

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Magda Parvey

Evaluator: Shannon Scully

*Shannon Scully*

20 June 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 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"/>

# End-of-Cycle Summative Evaluation Report: Superintendent

**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:

No more could be expected of a first-year superintendent than what Dr. Parvey was able to accomplish in Andover during FY2022. She has shown exceptionally strong and steady leadership, and put a thoughtful organization in place that will serve Andover students, staff and families well, now and in the future. In this regard, her performance should be considered exemplary.

However, this superintendent evaluation instrument from the Department of Elementary and Secondary Education (DESE) asks ratings to be based on performance against expectations of even senior superintendents, where Exemplary is generally reserved for only superintendents who provide a model for peers across the state. Under that guidance, the rating of Proficient is indicated, with note there is good reason to expect Dr. Parvey to become a leading Massachusetts Superintendent with time.

Leadership changes are often difficult, even in the best of circumstances, bringing a level of unease and uncertainty that can have potential to set an organization back. Dr. Parvey has successfully risen to the challenge in Andover, spending time assessing the district's strengths and weaknesses, and setting a foundation for improvements.

Dr. Parvey's expectations for faculty and staff competence and student academic performance are rightly high, and she has taken steps to improve the culture and professionalism of Andover Public Schools to reflect these standards. She has closely examined job responsibilities, aligned them with student needs, and diligently looked at reallocating existing resources before asking for more. Some of her decisions have been difficult, changing longstanding practice or forcing a reexamination of existing processes, but Andover is better for it. She has not wavered when it comes to doing what is right for students versus doing what may (at least initially) be more popular.

Finally, thank you to the School Committee for soliciting feedback from outgoing Committee members to inform Dr. Parvey's FY22 performance evaluation. My term on the Committee concluded in March 2022, after working closely with Dr. Parvey for 9 of the 12 months covered in this review period, plus the additional transition period prior to her formal arrival in Andover on July 1, 2021.

# 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</b> Goal: 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Professional Practice</b> Goal: 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>3. District Improvement</b> Goal 1: 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4. District Improvement</b> Goal 2: 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>5. District Improvement</b> Goal 3: 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. District Improvement</b> Goal 4: 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 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*):**

From Dr. Parvey's first day in the district, she has been keenly focused on finding ways to improve instructional leadership. This has included collecting information around Andover's strengths and weaknesses from a wide range of stakeholders; evaluating and clearly defining job roles; restructuring the organization for increased effectiveness and to align with best practices; and hiring and retaining high-quality staff, including filling critical cabinet-level positions and hiring three new Assistant Superintendents. A solid foundation is now in place, and making identified improvement can expect to be a multi-year effort.

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.

The work, in particular, on Dr. Parvey's entry plan was well- researched and crafted. It 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 fresher eye on the district and her experience with best practices in other high-performing districts.

Dr. Parvey has indicated a much-needed willingness to manage-out staff and educators who do not perform up to expectation and/or are not aligned with her leadership vision, including organizational goals and structure. She 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 has also shown resilience in working with union leadership that is uninterested in cooperation or in finding common ground. It remains disappointing that the AEA's purposeful strategy with all administrators (including now the third Superintendent during the current AEA Board's tenure) is to develop areas of contention, demonize those in positions of authority, monopolize district time on unproductive grievances and unsupportable charges at the Department of Labor Relations (DLR), and put up roadblocks to operational improvements. 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 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.	<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>  The amount of time and care taken to evaluate what was already in place made Dr. Parvey's organizational decisions effective and fact-based. Change is always difficult, including when a new Superintendent leadership is introduced. Dr. Parvey has met this challenge by being unambiguously clear about her operational goals and expectations, while still welcoming feedback and perspective that may challenge viewpoints.  The organization has and will continue to benefit from clearly defined lines of responsibility and decision ownership. It has been helpful to discuss and reach understanding of where a particular decisions reside and which stakeholders are advisory to that decision. It remains an ongoing challenge to communicate these lines of responsibility to the community in a way that encourages productive issue resolution through appropriate channels.  Efforts to streamline the function of HR and focus its work directly on school needs, including basic tasks such as memorializing onboarding activities, have been needed and welcome. The professionalism and rigor of candidate interviews has improved, with Dr. Parvey determined to find and hire great employees that will raise the level of organizational competence. As an example, Dr. Parvey has paused interview processes after initial rounds to thoughtfully solicit a deeper pool of candidates and find the best professional fit for available roles. She has also established strict standards around confidentiality (in interviewing and otherwise) which will support great candidates coming forward to interview without compromising their held positions. Additionally, the time spent upfront surveying stakeholders to understand the characteristics and qualifications for key roles has been helpful to find candidates that reflect the highest priority needs of the district.  Dr. Parvey has identified and restructured 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. As a example, judicious use of funding and repurposing of district resources allowed Dr. Parvey to address some long-standing facility needs in the operating budget (notably at Doherty Middle School) while still investing in curricular improvements, staff salary increases, professional development, mental health resources and more. This also builds confidence that				

Dr. Parvey as set an overall organizational strategy that will not subscribe to past inclinations to address new needs with new headcount.

An area where this work should continue is in examining the number and use of Instructional Assistants in order to align that headcount numbers more closely to that in Andover's peer districts, and to evolve the role to provide a higher level of special education services for students, including requirements for training that extend beyond the current, minimal job qualifications.

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

It is challenging to engage with school families, staff and the wider community in a town as large as Andover. Dr. Parvey has done a nice job to make herself available during many listening sessions, and statistics show the extensive district email newsletter is opened by a large number of potential readers. Superintendent updates at the start of School Committee meetings have provided a nice way to highlight district activities, and Dr. Parvey's presence at community and school events has provided important engagement. Communication has also been fast and clear in response to unexpected situations, which is always appreciated by families. Additionally, a lot of effort has gone into improving communications with families related to transportation status and challenges.

Because different families like to receive information in different ways, the district should reconsider improvements to social media presence, including having a Facebook page. Andover has a lot of community dialogue on Facebook, and it can be frustrating and counterproductive to see false narratives take hold -- whether they be about transportation issues, mask policy or collective bargaining, for example -- without a mechanism to provide regular, easily accessible, accurate information. The challenge will always be providing truthful (and sometimes corrective) information in a professional way that does not devolve unproductively.



# 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 performed well in each of the DESE standards, but her work in the area of Professional Culture has provided the most beneficial and foundational work for her ongoing leadership.

As examples described in other areas of this evaluation, Dr. Parvey has improved 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 wide range of stakeholders; clearly defining roles and responsibilities; instituting an organizational structure delineating lines of authority; and making difficult decisions, even when they're not initially popular.