End-of-Cycle Summative Evaluation Report: Superintendent 2018-2019

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Superintendent:	Sheldon Berman		
Evaluator:	Shannon Scully	*Shannon Scully*	20 June 2019
	Name	**Signature**	**Date**

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

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☒ Significant Progress	☐ Met	☐ Exceeded

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

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both. **Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years. **Proficient** = *Proficient* practice is understood to be fully satisfactory. This is the rigorous expected level of performance. **Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.				
Standard I: Instructional Leadership	☐	☐	☒	☐
Standard II: Management and Operations	☐	☐	☒	☐
Standard III: Family and Community Engagement	☐	☐	☒	☐
Standard IV: Professional Culture	☐	☐	☒	☐

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	Moderate	High
☐	☐	☒

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:

Andover continues to benefit from Dr. Berman's steady leadership, and important improvements this year add to a long track record of strategic accomplishments. Dr. Berman's work considers students first, and emphasizes a well-rounded education that importantly provides more than textbook learning. District programming continues to expand in ways that provide a strong foundation of broad skills for lifetime success, including those in social-emotional realms and opportunities for "authentic learning" that allow a "new resume" of educational experiences and personal growth.

In addition to work in the district, Dr. Berman has spent time involved in national, state and regional efforts (for example, the National Commission for Social, Emotional and Academic Development and the Massachusetts Personalized Learning Edtech Consortium) that have the potential to raise prestige and bring recognition to the good work being done in Andover Public Schools. Dr. Berman is well-recognized for his educational vision. These strategic efforts are academically interesting and carry potential for long-term gains, but we need to remain mindful that the near-term business of the district maintains top focus, including support for the direct operational activities of staff and students in Andover's ten schools.

More feedback specific to Dr. Berman's FY19 work toward formal goals is provided below in the context of DESE-defined "performance standard" categories.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
Goal 1	**Standard IV**: *Professional Culture; Professional Practice Goal* The superintendent will facilitate progress of the seven cross-functional sprint teams in order to move forward on the agile strategic plan: Literacy, AHS Personalization, Mental and Behavioral Health, Social-Emotional Learning, Accessibility, Progress Monitoring, and Innovation. *Evidence/Product: Each sprint moves forward on action-specific steps identified in the attached matrix to achieve their targets.*	☐	☐	☐	☒	☐

Student Learning		

Goal 3	**Standard I**: Instructional Leadership; Student Learning Goal The superintendent will work with the assistant superintendent of student services and the assistant superintendent for teaching and learning to enable the district to implement a strong core literacy curriculum and interventions that address students' reading issues, including issues related to dyslexia, by: a) launching a three-year phase-in of a new elementary literacy program through a year-long professional development program for all teachers; b) enhancing the use of such diagnostic tools as DIBELS, MAP, and early screening measures to identify students needing support and areas for program improvement; c) continuing professional development to deepen the skills and knowledge of teachers and instructional assistants in core curriculum and intervention approaches to address students' reading development; d) implementing computer-based accessibility tools and universal design for learning strategies for students and teachers; and d) expanding reading interventions and programs at the middle and high school levels. *Evidence/Product: Document the assessments in use for early identification, universal screening and progress monitoring; 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 the long-range target of demonstrating improvement in students' reading performance, particularly for students with language-based reading issues. (We should begin to see improved reading performance on MAP and MCAS beginning with the 2020 administration of these assessments, as well as a reduction in the percentage of students identified as learning disabled in reading at the elementary level.)*	☐	☐	☐	☒	☐
Goal 4	**Standard I**: Instructional Leadership; **Standard III**: Family & Community Engagement; Student Learning Goal 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, as well as to assess Andover's performance relative to other comparable communities. *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 provide trend data on the district's financial investments in comparison to other similar communities.*	☐	☐	☒	☐	☐

District Improvement						
Goal 2	**Standard II**: Management and Operations; District Improvement Goal The superintendent will work with the assistant superintendent for finance and administration and the director of facilities to make progress on: a) 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, b) the MSBA process for renovation/replacement of West Elementary, and c) working with the School Committee, town leadership, community and other stakeholders to define and evaluate options for additional school facility improvements, including those at Doherty Middle School and a Pre-K facility. *Evidence/Product: Continued progress toward the renovation/replacement of West Elementary, the renovation of/addition to 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.*	☐	☐	☐	☒	☐
Goal 5	**Standard III**: Family and Community Engagement; District Improvement Goal The superintendent will work with the communication coordinator, administrators, faculty, 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; and strengthen appreciation of the valuable contributions the district is making to students and the community at large. *Evidence/Product: Documentation of and metrics related to additional communication strategies including regular web and social media communications, greater website accessibility and usability, press releases and media coverage of events and achievements, and community forums that enhance regular on-going communications with staff, parents and the community.*	☐	☐	☒	☐	☐
Goal 6	**Standard II**: Management and Operations; District Improvement Goal The superintendent will work with the assistant superintendent for finance and administration, the Superintendent's Administrative Team, the School Committee, and the town manager to identify budget needs as early as possible, establish priorities, 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, and attempt to reach an early and responsible budget agreement. *Evidence/Product: Thorough, well-documented budget that enables the district to move forward with consideration for capital needs and town funding capacity.*	☐	☐	☐	☒	☐

