

# End-of-Cycle Summative Evaluation Report: Superintendent



|                        |                           |                     |             |
|------------------------|---------------------------|---------------------|-------------|
| <b>Superintendent:</b> | Dr. Magda Parvey          |                     | 7/8/22      |
| <b>Evaluator:</b>      | FINAL Committee Composite | <br>Committee Chair | 6/27/22     |
|                        | <b>Name</b>               | <b>Signature</b>    | <b>Date</b> |

**Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)**

|  |                                       |  |  |   |                                   |
|--|---------------------------------------|--|--|---|-----------------------------------|
| Professional Practice Goal(s) <a href="#">Goal 2</a>   | <input type="checkbox"/> Did Not Meet | <input type="checkbox"/> Some Progress | <input type="checkbox"/> Significant Progress            | <input checked="" type="checkbox"/> Met | <input type="checkbox"/> Exceeded |
| Student Learning Goal(s) <a href="#">Goal 1</a>        | <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 |
| District Improvement Goal(s) <a href="#">Goals 3-6</a> | <input type="checkbox"/> Did Not Meet | <input type="checkbox"/> Some Progress | <input type="checkbox"/> Significant Progress            | <input checked="" type="checkbox"/> Met | <input type="checkbox"/> Exceeded |

**Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)**

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

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

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

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

|  | Unsatisfactory           | Needs Improvement        | Proficient                          | Exemplary                |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Standard I: Instructional Leadership ( <a href="#">Goals 1, 2, 3, 4, 6</a> ) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Standard II: Management and Operations ( <a href="#">Goals 3, 4, 6</a> )     | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Standard III: Family and Community Engagement ( <a href="#">Goals 3,5</a> )  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Standard IV: Professional Culture ( <a href="#">Goals 2, 6</a> )             | <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:

For any Andover superintendent, the 2021-22 school year would have been challenging. The Coronavirus pandemic continued into its third school year, still demanding significant operational management adjustments to address transportation issues, substitute teacher shortages, changes in state guidance, students returning to their first full in-person year of school since 2018-19 presenting with new learning and behavioral/social difficulties that needed to be addressed, and lightning rod issues such as mask wearing. There were a number of central office staffing positions that needed to be recruited including two of the district's three Assistant Superintendents and the HR Executive Director. There were significant tensions in collective bargaining negotiations and refusal by the AEA leadership to engage in a professional, collaborative relationship despite Dr. Parvey's many attempts to do so, instead unnecessarily taxing her focus on students by utilizing the grievance process for issue resolution.

Despite all of this, Dr. Parvey hit the ground running as Andover Public Schools' new chief executive, successfully rising to the challenges above, spending time assessing the district's strengths and weaknesses, and setting a foundation for improvements. Dr. Parvey also welcomed DESE to the district for a comprehensive review of APS when it would have been understandable to seek postponement, and instead she used this opportunity to gather another source of data about APS for her entry plan, findings, and ultimately, what will result in a new strategic plan for the district.

We have evaluated Dr. Parvey's first year through this lens and conclude that she has successfully led the district through a time of transition and trial. Her performance over the last year is a model for any superintendent new to a state and to a district experiencing all of that noted above along with a lack of district-wide, consistent adherence to process, policy, and district defined management roles.

While Andover has significant creativity & commitment to students, much of that described above would create for most, a daunting situation. As a consummate professional, an active listener, a self-reflective, tireless, professional, and thoughtful leader, she is a

perfect complement to a district which is poised for greatness. Throughout this complicated and trying first year, she has shown resilience, fortitude, professionalism, and grace. Using listening sessions, focus groups, surveys, observations, data review, and more, she compiled her Entry Plan outlining commonly cited strengths, areas for improvement, and suggestions. She has taken bold steps to strengthen leadership, reorganize the district's administration and reporting lines, closely examined job responsibilities to align them with student needs, diligently looked at reallocating existing resources to support student need with improvements to educator training and delivery versus just asking for more headcount, and is working to establish a common language and beliefs about academic rigor, equity, and best practices. This is just the beginning of Dr. Parvey's efforts to put a thoughtful organization in place that will serve Andover students, staff and families well, now and in the future.

