

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Magda Parvey

Evaluator: Susan K. McCready

S. McCready

6/20/22

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:

I have had the distinct pleasure and honor to serve as SC Chair during Dr. Parvey's first year with the district. Dr. Parvey has maintained open lines of communication with me, updating when necessary to advise the committee on district operational matters, and making decisions based on what she believes is right and in the best interest of students, vs. what may be popular, easy, or less disruptive.

Dr. Parvey entered the district during a time of considerable turmoil. There was still a need for significant pandemic related management, the Instructional Assistants and SC were at an impasse with contract negotiations, and two of the district's three Assistant Superintendent roles were open. While Andover has significant creativity & commitment to students, the lack of structure, district-wide consistency, and clarity of roles and responsibilities along with the aforementioned items created to most, a daunting situation. While not every box has been checked as complete on Dr. Parvey's original goals document, I must discount that given what she inherited and yet managed an exemplary level of performance in her first year. She has graciously, tenaciously, and professionally taken on many of the district's weaknesses despite having senior central office roles in nearly complete transition and therefore having little district knowledge and support structure for her own entry to the district. Her performance over the last year is a model for any superintendent new to a state and a district in the remains of a pandemic, central office staffing flux, and a lack of district-wide, consistent adherence to process, policy, and district defined management roles.

While many have welcomed Dr. Parvey and supported her entry and work to move our district forward, the lack of a collaborative working relationship with our teacher union leadership, despite her attempts to do so, has unnecessarily taxed her time and focus on student learning.

Dr. Parvey has set the bar high, in the attainment of academic rigor and equitable education for ALL students. It is clear from 3rd party reviews including DESE and outside consultancies, that Andover needs fresh perspective, strong leadership, and effective management to ensure the best education for all of Andover's students. I look forward to continuing my work on the Committee in partnership with Dr. Parvey to achieving and maintaining educational excellence.

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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. District Improvement Goal 4: Recruitment and Retention of Quality Staff	I. Instructional Leadership II. Management & Operations IV. Professional Culture	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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.</i>			
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 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
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.	<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): While Dr. Parvey has limited years serving as a superintendent and has just completed her first year as a Massachusetts superintendent, it is clear that her dedication to student learning and past professional experience, most notably in curriculum development and instruction has served our district well in her first year. Her work to define a long-overdue organizational chart and the roles necessary to support rigorous teaching and learning consistency across our district highlights her experience and a willingness to make necessary but difficult (and sometimes unpopular) decisions. Additionally, she has sought outside supports and knowledge to supplement her own and to provide objective assessments. In this first year, Dr. Parvey has needed to fill many of the critical central office roles including: the Assistant Superintendent for Teaching & Learning, the Assistant Superintendent for Finance and Administration, HR Executive Director, Executive Director of Special Services, Business Manager, and various other roles defined as defined in the new APS organizational structure. Additionally, she hired an elementary principal and				

three program coordinators (Social Studies, World Language, English Language Education). 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 additional headcount.

Dr. Parvey wasted no time in engaging with the school and overall community to learn about APS and Andover with a focus on our strengths, weaknesses, and areas for opportunity. Her work to meet parents and families where they are with in-person, virtual, and at times translated sessions addressed one of Andover’s long-standing needs exceedingly well.

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

Dr. Parvey’s Entry Plan findings and Executive Summary define her keen understanding of where the district has strength and the work to be done based on her stakeholder engagement and application of her professional experiences.

Dr. Parvey was tasked not only with the above in her first year, but also filling many positions that typically would offer supports to the Superintendent. To date, I have been quite impressed with her process and decision making in selecting and building her CO team while also supporting her Principal team with opportunities to develop their management skills through their work with TeamWorks international on excellence in management.

Dr. Parvey’s work to keep the ship moving forward while simultaneously conducting her entry assessment, superintendent induction, and organization restructuring has allowed for a plan to increase mental health supports, a plan for long-overdue infrastructure needs at Doherty Middle School and next steps for Andover High School design work, 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. She produced a school budget that was less than the Town Manager’s recommended increase, conducted necessary resource allocation to fund other needs without increase to headcount, and promoted investment of some operational funds to support overdue infrastructure needs and technology initiatives currently addressed through the capital improvement plan.

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
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr. Parvey's immediate and full engagement with our school and town community is to be commended. I greatly appreciate her willingness to listen to the concerns and criticisms, evaluate them objectively, and map out plans for corrective actions. I applaud her discipline, her thoughtfulness, and her sensitivity to, but not avoidance of the human condition in resisting change. She has maintained focus and professionalism while not allowing resistance to alter her commitment to student-centered decisions. I look forward to working with Dr. Parvey to further refine the district's communication needs and creation of a communication plan to implement those mechanisms that have been consistently lacking during my tenure on the Committee. These include improvements to our website (for which she has already planned & budgeted) and alignment of communications and information distribution to ensure consistency, responsiveness, timeliness, adherence to problem resolution procedures, and increased parental/family engagement at all levels 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
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"/>

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

Dr. Parvey demonstrates unwavering professionalism and respect both publicly and privately. This coupled with her commitment to student-centered decision making and focus is a model for all educators, staff, students, and families in our district.

Dr. Parvey has been faced with some difficult staffing decisions and has made those decisions in the best interest of the district doing what is right for the district vs. doing what might be easier or politically advantageous for her.

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.