Goal 7	**Standard II**: Management and Operations; District Improvement Goal The superintendent will work with the assistant superintendent for teaching and learning and key stakeholders on the development of potential options for later start times for secondary students, and will 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. *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.*	☐	☒	☐	☐	☐

Superintendent's Performance Rating for Standard I: Instructional Leadership

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

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

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

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

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

Note: Superintendent Berman's 2018/19 goals 3 (literacy) & 4 (data analysis) are intended to fall in this Standard I category.)

Again this year, substantial effort went into ongoing program improvements for literacy and language-based learning in particular. The district continues focus in this area, and has expanded important intervention work more broadly to the middle and high school levels.

Signs are positive that these efforts are having meaningful impact on our students, and the district is seeing notable improvements in standardized test scores, including with elementary students with disabilities. Additionally, the core literacy program – including the Reader's Workshop and significantly improved classroom libraries of diverse, high-quality literature – saw an exciting upgrade at the elementary level, assisted by profound community partnerships with ACE and private contributors.

The integration of literacy, the arts, and social studies has been a multi-year focus, beginning with the NEAL grant and now emerging as the "One Community, One Nation" (OCON) effort. There is expectation this work will produce an inspiring curriculum that is stronger than an alternative off-the-shelf purchase, and could ultimately bring innovative learning opportunities to students, particularly those in late-elementary grades. However and potentially because of the unique process, communication around these efforts has not been seamless, which has distracted from the good work and raised questions around oversight and process. Specifically, the need or usefulness of involving other districts in these Andover efforts would benefit from further explanation, and the inclusion of unique and substantial OCON work in the FY19 professional development budget alongside more traditional PD activities had the effect of obfuscating investment in curriculum development and in this specific program.

Dr. Berman continues important work to encourage a "data-reflective culture" that would allow educators to understand students better, and provide personalized learning and intervention strategies. It is not yet clear how these efforts have effectively extended into daily instructional decision making or are influencing strategic district decisions or investments. The addition of a data analyst in the FY20 budget should be helpful in these areas.

Examples of evidence superintendent might provide:

☐ Goals progress report
☐ Analysis of classroom walk-through data
☐ Analysis of district assessment data
☐ Sample of district and school improvement plans and progress reports

☐ Analysis of staff evaluation data
☐ Report on educator practice and student learning goals
☐ Student achievement data
☐ Analysis of student feedback
☐ Analysis of staff feedback

☐ Relevant school committee meeting agendas/materials
☐ Analysis of leadership team(s) agendas and/or feedback
☐ Protocol for school visits
☐ Other:_____

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

Check one box for each indicator and indicate the overall standard rating below.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	☐	☐	☐	☐
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	☐	☐	☐	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	☐	☐	☐	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	☐	☐	☐	☐
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	☐	☐	☐	☐

Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

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

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

Note: Superintendent Berman's 2018/19 goals 2 (facilities), 6 (budget) & 7 (start times) are intended to fall in this Standard II category.)

Dr. Berman has been heavily engaged in improving the physical learning environment for students and staff, including work on two major building project initiatives (Andover High and West Elementary) and an evaluation of Doherty. Again this year, an excellent Statement of Interest was submitted to the Massachusetts School Building Authority (MSBA) seeking partnership for an Andover High building project. West Elementary tasks, including those with the MSBA, continue at a responsible but brisk pace. The project successfully entered the MSBA feasibility stage has hired an Owner's Project Manager. A facility study for Doherty was conducted with the expectation it would help district identify the most critical improvements necessary to keep Doherty operating well until after the completion of higher priority projects (WestEl, AHS and Shawsheen). Beyond that scope, the study also developed interesting options that could be considered many years from now for a large-scale facility project. It remains to be seen how learnings from the study will be inserted into nearer-term Capital Improvement Plan items.

Significant effort went into the development of the FY20 school budget – including work to capture an unanticipated increase in chapter 70 funding – and the budget was ultimately passed at Town Meeting with clear support of the community. The school budget book continues to improve in detail, and early partnership with the Finance Committee to determine and collect information for inclusion in their Town Meeting report was helpful in minimizing the potential of last-minute requests for financial or other information. Additionally, Dr. Berman's work to lobby for necessary and fair circuit breaker funding at the state level continues to bring additional financial resources to Andover for special education.