As this first year ends, we feel confident that our district is in strong hands, that Dr. Parvey will maintain student achievement as the centerpiece of her work and will not waver in doing what is right for students although it may not be easy or more popular (at least initially) for her. We look forward to our continued work with Dr. Parvey as Andover's educational leader for what we hope will be a long tenure.

# 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   | Standards   | Description  | Did Not Meet             | Some Progress            | Significant Progress                | Met                                 | Exceeded                 |
|---|---|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| <b>1. Student Learning Goal:</b> Thorough and thoughtful data analysis            | <b>I. Instructional Leadership</b><br><b>IV. Professional Culture</b>   | To ensure that each student reaches proficiency, I will support educators in monitoring student progress diagnostically and plan instruction after thorough and thoughtful data analysis.  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>2. Professional Practice Goal:</b> New Superintendent Induction Program (NSIP) | <b>I. Instructional Leadership</b><br><b>IV. Professional Culture</b>   | Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>3. District Improvement Goal 1:</b> Effective Entry and Direction Setting      | <b>I. Instructional Leadership</b><br><b>II. Management &amp; Operations</b><br><b>III. Family &amp; Community Engagement</b> | Through the use of a well-developed entry plan, by May/June, the Superintendent will work with key stakeholders to reach consensus about the district's (a) most critical needs and (b) will begin on development of a plan that will include strategies and goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>4. District Improvement Goal 2:</b> Maintaining Momentum During the Transition | <b>I. Instructional Leadership</b><br><b>II. Management &amp; Operations</b>  | Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district priorities (rigorous curriculum, equity, SEL, fiscal oversight) and school goals.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>5. District Improvement Goal 3:</b> Communication and Stakeholder Engagement   | <b>II. Management &amp; Operations</b><br><b>III. Family &amp; Community Engagement</b>                                       | During the recruitment and search process, communication, trust and engagement were identified as areas in need of focus and improvement. Building trusting and collaborative relationships with key stakeholders through visibility, regular meetings and intentional opportunities for engagement. Effective, honest, timely and open communication will be promoted through the development of plans to operationalize communications protocols and processes within our schools and district wide. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| <b>6. District Improvement Goal 4:</b> Recruitment and Retention of Quality Staff | <b>I. Instructional Leadership</b><br><b>II. Management &amp; Operations</b><br><b>IV. Professional Culture</b> | Recruit, hire, develop, evaluate, and support all staff to provide a high quality and challenging academic experience consistently and collaboratively for every APS student. | □ | □ | □ | ☒ | □ |
|---|---|---|---|---|---|---|---|

**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<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

## Superintendent's Performance Rating for Standard I: Instructional Leadership



**GOALS**

- 1: Thorough and thoughtful data analysis
- 2: New Superintendent Induction Program (NSIP)
- 3: Effective Entry and Direction Setting
- 4: Maintaining Momentum During the Transition
- 6: Recruitment and Retention of Quality Staff

|   |    |   |   |
|---|----|---|---|
| U | NI | P | E |
|---|----|---|---|

**OVERALL Rating for Standard I: Instructional Leadership**

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.

|   |   |   |   |
|---|---|---|---|
| □ | □ | ☒ | □ |
|---|---|---|---|

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

Dr. Parvey has been keenly focused on finding ways to improve instructional leadership since her first day on the job, arriving to our district with one main goal: to help and support faculty and students so that students may achieve at the highest level. Everything she does is in pursuit of student achievement.

Dr. Parvey wasted no time in engaging with the school and greater community to learn about APS and Andover with a focus on defining our strengths, weaknesses, and areas for opportunity. This was accomplished through meetings with a wide range of stakeholders; evaluating and clearly defining job roles; restructuring the organization for increased effectiveness and to align with best practices. Her insistence on a solid hiring process and data informed decision making with respect to resource allocation in support of

student learning has allowed for a thoughtful realignment of headcount to obtain the necessary positions without addition of headcount.

