

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Magda Parvey
Evaluator: Tracey Spruce 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture (Goals 2, 6)	<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:

Dr. Parvey hit the ground running as Andover Public Schools' new chief executive. She joined the district at a challenging time due to the ongoing COVID-19 pandemic, vacancies in key Central Office roles, labor shortages adding to transportation problems and a lack of substitute teachers, tension with some collective bargaining units, and lightning-rod issues like mask-wearing. Dr. Parvey took these challenges head-on with diligence, focus, determination, and most importantly, an unwavering focus on what is best for APS students. She celebrates the accomplishments of our students and staff and is not afraid to acknowledge where we need to improve. To that end, Dr. Parvey undertook broad-based community engagement efforts to hear from all stakeholders about what they think APS does well and where we have room to grow. In addition, she welcomed DESE to the district for a comprehensive review of APS. It would have been understandable if Dr. Parvey sought to postpone this review, given the amount of work it added for her and her team at the same time she was coming up to speed in the district. Instead, she used the opportunity to gather even more information about APS in order to better develop her entry plan, findings, and ultimately, a new strategic plan for the district. The result is a well-crafted, evidence-based entry plan that positions Dr. Parvey and her team to begin the important work of shaping a new strategic plan.

Dr. Parvey's commitment to transparency, communication, and community engagement warrants special recognition. The district has struggled in these areas and, despite efforts over the years to address them, has not achieved meaningful improvement. While there remains work to be done, Dr. Parvey has set the stage for the district to significantly improve in these key areas. Her office hours, focus groups, and community surveys have enabled families and other community members to share their perspectives with the superintendent. She actively seeks out the student voice and has indicated a willingness to listen when they speak. She does not shy away from difficult decisions and readily explains the "why" behind them. She is a consummate professional, an active listener, and self-reflective. As Dr. Parvey's first year comes to a close, I feel confident the district is in good hands as we emerge from the pandemic and beyond. We have much work to do, particularly in the area of data use and equity, and I have no doubt Dr. Parvey is equipped to lead us in the work.

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

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
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"/>

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*):

Dr. Parvey completed her first year in the New Superintendent Induction Program, and the impact of this program on her leadership is evident. She developed and implemented an entry plan last Fall, the findings of which she communicated to the School Committee and the community in April. She prepared a thorough executive summary of her entry plan findings in June, highlighting her plans for preserving what APS does well and improving where there are identified opportunities for growth. She worked with her leadership team to drive excellence in management and introduced teachers and IAs to the “Principles of Learning” to promote academic rigor, equity, and best practices in teaching and learning. She learned about the district’s strong social emotional learning foundation, then identified and began working to address gaps in addressing the ever-increasing SEL and mental health needs of APS students.

Dr. Parvey’s focus on operational and management excellence, particularly her work to engage building principals as district leaders, is refreshing and ultimately will benefit students. While the district’s mission is to provide a rigorous academic experience with appropriate social emotional support to our students, this mission cannot be achieved unless district leaders are aligned on the strategy and its execution. I appreciate Dr. Parvey’s efforts to ensure her entire leadership team are rowing the same direction. Related to this is a plan to address inconsistency in students’ academic experiences across the district, which has long been a concern of families. Dr. Parvey not only recognized and accepted this as an area of growth, but immediately set to work establishing a shared language for academic rigor and instruction that should position APS to deliver the consistent education families crave and students deserve. I look forward to seeing how the continuation of this work offers APS students the same rigorous and fulfilling academic experience regardless of where they attend school, which classes they take, or who their teachers are.

I am particularly excited about the work Dr. Parvey and her team have begun to buttress the district’s previous social emotional learning programs and mental health supports. Even before the pandemic, we saw an increase in student mental health needs, and we understood we were not serving all the students who needed support. The pandemic only increased student need, and added teacher and staff needs as well. Dr. Parvey has begun to address these needs both through a plan to embed social emotional learning into the classroom, as opposed to a “standalone” unit, and by developing a Multi-Tiered System of Support that serves students who do not have IEPs or 504 plans but still need mental health support. While this additional school-based SEL and mental health support will not address all of the mental health needs in the district, it begins to close an identified gap and should provide important support to students who did not previously have it.

