

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Magda Parvey
Evaluator: Paul Murphy 6/16/22
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 type="checkbox"/> Significant Progress	<input checked="" 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:

Dr. Parvey has had an exemplary first year in Andover. She has brought tireless, selfless, professional, thoughtful leadership to a district which is poised for greatness. She has done absolutely everything that a new superintendent should do. She has listened, reflected and taken action. She has spent the year building a structure that will serve the district and all its leaders and team members well into the future. Most importantly, she has kept student achievement as the centerpiece of her work. Her level of caring for all our kids is second to none. She understands how decisions made at the upper levels affect those youngest members of our community and everyone in between. She believes in a shared, team model to leadership.

This evaluation system, while clear, is limited. I rated her as PROFICIENT in all areas. This term seems most appropriate given the options. On principle, I do not see how a first year superintendent could be exemplary. There just is not enough evidence. I am, however, very impressed with our new, exemplary leader and I stand proud of everything she has done to help our kids achieve at the highest level. This has been a strong beginning to what I 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
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 type="checkbox"/>	<input checked="" 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"/>

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				
<p>Dr. Parvey arrived 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. She is a teacher at her core and this has been evident to me from day one. I have appreciated her ability to tie all decisions back to the students, their happiness and ability to learn and thrive in APS. Nothing shy of 100% is acceptable. The work goes on each day and Dr. Parvey leads in this area in ways that are thoughtful and relentless. She leads by example – and the students and all staff can see this.</p>				

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"/>
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 engaged well with the training program from day one. Additionally, she has shared lessons learned with those near her and beyond so that they can implement ideas and improvements in their spheres. APS was poised to soar in so many areas and Dr. Parvey has ensured that APS retains all that is strong and helps improve areas where improvement is necessary. She is a team player and I have been so impressed with her ability to work well with town leadership. We need this! Additionally, she explains to others her thinking around change. Hers is not an authoritarian or secret style of leadership. She leads with clarity and purpose.				

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 *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Dr. Parvey has sought genuine feedback from families from the moment she arrived. She honestly wants to know where the wins and challenges are in APS and seeking that feedback from families was top of her mind and continues to be so. Success of the district depends on gaining authentic feedback from kids and families and Dr. Parvey's authentic and welcoming nature allows this feedback to flow. She understands that she and the district will not be able to meet the requests of all families, and yet, she still seeks it and will continue to do so. Success starts at the student/family level; it always will.

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, from the moment she was hired, exuded a spirit of high professionalism. She expects a great deal of herself and she has endeavored to raise the bar for everyone in APS. She has brought clarity to areas that needed more. She has reorganized in light of district needs. She has treated people with respect as she has made changes. Change is challenging in a large organization like APS; Dr. Parvey has never shied away from the hard choices that have been necessary to move the district forward.