Dr. Parvey's entry plan is a thorough document that does not sugar coat the areas where Andover needs to focus on improvement. The input of a wide range of stakeholders is reflected in the analysis along with Dr. Parvey's fresh eye on the district and her experience with best practices in other high-performing districts. Additionally, as she learned through gathering data for her entry plan, inconsistencies within and across schools have added a layer of challenge to ensuring academic rigor throughout the district. She worked swiftly to examine and begin to address these themes. A solid foundation is now in place, and we expect that making the identified improvements will be a multi-year effort.

Dr. Parvey has set a reasonable and high bar for performance, which is critical to the overall quality and consistency of instruction for Andover students. It will be important for Dr. Parvey to hold Principals and others on the leadership team accountable for fairly and accurately conducting evaluations that hold everyone to the same, consistently high level of performance.

Dr. Parvey's time has been well-spent in the statewide New Superintendent Induction Program (NSIP), coordinated by DESE and the Massachusetts Association of School Superintendents (MASS). Although she has spent many years in school district leadership positions, it has been helpful to have the backup and guidance of these long-standing organizations as Dr. Parvey makes a transition to Massachusetts and the Superintendent role.

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



| <b>GOALS</b><br>3: Effective Entry and Direction Setting<br>4: Maintaining Momentum During the Transition<br>6: Recruitment and Retention of Quality Staff   | U                        | NI                       | P                                   | E                        |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <b>OVERALL Rating for Standard II: Management &amp; Operations</b><br>The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b><br><br><p>Dr. Parvey has ensured that APS retains all that is strong and is working to improve areas where it is necessary.</p> <p>Dr. Parvey's work to keep the ship moving forward while simultaneously learning about our district, conducting her entry assessment, participating in NSIP, and conducting an organizational restructuring has allowed for increased mental health supports, a solid and responsible FY23 budget, improvements to Andover's SEL efforts to bring consistency across the district, continued movement on the West Elementary/Shawsheen PreK building project, process improvements to support district policy, renewed focus on school security, and continuing the necessary partnership and collaboration with Andover town departments and boards.</p> <p>In this first year, Dr. Parvey has needed to fill many of the critical central office roles including: Assistant Superintendent for Teaching &amp; Learning, Assistant Superintendent for Finance and Administration, HR Executive Director, Executive Director of Special Services, and Business Manager along with various other roles as defined in the new APS organizational structure. Additionally, she needed to hire an elementary principal and three program coordinators (Social Studies, World Language, English Language Education).</p> <p>Dr. Parvey's work to understand the roles and responsibilities of district administrators and leadership has allowed for addressing areas of operational and management inefficiencies across the district and restructuring organizational areas where resources could be more effectively focused on current priorities and student needs. These decisions were sometimes difficult (such as moving Digital Learning Specialists back to classroom instructional positions), and her desire to reallocate, rather than add resources, shows both remarkable leadership and appropriate care with the school budget. The judicious use of funding and repurposing of district resources allowed Dr. Parvey to develop a school budget that was less than the Town Manager's recommended increase, begins to absorb student device lease costs, and addresses some long-standing facility needs (Doherty Middle School) in the operating budget while</p> |                          |                          |                                     |                          |

still investing in curricular improvements, staff salary increases, professional development, mental health resources and more. This builds confidence that Dr. Parvey has set an overall organizational strategy that will not subscribe to past inclinations to address new needs with new headcount.

With the partnership of Teamworks International, she has engaged administrators in building a culture of excellence in management both at the central office and building level. The School Committee has also benefitted from sessions on excellence in governance and looks forward to working with Dr. Parvey on maintaining a strong partnership between the management and governance of the district.

Finally, Dr. Parvey has shown resilience in working with union leadership that is uninterested in partnership, collaboration or finding common ground around an educational system's primary focus: students. To her credit, Dr. Parvey has quickly identified these tactics and has stayed focused on what is best for Andover students, despite this level of unprofessionalism.



