

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Magda Parvey

Evaluator: Lauren M. Conoscenti

6/18/2022

Name

Signature

Date

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

Professional Practice Goal(s) Goal 2	<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) Goal 1	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s) Goals 3-6	<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 (Goals 1, 2, 3, 4, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations (Goals 3, 4, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement (Goals 3,5)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture (Goals 2, 6)	<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. As was the case for all districts across the country, new variants and transportation, staffing, and supply chain issues posed weekly headaches. At times, the disconnect between DESE guidance around masks, testing, and quarantines, and the reality of operating a large school district manifested in frustration and anger from parents and anxiety and exhaustion from staff. The AEA leadership began its third consecutive year of divisive campaigns designed to foment distrust of, and prevent collaboration and compromise with, district administrators and governance. Students returning to their first full in-person year of school since 2018-19 presented new learning and behavioral/social difficulties that needed to be addressed. These forces alone would be daunting to a seasoned superintendent with a long tenure in the district, let alone a newly appointed superintendent in a district she was just beginning to get to know.

I have evaluated Dr. Parvey's first year through that lens and conclude that she has successfully led the district through a time of transition and trial. With the support of her New Superintendent Induction Program coach and cohort, she has completed her signature work, the Superintendent's Entry Plan, which compiled information collected across many sources over several months to inform her next steps. Through listening sessions, focus groups, surveys, observations, data review, and more, she compiled a report that outlined commonly-cited strengths, areas of improvement, and suggestions. She has taken bold steps to strengthen leadership, reorganize the district's administration and reporting lines, and establish a common set of beliefs about academic rigor, equity, and best practices. She directly engaged with and solicited feedback from parents, staff, and community members, building a reputation as a superintendent who is genuinely interested in understanding what's best for the district. She made critical hires to craft a team of forward-thinking and collaborative administrators who will help her advance a district strategic plan while also ensuring that the district continues to operate smoothly. Her oft-repeated line that she does not like surprises has demanded improved communication within administration. Throughout a complicated and trying first year, she has shown resilience, fortitude, professionalism, and grace.

Of course, it is important to acknowledge that all new superintendents get just one chance to have a first year on the job. It will be the coming school year where her ambitious plans will be tested, and at least some of the challenges posed this year will undoubtedly continue. Dr. Parvey can earn back more bandwidth to focus on more big-picture strategic planning by delegating to her administrative team. Although many of her team members are new and will be operating and managing within a novel organizational chart, this year's emphasis on recruiting and retaining quality staff will have paid off if she can rely more heavily on them. She made a clear commitment this year to engage stakeholders and ensure timely, honest, and open communications; keeping that commitment beyond the Entry Plan will help build long-term trust and allow for accountability. Finally, while it is unrealistic to expect indicators of student success to change dramatically after one year (or even two), it is important to have regular conversations that demonstrate how data is being used in APS to support rigorous instruction and to provide equitable learning experiences. Doing so, including an openness to discuss and tackle any hard truths uncovered in the process, will not only help the Committee make good decisions about where resources can be best directed, but will also contribute to building trust and ensuring accountability across the district. Dr. Parvey is well positioned to build on what she's started and maintain her momentum beyond this transition, and I look forward to working with her in the coming school year.

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
1. Student Learning Goal: Thorough and thoughtful data analysis	I. Instructional Leadership IV. Professional Culture	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"/>
2. Professional Practice Goal: New Superintendent Induction Program (NSIP)	I. Instructional Leadership IV. Professional Culture	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"/>
3. District Improvement Goal 1: Effective Entry and Direction Setting	I. Instructional Leadership II. Management & Operations III. Family & Community Engagement	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"/>
4. District Improvement Goal 2: Maintaining Momentum During the Transition	I. Instructional Leadership II. Management & Operations	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"/>
5. District Improvement Goal 3: Communication and Stakeholder Engagement	II. Management & Operations III. Family & Community Engagement	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"/>

<p>6. District Improvement Goal 4: Recruitment and Retention of Quality Staff</p>	<p>I. Instructional Leadership II. Management & Operations IV. Professional Culture</p>	<p>Recruit, hire, develop, evaluate, and support all staff to provide a high quality and challenging academic experience consistently and collaboratively for every APS student.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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*):

Prior to Dr. Parvey's start in Andover, it was well known that a year and a half of a global pandemic had widened academic gaps and impacted students' social-emotional (SEL) skills. Additionally, as she learned in 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.

Dr. Parvey made several strategic partnerships with organizations (e.g. Yale Center for Emotional Intelligence, Effective School Solutions, Institute of 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. She 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 so that the district can forge ahead for our students' benefit.

