

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Sheldon Berman
Evaluator: Paul Murphy 15 July 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 checked="" type="checkbox"/> Significant Progress	<input 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:

Shelley is proficient in his role as superintendent of schools in Andover in 2019-2020. The district and the school committee expect quite a lot of this one person and he has been patient and resolute in his attacking each day for the benefit of Andover and of its children. The global pandemic which has befallen the world has amplified both strengths and weaknesses in all areas of life – and education is no exception. Course-correcting into an online environment with NO PREPARATION was a herculean task for the district’s educators (defined VERY broadly to include all members who support students and families) and leaders. An evaluation at this juncture seems almost impossible; I have highlighted only a few areas that seem quite separate from the COVID-19 pandemic. Shelley and the district have a great deal to be proud of – so many success stories of students and the adults who support them! Andover can be a tough community as the standards are always high because we care deeply about our kids and their development as learners, creators and human beings. Schools have the responsibility to do MORE than DO NO HARM; they should provide the environment for everyone to thrive. Being away from the school community this spring has brought this goal into full view. Likewise, our watershed moment of addressing racial inequities – both on a systemic and personal level – will transform our worlds in ways similar to the pandemic. Students cannot learn in environments where their appearance elicits derogatory comments based on negative and ignorant assumptions. Shelley, as a leader, is up to the task and has led well. The coming months and years will show if everyone in the district: parents, educators and others are willing to follow his direction and words and truly transform our schools. We cannot rest – our future depends on the talent, creativity and intelligence of ALL students in Andover.

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	<p>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.</p> <p><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></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. School Facility Projects (District Improvement Goal)	Standard II: Management and Operations	<p>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.</p> <p><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></p>	<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 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 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"/>	<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*):
 Shelley's leadership style communicates his focus on student achievement and emotional health. Over the past few years, standardized testing scores, while not the only metric by which the district should be measured, have risen consistently. This tells me that Shelley and the entire APS staff is committed to the academic health of the students in the care of the district. Creativity, ethical behavior and other measures of student progress are harder to measure; and recent anecdotal evidence suggests that we have a great deal of work to do in the area of multicultural awareness and inclusivity.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Shelley has done a good job managing the school facility projects, budgeting and the school start time project. I have concerns, however, about managing the challenges at South School. While I am not privy to all details of what happened at South, it does seem that problems and challenges were brought to someone in a supervisory position at the district and that few, if any steps were taken to mitigate what turned into a hostile work environment complaint. In this case, the buck really stops at the top and Shelley needs to learn from the failures of communication that led to a difficult environment for staff – and therefore a difficult environment for the students.				

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*):

Shelley has made some progress in this area – notably visiting many PTOs and other ways of outreach and engaging in data-driven decisions through the data analysis manager. I applaud his use of the weekly newsletter and his OpEd pieces. There is more to do, however, in this ever-changing communications landscape. I would like to see more relaxed and casual meetings with parents and an attempt to reach out to students. I think he could be strong in these moments – but he needs to give it a try. We live in a complicated time and I think, with time, community members can appreciate the complex issues that he needs to deal with throughout the district. He will never attain 100% acceptance; he would be served well by continuing to try more of the newer means of communicating.

Superintendent's Performance Rating for Standard IV: Professional Culture

<p>The Superintendent's FY20 goals toward Standard IV: Professional Culture were contained in: Goal 1, Sprint Teams.</p>	U	NI	P	E
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): In this area, Shelley has led well. By sharing leadership of these sprints with others in the district, he leverages his in-house talent. Shelley has high aspirations for his team and that is communicated well throughout the district.</p>				