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



## GOALS

3: Effective Entry and Direction Setting

5: Communication and Stakeholder Engagement

| U                        | NI                       | P                                   | E                        |
|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

### 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.

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

Dr. Parvey’s engagement with our school and town community was immediate, ongoing, and intentional. She took the time to listen and learn about our schools and our broader Andover community through her office hours, visits with various community stakeholders (e.g., Rotary Club, ACE, A Better Chance), focus groups, surveys, and attendance at PTO and PAC meetings. Her work to meet parents and families where they are with in-person, virtual, and some translated sessions addressed one of Andover’s long-standing needs exceedingly well. She has built relationships with municipal leaders through the budgeting process, preparations for town meeting, the West Elementary/Shawsheen Preschool project, school safety initiatives, facilities maintenance, and public works project scheduling.

One critical stakeholder group – AEA leadership – chose to avoid participating in the relationship-building process and instead opted to minimally engage with the superintendent despite her attempts to encourage otherwise. Nevertheless, Dr. Parvey has remained responsive and open to feedback from educators across the district.

Dr. Parvey’s Entry Plan Findings thoroughly considers the community’s feedback. Dr. Parvey’s authentic and welcoming nature allows this feedback to flow. She chooses her words thoughtfully and answers questions directly. The community is passionate about education and making improvements throughout APS. We have been impressed with her focus on genuine feedback from various groups to understand where the wins and challenges are in APS. We applaud Dr. Parvey’s willingness to engage, collaborate, and continuously improve.

Dr. Parvey heard the community’s concerns about communication, and she responded. In October, she reintroduced a regular district newsletter, “All Around APS,” to the community to showcase achievements and events throughout the district and community. We look forward to seeing her continue to build upon this much-needed change with the roll-out of a district communications plan and protocol for communications and problem resolution, evaluating other mechanisms such as social media to reach families where they are, and

ensuring consistently timely and responsive communications to students and families by all in the district.

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



GOAL 2: New Superintendent Induction Program (NSIP)  
GOAL 6: Recruitment and Retention of Quality Staff

|   | U                        | NI                       | P                                   | E                        |
|---|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <p><b>OVERALL Rating for Standard IV: Professional Culture</b></p> <p>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><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <p>Dr. Parvey demonstrates unwavering professionalism and respect for others both publicly and privately. She holds herself to a high standard and has a deep commitment to excellence and continuous learning. Dr. Parvey has been appreciative of the opportunity to participate in NSIP and has utilized it not only for her professional learning and development but also to form peer relationships and build her Massachusetts professional network.</p> <p>Dr. Parvey's leadership team has shown they share her commitment to continuous learning. Through her leadership development and excellence in management work with administrators, Dr. Parvey has engaged her team in the learning process and set the expectation for them to work together as district leaders, not just as individual building or program leaders. These qualities and actions coupled with her commitment to student-centered decision making is a model for all APS administrators, educators, and staff.</p> <p>Dr. Parvey has engaged several organizations (Yale Center for Emotional Intelligence, Effective School Solutions, TeamWorks International, Institute for Learning) in order to provide professional development, build capacity, and expand services in much needed domains such as SEL, behavioral and mental health, and leadership and management. Educators across the district also have begun to coalesce around a common understanding of academic rigor and accountability, and how it dovetails with equity in our schools. Dr. Parvey has made it clear that the status quo is neither sustainable nor acceptable, and has been willing to provide the training, development, and support to staff to achieve excellence in education.</p> <p>Dr. Parvey has improved the professional culture by holding faculty and staff to high standards of competence; raising expectations of student academic performance; instilling additional rigor and confidentiality in the hiring process; gaining and weighing feedback from a</p> |                          |                          |                                     |                          |

wide range of stakeholders; clearly defining roles and responsibilities; instituting an organizational structure delineating lines of authority and making difficult decisions. While institutional change is always difficult and the organizational changes generated some expected critique, keeping lines of communication open around these new and sometimes anxiety-provoking changes will help reassure staff that they are heard and valued.

We look forward to working with Dr. Parvey to support specific strategies to improve the diversity of APS educators and staff, enabling our students to see themselves reflected in the district and to bring new perspectives to instruction.