

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



Superintendent: Sheldon Berman _____
Evaluator: Joel Blumstein _____ June 14, 2018 _____
Name **Signature** **Date**

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

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

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

Indicators

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

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

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

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

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

End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Overall: Dr. Berman's educational leadership continues to be outstanding. He and his team have taken on an ambitious agenda through the agile strategic plan and its focus on advancing student learning. All of the sprint teams have made exceptional progress and I am fully convinced that they have had and will continue to have a significant positive impact on student learning. Unfortunately, this year also has been marked by some significant errors on Dr. Berman's part that have distracted the School Committee's attention from the important work we face and, perhaps more importantly, have resulted in many people in the community focusing on these episodes rather than on the many accomplishments of the district.

Specific goals:

Goal 1. As mentioned above, work on the agile strategic plan sprints has been outstanding. With respect to the AHS schedule sprint, I continue to recommend seeking input from students, parents and faculty on what has worked well and what may need improvement in H block.

Goal 2. Significant progress was made in advancing both the West Elementary and Andover High School facility projects, although much work remains on each. Outstanding committees have been formed for each of the projects and I recommend that Dr. Berman work closely with those committees and, particularly, their chairs.

Goal 3. The work of the Office of Student Services continues to be outstanding. Despite significant challenges, I am very impressed by the progress on language-based issues.

Goal 4. The decision to have the District's grant writer devote time to data analysis represents significant progress. However, I believe much more can and should be done to refine the analysis and translate it into concrete recommendations on adjustments in education delivery.

Goal 5. I believe the district has done what it could within the limitations of staffing to effectively communicate with district stakeholders and the community. However, as mentioned above, there have been unfortunate distractions that interfered with the communication of the district's accomplishments. Much remains to be done in the area of communications and I look forward to the addition of a communications professional to our staff.

Goal 6. The early resolution of the school budget, including movement of textbooks out of the CIP, is a significant accomplishment which will benefit the district both directly and indirectly.

Superintendent's Performance Goals



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

Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
Goal 1	<p><i>Standard IV: Professional Culture; Professional Practice Goal</i></p> <p>The superintendent will facilitate progress of the seven sprints of the agile strategic plan: Literacy, AHS Schedule, Mental and Behavioral Health, Social-Emotional Learning, Accessible Digital Media, Progress Monitoring, and Innovation.</p> <p><i>Evidence/Product: Each sprint moves forward on action steps to achieve their targets.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Student Learning						
Goal 3	<p><i>Standard I: Instructional Leadership; Student Learning Goal</i></p> <p>The superintendent will work with the director of student services and the assistant superintendent for curriculum and instruction to address students' reading issues, including issues related to dyslexia, and to strengthen the literacy program through use of additional data tools to identify students needing support and areas of program improvement; continued professional development to deepen the skills and knowledge of teachers and instructional assistants; implementation of TextHelp for students and teachers; piloting of a new literacy program for elementary grades; and enhancement of reading interventions and programs.</p> <p><i>Evidence/Product: Document the assessments in use for early identification and progress monitoring and the professional development offered to both regular education and special education staff with the long-range target of making effective progress in addressing students' language-based issues, with particular attention to students with dyslexia.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Goal 4	<p><i>Standard I: Instructional Leadership; Standard III: Family & Community Engagement; Student Learning Goal</i></p> <p>The superintendent will provide data analyses and reports to help assess curricular strengths and areas requiring growth related to student academic performance, as well as to assess Andover's performance relative to other comparable communities.</p> <p><i>Evidence/Product: Provide analytical data reports that track the district's academic and fiscal performance.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						

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

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):
 (Note: Superintendent Berman's 2017/18 goals 3 & 4 were intended to fall in this Standard I category.)
 This was an area of concentrated focus for all of the senior staff in the district. Much work has been done which will undoubtedly result in improved learning, growth and support for all our students.

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

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.)

Of note in this area, there was significant progress on the West EI and AHS facility projects, an exceptionally smooth budget process, and outstanding hires for key positions. In terms of improvement, I strongly recommend that, for those issues which fall under the jurisdiction of the School Committee (e.g., calendar, athletic fees), the Superintendent and his staff focus more on developing options and objectively analyzing the pros and cons of those options rather than advocating for a particular outcome, although the Superintendent's recommendation is always valued.

Examples of evidence superintendent might provide:

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):
 (Note: Superintendent Berman's 2017/18 goals 4 & 5 were intended to fall in this Standard III category.)
 The Superintendent very much takes to heart the importance of making APS a welcoming place for all members of our community and has been a leader in this area. With respect to communication, please see comment above with respect to Goal 5.

Examples of evidence superintendent might provide:

- Goals progress report
 family engagement activities
 Participation rates and other data about school and district
 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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (C h e c k o n e .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):
 (Note: Superintendent Berman's 2017/18 goal 1, including seven sprints, were intended to fall in this Standard IV category.)
 The Superintendent fully embraces and promotes the importance of a districtwide culture of reflective practice, high expectations and continuous learning for staff and normally would deserve an exemplary rating on this standard. However, given the mistakes made this year, I cannot support such a rating for this cycle.

Examples of evidence superintendent might provide:

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|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |

