

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Elizabeth McAndrews  
**Evaluator:** Amesbury School Committee June 6, 2022  
**Name** **Signature** **Date**

## Step 1: Assess Progress Toward Goals (Reference performance goals; 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	<b>X Met</b>	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<b>X Met</b>	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<b>X Significant Progress</b>	<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 *Developing*, 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	Developing	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>

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

Unsatisfactory

Developing

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*, *Developing* or *Unsatisfactory*.

### Comments:

Since becoming superintendent, Ms. McAndrews has approached her role as leader of the Amesbury Public School District with fidelity and enthusiasm. She has obviously devoted much time and energy towards achieving her professional goals and provided the committee with supportive evidence demonstrating the attention to detail with which she approaches every aspect of her role in the district.

Despite challenges related to the pandemic, funding and/or staffing she has made and set in motion changes that should improve the Amesbury school district for all, and she has made progress in all areas she outlined as goals at the start of the year. Significant progress has been made with regard to communication with all stakeholders, bringing each of our schools together as part of one mission informed by a shared understanding of what high-quality instruction looks like, and budget development and clarity. Ms. McAndrews' efforts to seek out opportunities to grow, learn, and enhance her own job performance are notable and important drivers of these successes. Her partnership with the school committee and responsiveness to our requests is also notable. This was most recently seen when asked to reduce the budget by \$500,000. She was able to work with her team efficiently and effectively, incorporating the savings but in areas that will have minimal impact on student learning.

Work remains to be done, in particular with regard to technology, unifying and strengthening the administrative team, engaging families outside of the school context, more proactive work with the Committee's subcommittees, and consistency in special education progress monitoring. All that said, Superintendent McAndrews stepped into the role of Acting Superintendent during a very tumultuous time in the district. As a committee we gave her our vote of confidence when we selected her as our Superintendent. Her work on the entry plan, which will lead to our strategic direction is a powerful asset, her accessibility, leadership, and willingness to listen and act bode well for Amesbury's future.

# 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
<b>Student Learning Goal</b>	<b>IB - Instruction</b> <b>II E - Fiscal Systems</b>	To ensure the highest level of effective, strategic leadership for our district, I will develop the District Leadership Team into a high functioning team with a shared vision for excellence in teaching practice and effective instructional leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Professional Practice Goal</b>	<b>IV D - Continuous Learning</b>	To ensure the highest level of effective, strategic leadership for our district, the Superintendent will participate in Year 1 of the New Superintendent Induction Program (NSIP) in order to develop her skills in strategy development, data analysis, instructional leadership, leadership team development, and School Committee-Superintendent relations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>District Improvement Goal 1</b>	<b>IIIC - Communication</b>	To ensure that all members of the Amesbury Public Schools community are appropriately informed, I will sustain and/or enhance communication with all stakeholders including students, faculty, parents, School Community, and the greater Amesbury Community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>District Improvement Goal 2</b>	<b>IIA - Environment</b>	To refresh technology infrastructure and utilize individual student and teacher devices to effectively enhance teaching and learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

## Standards and Indicators for Effective Administrative Leadership

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

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

Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

	U	DEV	P	E
<p><b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.  <input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I-B. Instruction:</b> 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"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<p><b>I-C. Assessment:</b> 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"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.  <input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I-E. Data-Informed Decision Making:</b> 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"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.  <input type="checkbox"/> Focus Indicator (check if yes)</p>	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
<p><b>OVERALL Rating for Standard I: Instructional Leadership</b>                      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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Developing or Unsatisfactory):</b>                      Ms. McAndrews used the fact-finding portion of her entry plan to understand the state of instruction across buildings. Engaging principals in discussions and learning walks with the intention of achieving consistency of observations throughout the schools and developing a shared understanding of what high quality instruction looks like across grades was a key first step in ensuring that all students in all our schools experience consistently excellent teaching.</p>				

Her initial steps to create a district wide MTSS to accommodate diverse needs and readiness are notable, as is her focus on equity and meeting students' social and emotional needs resulting from Covid. Both add critical components to shaping how principals support their teachers' ongoing growth. It was evident throughout that there were high expectations as well as accommodations for learning and instruction after returning from pandemic learning models. It was noted that next year's observations would last longer to allow for a richer learning experience and more complex post-observation discussions.

