

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Sheldon Berman
Evaluator: Susan K. McCreedy *S. McCreedy* 7/18/20
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 type="checkbox"/> Met	<input checked="" 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 type="checkbox"/> Significant Progress	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II: Management and Operations (included in FY20 goal 2, goal 6 and goal 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 onset of the coronavirus pandemic and the dramatic pivot to at-home instruction required the shift in focus for the entire district in order to serve students during this unprecedented time. It is with this in mind, that I've completed Dr. Berman's year-end evaluation vis-à-vis his defined goals based primarily on progress as of his mid-year report (February 28, 2020) and secondarily how that work may have been adjusted to continue during the closure.

Consideration must be given to Dr. Berman's leadership and tenacity during the closure, driving our district to provide students with educational experiences beyond DESE's guidance and directing his team to do the very best possible. His efforts during this time typify his commitment to high quality, well rounded education for APS students. Dr. Berman and his team worked without the advantage of a full technology toolset that may have enabled some other districts to pivot more seamlessly but overcame it as best possible with district-wide collaborative efforts, creativity, and commitment to the learning and the emotional and mental wellness of our APS children, families and staff.

Dr. Berman is a talented and tireless educator committed to high quality instruction which was once again reflected this year in his work. While the development and delivery of education may have changed from March – June and thereby sprint work may not have materialized precisely as teams had originally defined, the spirit of and commitment to sprint work remained.

I can't say enough about Dr. Berman's investment to district facility projects and appreciate his going above and beyond to make strong cases for Andover's facility needs.

The important and innovative work by Dr. Berman, district administration, faculty & staff, and APS students is being recognized through our communications efforts and participation in state and national programming. However, there are still fractures in communication

consistency and responsiveness, most importantly for APS parents and families. The Superintendent needs to ensure that communications efforts also include time to address this.

Personnel issues consumed a significant amount of the superintendent's time this year and while personnel is not within the purview of the School Committee, the time and district resources that it consumes must be a consideration, especially this year. I commend the professionalism and integrity of the processes employed to address various issues and respect Dr. Berman's adherence to ensuring professional, respectful, safe, and effective working environments for all within APS.

I foresee that union and negotiations activities are likely to consume substantial time in the coming year, as well as the management needed to pivot and adapt on the delivery of education as seamlessly as possible while contending with the pandemic. To that end, I strongly recommend that Dr. Berman and the Committee agree to no more than 4 superintendent goals for the coming year that represent the continued commitment to student learning and well-being, that those goals be his primary focus along with the efforts above, and that any other efforts come if any time permits.

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"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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	<p>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.</p> <p><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></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Dr. Berman remains dedicated to forward thinking high quality instruction. The work on Andover's literacy curriculum has been well conceived and thorough for both the core curriculum and special education. The return on the district's investment in curriculum, professional development, teacher leaders, and progress monitoring is evident in MAP & MCAS score improvements, successes in early interventions, and Andover's recognition as a leader in language based learning education.

Recent events brought to light the solid work being done to advance equitable and inclusive learning at all levels. While there is still much work to be done, it is a proud moment to reflect on the proactive work done to date ([Anti-Racism Activism Within APS](#)) and a commitment by the district to a continuation of this work. There is a continued emphasis on educating the whole child, utilizing the addition to the school day for social and emotional instruction at the elementary level and work to redefine a middle school schedule to do the same. All learning is focused on accessibility by all students through the utilization of UDL concepts and tools. The development of a meaningful elementary social studies curriculum (OCON) is foundational for developing and embracing our similarities and differences, teaching our students to be civic minded and engaged toward stronger community, and providing reflections and gateways for all of our students in history and literature.

