assessment System (BAS), and early screening measures to identify the supports needed for students to be successful as well as areas for program improvement; c) continuing to expand reading interventions and programs at the middle and high school levels; and d) integrating social studies and arts into the elementary literacy program.</p> <p><i>Evidence/Product: Document the use of assessments for early identification, universal screening and progress monitoring, supported by data where appropriate; the professional development offered to both regular education and special education staff; and the program supports implemented at the middle and high school levels, with demonstrated improvement in students' reading performance, particularly for students with language-based reading issues.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>4. Data Analysis (Student Learning Goal)</p>	<p>Standard I: Instructional Leadership; Standard III: Family and Community Engagement</p>	<p>The superintendent will provide detailed and reliable data analyses and reports to help assess curricular strengths and implement changes in areas that require growth related to student academic performance (including with respect to literacy initiatives described in Goal #3), as well as to assess Andover's performance relative to other comparable communities.</p> <p><i>Evidence/Product: Provide analytical data reports on MCAS, MAP and other assessments that track the district's academic trends and our comparative performance among similar communities as well as providing trend data on the district's financial investments in comparison to other similar communities.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>5. Communications (District Improvement Goal)</p>	<p>Standard III: Family and Community Engagement</p>	<p>The superintendent will work with the communication director, administrators, faculty, the School Committee, and parents to enhance communication among these district stakeholders and within the community in order to keep the community informed of district initiatives, events, and achievements; enlist feedback on ways to address issues confronting the district, including from School Committee members, administrators and the public; ensure School Committee receives information and data in a timely manner, consistent with applicable School Committee policy, as needed to evaluate decisions; and, strengthen appreciation of the valuable contributions the district is making to students and the community at large.</p> <p><i>Evidence/Product: Creation and implementation of a district communications plan that addresses various stakeholder groups (including those in the community without APS students) and that builds a bridge to the broader Andover community, including a superintendent listening tour; creation and implementation of a plan with identified tasks and target dates for the update of the APS website in order to enhance usability while ensuring universal accessibility; and timely, strong and consistent communications both internally and externally from the superintendent's office.</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6. Budgeting (District Improvement Goal)</p>	<p>Standard II: Management and Operations</p>	<p>The superintendent will work with the assistant superintendent for finance and administration, the Superintendent's Administrative Team, the School Committee, the town manager and relevant town boards to identify budget needs as early as possible, establish priorities, implement financial reporting processes that drive confidence in school department transparency, prepare thorough and timely budget documents, communicate with Town leaders and the public regarding budget needs, examine opportunities for cost savings, and attempt to reach an early and responsible budget agreement with a particular emphasis on eliminating the fee for full-day kindergarten; and will ensure appropriate Central Office resources are deployed timely and effectively to support the superintendent's progress towards these goals.</p> <p><i>Evidence/Product: Thorough, well-documented budget that enables the district to move forward with consideration for capital needs, support for district initiatives, town funding capacity, and the elimination of tuition for full-day kindergarten; timely and complete financial analyses and other Central Office expertise necessary to support collective bargaining negotiations; deployment of appropriate Central Office resources; financial summaries to accompany financials presented at School Committee meetings; and hiring of an individual to replace the assistant superintendent for finance and administration by June 30, 2020.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

7. School Start Times (District Improvement Goal)	Standard II: Management and Operations	The superintendent will work with the assistant superintendent for teaching and learning and key stakeholders to refine potential options for later start times for secondary students and provide objective information concerning the benefits and drawbacks of various options to the School Committee to enable it to evaluate the feasibility of and receptivity to the potential options so that the School Committee can make an effective decision. <i>Evidence/Product: A report on the feedback and proposed options for changing start times, along with an explanation of the positive and negative implications of each option and an assessment of its feasibility, effectiveness and acceptability.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



The Superintendent's FY20 goals toward Standard I: Instructional Leadership were contained in:
 Goal 3, **Literacy Curriculum**; and Goal 4, **Data Analysis**.

	U	NI	P	E
OVERALL Rating for Standard I: Instructional Leadership <input type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

Literacy Curriculum: This has been an area of focus for several years and the data shows significant progress. The approach to literacy at all grade levels and in both special education and general education has been comprehensive and thoughtful.

Data Analysis: The addition of a full-time data and financial analysis appears to be paying dividends in terms of providing meaningful information to teachers and administrators. The identification of inequities among student populations is particularly noteworthy. Sharing this information with the School Committee on a regular basis is encouraged as it will help the Committee in understanding where the gaps are and thus in establishing budget priorities.