She further prioritized these critical areas of need as she crafted the FY23 budget, which included expanded coaching and instructional

support for K-8 math, a new PK-8 math curriculum, and adding middle school guidance counselors and a SEL coordinator position (funded through ESSER). Furthermore, eliminating fees for middle school extracurriculars and assuming significant items usually paid for by parents or booster organizations also increases equity, as more students can access important extracurricular opportunities. Although the impact of these efforts may take some time to register, I have appreciated her willingness to honestly and openly discuss where Andover needs to improve and take ambitious steps to make change.

Finally, Dr. Parvey has begun to formulate strategic approaches to leverage data to improve learning outcomes. Working with program coordinators, principals, data teams, and departments to review and discuss a range of data sources, she has directed work to begin on a data dashboard and in reviewing other analytic tools. I remain nonplussed as to how the district could employ a Director of Data, Accountability, and Financial Analytics for several years without this work commencing. I am encouraged that Dr. Parvey appears to be taking long-awaited steps to better employ data. However, the ways in which data could drive instruction (and at what levels) is unclear, and the degree to which there is educator buy-in around a data culture remains to be seen. I am hoping that this attempt at finally building a meaningful data infrastructure will come together, and I will be looking for periodic updates as these tools are explored/designed and implemented.

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



GOALS 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 II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p>Dr. Parvey began her tenure by working to understand the roles and responsibilities of district administrators and leadership. Quickly, she identified several areas of operational dysfunction or ineffective management across the district and began the process of reorganizing the leadership and management lines. Her new organizational chart seeks to address these inefficiencies in the coming years. With the partnership of Teamworks International, she has engaged administrators toward building a culture of excellence in management. Strengthening leadership at the building level has also been a priority.</p> <p>To ensure quality staff are brought to the district, Dr. Parvey has spent considerable time recruiting and hiring for key staff positions. During her first month, she was tasked with finding an Assistant Superintendent of Teaching and Learning. Shortly after, she needed to hire a new World Languages program director to fill an unexpectedly vacated position and a Human Resources director following an arrangement with the town to split HR functions. Known vacancies (or pending vacancies) which she worked to fill included the Assistant Superintendent of Finance and Administration, a Social Studies program director, a principal for Bancroft Elementary, and an Executive Director of Special Services. It is understandable that new superintendents will want to carefully assess the people and positions they interface with most often, but the constant hiring took time away from other priorities. It is my sincere hope that the careful work done to identify and hire quality administrators this year will allow her to focus the coming year on implementing plans to improve academic rigor and advance SEL work.</p> <p>The 2021-22 school year presented considerable operational challenges that were not unique to Andover (or to any school in the country). This was evident on the first day of school, when buses that arrived late or not at all foreshadowed a rocky start to her tenure. As the fall unfolded, transportation woes prompted refunds of bus fees, long lines at school pickup/drop-off, and traffic jams as the community grew frustrated with the unreliable service and parents began driving students to/from school. This was made only more complicated as the Town's Department of Public Works moved forward on construction and paving plans along several main roads around the WMS/AHS campus. Supply chain issues impacted APS food services, made it difficult to obtain laptops or other technology, and impacted building costs in advance of the West El/Shawsheen groundbreaking. Coronavirus-related quarantines</p>				

created staffing shortages during the winter. State guidance for quarantines, masking, and testing shifted without warning. Dr. Parvey took each and every roadblock seriously, compassionately, and worked to mitigate the impact of these issues with the limited resources available to everyone in the region. On the whole, these trials served as additional evidence for needing a reorganization or to assign additional resources in the FY23 budget (e.g. reducing bus fees, adding district buses).

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*):

Immediately after her start date, Dr. Parvey sought input from the community through multiple sessions of her Office Hours, held in different locations throughout Andover and with translators when needed. From all accounts, these were well-attended and well-received. I would have liked to have seen these open sessions continue with some regularity but recognize that she continued her outreach throughout the year in more targeted ways. For example, she assembled parent focus groups at the elementary, middle, and high school levels, held regular meetings with community and parent groups (e.g. ACE, representatives from PTOs and PACs), and solicited input on the district and schools through surveys. Parents provided important feedback when evaluating candidates for the Bancroft principal and the Executive Director of Special Services.