Dr. Parvey’s new organizational structure appears designed to build on APS’ reputation for excellent academics and, where needed, rebuild that reputation. She was thoughtful in her assessments of where district data showed a need for change, while being a responsible steward of district resources. Dr. Parvey transparently explained how the new structure would benefit students, particularly in the areas of math and ESL. She also identified and presented a cost-neutral plan to support students who are not on an IEP or 504 plan, but need some additional help.

Dr. Parvey filled an extraordinary number of positions this year and appears to be on track to build a strong leadership team. As staffing stabilizes, I look forward to hearing more about the work begun this year on the Teacher Diversification Professional Learning Community. The importance of employing teachers and staff that reflect our student population cannot be overstated, and I hope the next year brings not just a clear strategy for diversifying district staff, but actual diversity among our new hires.

There was less meaningful progress than expected in the area of data analysis (part of Goal 1). We do not appear to have established data teams to analyze student performance data and identify priorities or to have completed the other key actions under this goal. It looks like much of the work on this goal will be done over the next year, and I look forward to seeing how the work progresses so we can continue to identify student performance priorities. In addition, it appears the district still does not have a “clearly articulated district equity goal” (part of Goal 4). Given what our data show about performance gaps for certain groups; what we have heard from students, families, and staff about inclusion and representation; and APS’s longstanding commitment to equity for our students, I look forward to revisiting and making identifiable progress in this area over the next year.

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

I refer to the comments and analysis for Standard I, most of which apply here as well.

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 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 was engaged with members of the APS and Andover community from the moment she arrived in July 2021. She took the time to listen and learn about Andover, our schools, and our broader community through her office hours, visits with various stakeholders (e.g., Rotary Club, ACE, A Better Chance), focus groups, surveys, and attendance at PTO and PAC meetings. She met with families (in some cases, where they live) and provided translation services when appropriate to ensure all families had access to the conversations. She built relationships with key municipal leaders, including the individuals with whom the district is working closely on important facilities projects like West Elementary, Doherty Middle, and the high school. She worked closely with the district's nursing leader to guide recommendations and changes to district protocols as the pandemic continued to place stress on our nursing staff. Throughout, Dr. Parvey's commitment to collaboration was clear.

The school year brought many opportunities for Dr. Parvey to demonstrate her communication skills, from transportation woes to COVID-19 spikes to the mask debate to racist massacres to another tragic school shooting. Throughout, Dr. Parvey offered a steady voice and oversaw timely and appropriate communication to the full district, individual schools, and even individual classrooms or grades. She worked with the district's communications director to highlight student achievements and fun moments, like "No One Eats Alone" and "High Five Friday." She has published her organizational chart and is developing a comprehensive communication plan with the goal of helping families and staff understand where to turn for what type of question. Dr. Parvey heard the community's plea for better transparency and communication, and she responded. I look forward to seeing her continue and build upon this much-needed change, including continuing to identify communication priorities. I encourage Dr. Parvey to work with her staff to ensure families receive prompt responses to their emails, even if only to acknowledge receipt and set a timeframe for a more substantive reply.

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*):

I refer to the comments and analysis for Standard I, most of which apply here as well. I will add, among the attributes I appreciate most about Dr. Parvey is her commitment to excellence and continuous learning. During the recruitment process, Dr. Parvey described herself as a “lifelong learner” and she demonstrates that constantly through self-reflection and the high expectations she sets for staff. Through her leadership development and Excellence in Management work with administrators, Dr. Parvey has engaged her team in the learning process and set the expectation for them to work together as district leaders, not just as individual building or program leaders. She hired a new HR Executive Director who built an onboarding process to more seamlessly integrate new staff and has kept up an impressive hiring pace to ensure key vacancies are filled. Dr. Parvey filled two critical Assistant Superintendent roles, one of whom (the Assistant Superintendent for Teaching and Learning) worked closely with her during the school year to evaluate curriculum, identify opportunities for updates and improvements, and deliver rigorous professional development to staff. The other (the Assistant Superintendent for Finance and Administration) demonstrated a commitment to the district for months before his official start date, attending numerous school committee meetings, the budget hearing, and Annual Town Meeting. Dr. Parvey’s leadership team has shown they share her commitment to continuous learning, a quality that bodes well for APS students.