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



The Superintendent's FY20 goals toward Standard II: Management & Operations were contained in: Goal 2, **School Facility Project**; Goal 6, **Budgeting**; and Goal 7, **School Start Times**.

	U	NI	P	E
OVERALL Rating for Standard II: Management & Operations 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.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

School Facility Projects: The West Elementary project made significant progress over the past year. The quality of the work, particularly on the educational program, has been high. The project has experienced some recent delays, but these are attributable primarily to decisions by the MSBA and not by actions of the District. However, I am concerned by the size and cost of the West EI project; it is being designed based on MSBA enrollment projections which I believe are unrealistically high and which lead, at least in part, to a school building which would be significantly larger than any other elementary school in town and to a potential price tag that is very large compared to past elementary schools. In turn, this large cost threatens the chances of public approval of this project, as well as other school building projects, notably including the AHS project. Decision making on West EI needs to consider its impact on other school capital projects.

The AHS project did not make significant progress this past year but that is largely attributable to the MSBA's rejection of the previous SOI and the inability to advance a town-funded project due to the recent economic downturn. The work involved in understanding the reasons for the MSBA's rejection of the previous SOI and in drafting the most recent SOI were of extremely high quality.

I strongly recommend the development of a more comprehensive and realistic building strategy that is geared towards maximizing the chances of success for both the West EI and AHS projects.

Budgeting: This has been a difficult budget year as a result of a number of factors outside the district's control: lower than expected Chapter 70 funding; the increased costs involved in responding to the pandemic; and, the impacts of decreased state and local revenues due to the economic shutdown related to the pandemic. Despite this, difficult but well-reasoned decisions have been made on numerous aspects of the budget and the district is prepared to recommend a responsible budget to Town Meeting. Of note were the successful application for extraordinary relief and decisions to pay all staff during the shutdown, to maximize the retention of staff, to begin the elimination of double bus runs, and to set aside funds to provide a cushion so that the elimination of tuition for full-day

kindergarten can proceed. My primary concern is whether sufficient funds have been allocated to allow the safe reopening of schools for the new school year.

School Start Times: Significant work on start times was completed this past year including the Edulog report, numerous public forums, the establishment of start time criteria by the School Committee, and the completion of the Assistant Superintendent's comprehensive report analyzing options. However, significant work remains so that a decision can be made, hopefully in the next six months and in time to be implemented for the 2021/2022 school year. Also, the Superintendent's lack of public support and leadership on this project, along with his apparent settling on a preferred option well before the evaluation and analysis of all options were completed, must be noted.

See, also, Evaluator Comments, above, under Step 4.

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



The Superintendent's FY20 goals toward Standard III: Family and Community were contained in: Goal 4, **Data Analysis**; and Goal 5, **Communications**.

	U	NI	P	E
OVERALL Rating for Standard III: Family & Community Engagement 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.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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

Data Analysis: The administration of numerous surveys to parents, teachers and students and the analysis of the results of those surveys has been successful. The surveys provide valuable data to shape the policies and direction of the district and their continued use is encouraged.

Communications: The Superintendent should be given credit for the listening tour he conducted during the early part of this past school year and for his strong messages regarding racial justice. However, communications is an area where, quite unfortunately, the Superintendent and the School Committee have not been on the same page. Among the areas of disconnect are the following: 1) the need to update the APS website; 2) the importance of proactive communication on areas of potential controversy so that the district is less often on the defensive; 3) taking full advantage of available social media tools; and 4) the importance of outreach to residents who do not have students currently in APS.

Superintendent's Performance Rating for Standard IV: Professional Culture

The Superintendent's FY20 goals toward Standard IV: Professional Culture were contained in:
Goal 1, **Sprint Teams**.

	U	NI	P	E
OVERALL Rating for Standard IV: Professional Culture 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.	☐	☐	X	☐

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

Sprint Teams: The sprint teams continue to be an effective mechanism for establishing and managing the district's educational priorities. They have been successful in converting the Superintendent's educational vision into discrete tasks designed to achieve that vision. They appear to be highly motivating for those involved in the teams, although balancing the workload of staff and administrators on sprint teams with their "regular" work deserves continued attention.

OCON: Although not specifically included within one of the sprint teams, the work related to OCON seems to align well with the Social-Emotional Learning and Cultural Competency Sprint and is addressed here. The concept behind OCON and its promise for transforming elementary social studies are strong, particularly given the heightened understanding of the need for greater racial equity. However, the mechanisms being used to develop the curriculum and to train teachers, and the time and resources involved in the effort, is of concern and is a source of conflict with some members of the School Committee. I continue to recommend holding an "OCON Summit" with the School Committee and counsel to discuss these issues and to hopefully reach a common understanding.