


# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Magda Parvey \_\_\_\_\_  
**Evaluator:** Emily DiCesaro \_\_\_\_\_  \_\_\_\_\_ 6/19/2022 \_\_\_\_\_  
Name Signature Date

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

Professional Practice Goal(s) <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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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:

Dr. Parvey has set a high standard for her operational organization and that is clear in how she has structured her entry plan. I look forward to seeing more on her goals to develop a district-wide communication plan. (and completed org chart) I am very interested in how she plans to implement some of the protocols and processes for communication within the school and district-wide.

# 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> <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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Professional Practice Goal:</b> New Superintendent Induction Program (NSIP)	<b>I. Instructional Leadership</b> <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"/>	X	<input type="checkbox"/>
<b>3. District Improvement Goal 1:</b> Effective Entry and Direction Setting	<b>I. Instructional Leadership</b> <b>II. Management &amp; Operations</b> <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"/>	X	<input type="checkbox"/>
<b>4. District Improvement Goal 2:</b> Maintaining Momentum During the Transition	<b>I. Instructional Leadership</b> <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"/>	X	<input type="checkbox"/>
<b>5. District Improvement Goal 3:</b> Communication and Stakeholder Engagement	<b>II. Management &amp; Operations</b> <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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

<b>6. District Improvement Goal 4:</b> Recruitment and Retention of Quality Staff	<b>I. Instructional Leadership</b> <b>II. Management &amp; Operations</b> <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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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<b>Standards and Indicators for Effective Administrative Leadership</b> <i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
<b>I. Instructional Leadership</b>	<b>II. Management &amp; Operations</b>	<b>III. Family &amp; Community Engagement</b>	<b>IV. Professional Culture</b>
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision making 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



### 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
<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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

I do think Dr. Parvey has a clear vision for how she sees the school district progressing and what needs to happen in order for the district to excel in areas of weakness as indicated by the data. However, I would like to see Dr. Parvey more proactively address some concerns we are hearing at school committee meetings and within our community. Both parents and educators have expressed concerns over the elimination of certain roles and the repurposing of other roles. Changes are inevitable in the running of a school district, but ensuring Dr. Parvey gets in front of the conversation with facts is important, even if that means repeating her plan and explaining her organizational changes multiple times to the community and her staff. It's vital for people to have an understanding of her vision and why changes are being made, even if they don't agree with all of it.

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



<b>GOALS</b> 3: Effective Entry and Direction Setting 4: Maintaining Momentum During the Transition 6: Recruitment and Retention of Quality Staff	U	NI	P	E
<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.	□	□	X	□

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

**I am very impressed with the way Dr. Parvey quickly focused in on the need for curriculum standardization throughout the district. I am optimistic that her addition of multiple executive director roles will help to create a structure of governance and leadership the district needs in order to execute on her plans.**

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



<b>GOALS</b> 3: Effective Entry and Direction Setting 5: Communication and Stakeholder Engagement	U	NI	P	E
<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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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>  I have been impressed with Dr. Parvey's focus on reaching out to the community and getting feedback from various groups. I think her emphasis on academic coaches will be very beneficial to the learning and growth of our educators.				

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



<b>GOAL 2: New Superintendent Induction Program (NSIP)</b> <b>GOAL 6: Recruitment and Retention of Quality Staff</b>	U	NI	P	E
<b>OVERALL Rating for Standard IV: Professional Culture</b> 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 type="checkbox"/>	<input checked="" type="checkbox"/>

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

Dr. Parvey has brought with her a very professional presence to everything she does. Her focus on data driven solutions is an important step in moving our district forward in the right direction and will help her continue to set and achieve high standards of excellence throughout the district.