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	DEV	P	E
<b>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.</b> <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<del>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.</del> <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<del>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.</del> <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<del>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.</del> <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>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.</b> <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> 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"/>	X	<input type="checkbox"/>

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

**II-A, Environment:**

The district has gone above and beyond with the development and collaboration within the ASSET team to keep our students safe and supported, however it is notable that bullying is increasing at AMS. Superintendent McAndrews has thoughtfully dealt with medical needs throughout the CoVid pandemic. She has advocated for additional adjustment counselors, is taking steps to provide consistent SEL supports and maintains the schools at a level higher than previously maintained. Building/field maintenance and technology maintenance continues to be difficult. Over the last year a number of facilities/environmental issues have impacted the learning environment we provide our students. More organized plans, procedures, and routines with regards to facilities and facilities-related operational management would be helpful here. It is often the case that the level of oversight of some departments differs from others, and some departments would benefit from a more hands-on approach and guidance to avoid occasions where the district is put in a reactive position.

**II-E, Fiscal:**

The Superintendent and the Operations and Finance Director led a very detailed budget process that demonstrated the relationship between budget requests and district as well as school goals. She was clear and consistent in her communication throughout the process. The superintendent was very responsive to the committee’s requests for changes to the budget. She also worked very hard on providing the committee with in-depth budget presentations that put a great deal of effort into making the budget a fiscal document as well as a moral document that was clear, transparent, and explicitly aligned with the committee and district goals. The choice to have building principals develop needs-based budgets (rather than starting from the prior year’s budget) was intended, in part, to increase the coherence, collaboration, and coordination among schools, however it appeared that the process fell short in that regard (this year CES’s financial requests differed significantly from the other schools). Building more cross-building collaboration into the budgeting process in the coming year would move this important goal forward.

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



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

	U	DEV	P	E
<del>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.</del>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
<del>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</del> <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</b> <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<del>III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</del> <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> 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 type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Developing or Unsatisfactory</i>):</b>				
<p>Superintendent McAndrews has demonstrated an eagerness to establish a communication plan with the School Committee and the Amesbury community at large, and she has significantly improved the district’s communication going out to stakeholders. She is responsive to concerns, and she has developed strong community partnerships to support our school community and diverse student/family population through her work with ASSET, SEPAC and the PTO. Her newsletter can be translated in 100+ languages, she invites a wide variety of stakeholders to participant in committees and councils, and she has trained staff on implicit bias. She has used multiple formats to communicate with families and the community, including e-newsletters, social media, and in person engagement opportunities. Her work keeping families informed re Covid policies and status in Amesbury is also commendable. She has resumed her weekly updates to the School Committee and provides more immediate updates when needed.</p> <p>To improve engagement further, Superintendent McAndrews would benefit from reviewing the engagement framework at <a href="https://masfec.org/partnership-fundamentals/">https://masfec.org/partnership-fundamentals/</a>. Meeting families where they are and finding ways to connect with families outside of those who regularly “show up” will be a benefit to all. Making student learning data available in a timelier manner and increasing the consistency of special education grading and progress monitoring are also areas for future growth. The district’s website needs significant improvement, but the Superintendent has neither the staff nor the funds at this time. Nevertheless, she is working toward greater consistency between the schools’ pages on the district’s website.</p>				

# Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

	U	DEV	P	E
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> 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 checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>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.</b> <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> 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 checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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.

U     DEV    **X** P     E

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

Ms. McAndrews models continuous learning, communicates the expectation that others will expand their knowledge in service to student learning, and provides opportunities for teachers and administrators to do so. She has a reputation for having high expectations and has been clear about the need for incorporating more – and more meaningful – staff learning opportunities into the school calendar. The administrative team's work with Carol Gregory and Michael Eatman are additional examples of her promotion of continuous learning. She has taken great advantage of the NSIP, and she has met all entry plan timelines and thoughtfully reflected on



her findings. Ms. McAndrews has placed a notable emphasis on using student data to inform decision-making and instruction, and she uses data to base her recommendations and presentations to the committee when appropriate.