Within the schools, Dr. Parvey routinely visited at least three buildings each week, observed classrooms and participated in staff meetings. These visits have been guided by questions and an itinerary submitted to her by principals to make the most effective use of time and energy. She also attended many student events, such as theater or musical performances, athletic competitions, or presentations of student work (e.g. Health Equity art display, Capstone forum). Within the town and community at large, she attended Rotary Club meetings, met with Andona and ABC House volunteers, leaders of Andover private schools, and met with Andover Public Safety, members of the Fincom, and members of the Select Board. I would like to see Dr. Parvey continue to engage the public and would especially like to see open office hours continue on a regular basis. These proactive steps help to keep her abreast of developments and issues, can give parents an opportunity to feel heard, and offer a chance for students to meet with her and to have their work be celebrated.

Unfortunately, one critical stakeholder group – AEA leadership – chose to avoid participating in the relationship-building process. Instead, they opted to minimally engage with the superintendent outside of grievances and public demonstrations aimed at an MTA audience. After repeatedly hearing the AEA profess a desire to build trust and to work together for the betterment of students, it is concerning that they failed to capitalize on a prime opportunity for achieving that goal. Nevertheless, Dr. Parvey remained responsive and open to feedback from educators across the district despite the hostility fomented by union leaders.

The APS community has cited communication as a chronic area needing improvement, and Dr. Parvey worked to improve this. In October, she reintroduced a regular district newsletter, “All Around APS,” to the community as a vehicle for showcasing achievements and events throughout the district. This has been a popular feature. Additionally, during her Entry Plan, she noted that when stakeholders have questions or concerns, there is not always a clear path for who best to approach. In response, Dr. Parvey has begun to draft a protocol for communications and problem resolution. This will provide unity across the district in how questions are answered and problems are addressed, and will aid building leaders in communicating to families where best to direct questions.

Other efforts to improve communication, however, were less successful. For example, unreliable transportation resulted in increased demand for information about buses running late or buses that would not arrive due to staffing shortages. An early promise of providing rapid communication to families via texts or emails sent at the building level was spotty at best, and a transportation app and dashboard to help inform families of delayed buses did not come to fruition this year. While I appreciated her commitment to exploring as many options as possible to provide the needed information, problems persisted throughout the year. A tested and reliable plan for rapidly deploying transportation information will need to be in place before the new school year to avoid a replay of some of last year’s problems. I also encourage Dr. Parvey to engage students in deeper conversations on a regular basis. As noted in her entry plan, elevating the student voice is important, and we should embrace opportunities to hear from them more often.

Finally, Dr. Parvey’s style of communication and engagement has also been a welcome change. She chooses her words thoughtfully and answers questions directly. She is meticulous about ensuring accuracy before information is released to the public. After several years where communications from leadership to the School Committee seemed inconsistent or strained, I have deeply appreciated the extra efforts made to keep the Committee informed of emerging issues and district messaging.

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
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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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Dr. Parvey has successfully completed the first of three years of the M.A.S.S. New Superintendent Induction Program, including 6 hours of monthly coaching. Through this program, she received support in formulating her entry plan and the tools necessary to begin building leadership capacity and setting strategic directions for the district. Dr. Parvey is an active member of her NSIP cohort and this has been a good use of her time and energy. Utilizing tools from DESE to frame a positive and successful school visit and using a template to prompt areas of focus for each school visit, Dr. Parvey ensured that her time spent in schools would focus on key areas determined by each principal. I am pleased to see her model well-planned meetings that achieve mutual goals.

Creating a unified team is important in setting a district vision, implementing a district strategic plan, and reducing the inconsistencies across schools that have long been a source of complaint for parents. Dr. Parvey has approached this in several ways. She has embedded shared expectations in the new employee orientation, ensuring that all new hires receive the information they need to be successful and ethical team members. Efforts made in building leadership capacity in principals and administrators, and in establishing clear lines of communication and supervision through the new organizational chart, will further this team approach.

That said, I am concerned at the scope of management responsibilities placed on the Assistant Superintendent of Instruction and Learning Services in the new org chart. Responsiveness to any emerging concerns from that reporting line will be important to ensure APS can continue to retain the employees that Dr. Parvey worked hard to recruit. Also, while institutional change is always difficult and the org chart generated expected critique, gathering feedback over the coming year on what staff have found helpful and which elements have created difficult adjustments will be needed in the coming year. In addition to simply learning about what needs to be tweaked, keeping lines of communication open around these new and sometimes anxiety-provoking changes will help reassure staff that they are heard and valued.

Additionally, I would like to hear more from Dr. Parvey about any specific strategies identified by her or her administration on how to improve the diversity of APS educators and staff. Diversifying personnel will help students see themselves reflected in the district and will bring new perspectives to instruction.