Work to evaluate school start times began in the spring of 2018 with the School Committee's guiding principles document, and this initiative was solidified as a priority with inclusion in the superintendent's FY19 goals. Progress has been made since under the Start Time Working Group structure, including significant work with stakeholders throughout the district (including students, parents, in-school child care, athletics, traffic and public safety) to solicit input, identify challenges, discuss options, and formulate feedback mechanisms. The start time evaluation is ongoing, however at this point, more should have been accomplished to narrow potential logistical options, including an understanding of how bus routes could be optimized or compressed, and what additional options exist at varied levels of investment in transportation. With a decision for 2020/21 school start times anticipated by the Committee in the October 2019 timeframe, it would be beneficial to increase focus on refining logistical options.

Examples of evidence superintendent might provide:

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

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

☐ Relevant school committee meeting agendas/minutes/materials
☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
☐ Other:＿＿＿＿

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	☐	☐	☐	☐

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

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

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

Note: Superintendent Berman's 2018/19 goals 4 (data analysis) & 5 (communications) are intended to fall in this Standard III category.

This year, the district benefitted from the work of a new Communications Director, which greatly improved Andover's ability to showcase successes through media outlets and district email communications. Additionally, response (both within- and out-of- district) to emergency/crisis situations significantly improved.

Moving forward, there should be consideration of having communication be more balanced between efforts for PR/recognition and the more practical needs the community. For example, website content culling and refreshing, and consideration of additional regular communication mechanism, including expansion to broader contact points in the APS and non-APS community, are important areas for additional focus.

Additionally, the district would benefit from work to analyze and disseminate data – specifically, student performance and district financial metrics – including a communication strategy to help the broader community evaluate Andover against peers. For example, a narrative that district performance is in decline is not supported by fact or data, and it makes sense to address this misperception. The addition of a data analyst in the FY20 budget should be helpful in this effort.

More broadly related to the "Family and Community Engagement" standard, concern has been expressed that Dr. Berman's ability to lead the district is (often unfairly) compromised by misperception and mistrust with some in the Andover community. For example, the assertion that he was directly involved in a decision in April not to renew a coach's contract is plainly untrue, yet the instance was opportunistically used by some to resurface long-standing angst. It's unfortunate that no amount of evidence or logical discourse will be effective in softening such resolute viewpoints. Further, the irony is not lost that there is meaningful overlap between the subset of people in the community inaccurately dramatizing events that create bad press and those complaining the district suffers from that same bad press. Even those keenly focused on the strong educational mission of our schools can be faced with fatigue from the ancillary commotion that divides attention, but on balance our schools and students have made significant and important educational strides under the leadership of Dr. Berman.

Examples of evidence superintendent might provide:

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

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

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

Superintendent's Performance Rating for Standard IV: Professional Culture

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

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

Overall Rating for Standard IV **(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.

☐ **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 2018/19 goal 1, including seven sprints, are intended to fall in this Standard IV category.

This is the second year Dr. Berman has used the structure of "sprint teams" to make district progress in specific focus areas. The teams continue to move forward in tactical initiatives and strategic thinking. Presentations outlining process, actions and deliverables have been highlighted at School Committee meetings.

The innovative work is benefiting students, particularly in literacy, social-emotional realms, and the development of "authentic learning" opportunities. In addition to demonstrating deep competence and progress in various areas important to the district, it is excellent to see the cross-functional collaboration of district leaders across job roles. The teamwork is commendable.

By its nature, agile planning – the structure in which APS "sprint teams" are said to fit – is intended to be flexible and quickly adaptable, with frequent output and task completion. As such, Dr. Berman is encouraged to question whether or not teams assembled or areas of chosen for study should be reconstituted more regularly or with focus on more clearly defined short-term objectives. This suggestion is not intended to slow progress or create more work, but rather encourage consideration of whether a true "agile" construction is being used or appropriate for activities that move the district forward in these "sprint" areas.

Examples of evidence superintendent might provide:

☐ Goals progress report
☐ District and school improvement plans and reports
☐ Staff attendance and other data
☐ Memos/newsletters to staff and other stakeholders

☐ School visit protocol and sample follow-up reports
☐ Presentations/materials for community/parent meetings
☐ Analysis of staff feedback
☐ Samples of principal/administrator practice goals

☐ School committee meeting agendas/materials
☐ Sample of leadership team(s) agendas and materials
☐ Analysis of staff feedback
☐ Other: _____