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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Dr. Berman led the development of a comprehensive and robust education plan as a significant portion of the PSR submission to MSBA, participating in many meetings, presentations and reviews required throughout the West Elementary project's Feasibility Phase. Despite the pandemic, Dr. Berman's commitment to our facilities improvement efforts remained steady throughout the closure along with his advocacy at the state level when needed. Concurrently, Dr. Berman worked with the AHS Facility Study Committee to understand why Andover was not accepted into the MSBA program in December 2019 and then subsequently participated in another SOI submission with refinements to address those concerns. Finally, a plan for improvements to other district facilities was created, although ultimately required modification due to budgeting changes brought on by the pandemic.

Again this year, Dr. Berman successfully worked with the School Committee and town manager to reach an FY21 budget agreement including the elimination of FDK tuition. At the request of the Committee, this year brought the return of budget hearings with Dr. Berman's administrative team thereby providing the Committee with a full set of budget priority recommendations. The district was successful in the application and advocacy for extraordinary relief to address some unanticipated special education costs. Working with the Committee and the Superintendent and his team, the district was successful in ending the year without any layoffs and preparing for instruction in the 20-21 school year while the pandemic continues, under a needed \$870,000 reduction in the school department budget due to the economic downturn.

While the School Committee continues to support a change in school start times and there is significant work being led by the Assistant Superintendent for Teaching and Learning toward this goal at the direction of the Superintendent, I would like to see more direct involvement by the Superintendent alongside the Committee in support of this important initiative. Given district focus on educating the whole child, a slice of the social-emotional pie must be allocated to this initiative, as supported by science and to remain consistent with Andover's Theory of Action. We should not allow the difficulty of a problem nor politics around it drive what is best for our students educationally, physiologically, and psychologically. This would also be an excellent opportunity for Dr. Berman to further highlight all of the other strong SEL work happening in the district.

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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

I remain concerned that the district is missing the mark on basic communications. The Committee's budgetary support for a Communications Director and advocacy at ATM 2018 was firmly rooted in prioritizing the district's responsiveness to our district parents and families and that has yet to be sufficiently realized. While district communications have increased and successfully highlight our students, staff, and positive work in the district, we are still in need of a communications plan that addresses all APS stakeholder groups including those in the community without APS students and a district-wide commitment to that plan.

Listening tours with PACs and PTOs were helpful to the Superintendent's community engagement efforts. I would again encourage that Dr. Berman offer something similar to the SC Informal forum model at least quarterly to the entire community. This would allow for the community to engage with him to answer questions, address concerns and learn about the excellent work that he is leading for the district.

Work has commenced on updates to the APS website, although were delayed due to necessary resource diversion resulting from the pandemic and the vendor request to refine district logos prior to implementing minor design changes needed for district's homepage. The information scrubbing, initiated but also delayed because of Covid-19, must be prioritized in the coming year along with a style guide and plan for accurate and timely maintenance of information.

There have been many good communications from the superintendent's office especially during the closure, however I would continue to encourage the positive aspects of keeping the communication flowing especially during crisis times even when there is not much new to report. Succinctness in communication and reaching our stakeholders where they receive their information is also critical for successful communication.

I would like to see a Communications goal for the 20-21 year with defined priorities and a mechanism for monitoring and updating the Committee on progress.

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):
 Expectations for student learning have consistently been high during Dr. Berman's tenure. This is reflected in the definition of sprints and the work produced by the sprint teams.

The district's continued focus on social and emotional learning, cultural competency, and mental and behavioral health illustrates the deep understanding within the district that strong learning happens when students feel safe, connected, and well. This is a strong testament to Andover's commitment to educating the whole child. The collection and use of data, increased use of SEL curricula, initiation of work at the middle school level to provide greater emphasis on SEL during these critical years of a child's development, adoption of a robust district educational equity policy, and renovation of classroom libraries to reflect and celebrate cultural differences and similarities are all components providing benefit to our students and are receiving recognition nationally including Andover's virtual tour offered during the closure through AASA.

While the development and delivery of education may have changed from March – June and thereby sprint work may not have materialized precisely as teams had originally defined, the spirit of and commitment to those sprints remained, shifting the work to support the remote environment including many supports for students and families.