End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Parry Graham	
Evaluator:	LPS School Committee	MM	6/11/2024
	Name	**Signature**	**Date**

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

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	**X** Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	**X** Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	**X** Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.				
Standard I: Instructional Leadership	☐	☐	**X**	☐
Standard II: Management and Operations	☐	☐	**X**	☐
Standard III: Family and Community Engagement	☐	☐	**X**	☐
Standard IV: Professional Culture	☐	☐	**X**	☐

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ **Unsatisfactory**   ☐ **Needs Improvement**   **X 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:

Key Feedback:
- **Overwhelmingly positive impression in first year.**
- **Impressed by the detail and thoroughness of entry plan.**
- **Leadership and communication skills are strong.**

I am thoroughly impressed by Parry's performance in his first year as Lincoln's superintendent. His strategic thinking, communication, and professionalism leave me confident that we are on the right path as a district. Most critically, Parry set an ambition goal at the beginning of the year with his entry plan, and delivered beyond my expectations, enumerating the opportunities to improve the district in line with our values, and then used those findings to deepen alignment across his team, School Committee, and the district. I'm excited to continue the work with Parry in the years to come

Parry has done a tremendous job as a first-year Superintendent. He established positive working relationships with his administrative team, faculty and staff leadership, parents/community members, and Hanscom base leadership. There have been many transitions to support this year, including a new Assistant Superintendent, new Lincoln 5-8 principal, new Hanscom K-8 structure, hiring a new Administrator for Business and Finance, and preparing for a new Hanscom contract negotiation....all while performing an analysis of the district's current strengths and needs through extensive interviews and data analysis, which were carefully summarized in his entry plan findings.

Parry leads in a team-oriented style, often laying out the groundwork for what needs to be addressed, but willing to step back and allow his team members to take charge and drive the work. Parry is always willing to take responsibility for the team's actions and results. Parry is approachable and humorous, knowledgeable, and someone I feel comfortable airing concerns to. He is quick to

respond to communications that are directed to him, and has tracked down answers to many issues that had gone unanswered in prior years.

I was very impressed by the breadth of Parry's entry plan findings, and the takeaways for focus in future years. I appreciated the identification of several areas for improvement around curriculum reviews, identifying and tracking key academic indicators, and more generally the focus on making School Improvement Plans keyed into measurable outcomes. While progress was achieved to identify these areas, there is still significant improvement to be made.

We are fortunate to have Parry Graham as our superintendent at this time in our District's evolution. He has shown himself to be an active listener, concerned colleague, skilled problem-solver, and strategic and pragmatic thinker. He reflects joy in his work, both with the community of educators and with the children. He has shown leadership in rebuilding the administrative team and has brought valuable experience and perspective as a former school principal that we haven't had for a long while.He exhibits both authority and humility. His entry plan is amazing – well-written, well-researched, and grounded in the fundamental needs of our District without losing sight of our core values or vision. I look forward to working with him for our students.

At times I have observed Parry take a more hands-off management style, relying on his team to handle key tasks or presentations. I can see this as both a positive and an area for potential attention, as some team members may want more direct guidance/leadership. Overall I see this as a strength, as I believe this can be beneficial in the long term for team members to step up to lead, and because Parry has never placed blame on his team for outcomes, and takes full responsibility for results. He should however be mindful of everyone's time and step in when meetings may start to veer off path.

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	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B: Instruction; I-C: Assessment; II-A: Environment	Oversee implementation of the Responsive Classroom model as a vehicle to ensure that all students feel a sense of belonging in their classrooms and schools, and that all students are building the social-emotional skills to be happy and successful learners.	☐	☐	☐	X	☐
Professional Practice Goal	1-E: Data-Informed Decision Making; III-B: Sharing Responsibility; IV-D: Continuous Learning	Use participation in the New Superintendent Induction Program to A) develop my skills as an educational leader through professional development and coaching, and B) create and act upon a formal Entry Plan for the district.	☐	☐	☐	X	☐
District Improvement Goal 1	II-B: Human Resources Management and Development; III-A: Engagement; IV-B: Cultural Proficiency	Oversee revisiting and revising the district's five-year AIDE plan to identify opportunities for improvements, and operationalizing identified practices this year to continue our AIDE work.	☐	☐	X	☐	☐

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

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. **Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. ☐ Focus Indicator (check if yes)	☐	**X**	☐	☐
I-B. **Instruction:** Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
I-C. **Assessment:** Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
I-E. **Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
I-F. **Student Learning:** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
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.	☐	☐	**X**	☐

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

Key Comments:

- **Although most ratings were Proficient, there were several Needs Improvement ratings.**
- **Appreciate the rollout of Responsive Classroom.**
- **Excited to have Fundations in early grades.**
- **Appreciate the focus on data in entry plan, but concerned by lack of data and "story telling" in presentations**.
- **Would like swifter action to remedy identified educational deficiencies.**

Responsive Classroom seems to be making a positive impact and I am happy with the progress of its implementation. I am also very appreciative of the work that has gone into the entry plan findings and many areas in this Standard that will be a focus for next year, such as curriculum reviews and data access/management.

Data informed decision making: Parry's entry plan laid out a useful framework to understand the functioning of the district and enumerate key opportunities. However, many presentations to the school committee by his team lack a clear narrative in their data storytelling, with too much raw data, insufficient interpretation, and loose relationship to conclusions or next steps. Between the strength of the entry plan and the improvement opportunities of those other presentations, averaging out to a "proficient" rating.

I also applaud identifying early literacy curriculum and tiered intervention as targets for change and inclusion in next year's budget. At the same time, these weaknesses in our educational program were known and named in the fall – by now I wish we had a clear and public process for remedy. I would have liked to see quicker response, more community engagement and more detailed outlines of the process for implementing these changes. Waiting until September to report seems too long.

I understand why the revision of AIDE work took a while. It's a new concept. I hope it will take off quickly.

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

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. **Environment:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
II-B. **Human Resources Management and Development:** Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
II-C. **Scheduling and Management Information Systems:** Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
II-D. **Law, Ethics, and Policies:** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
II-E. **Fiscal Systems:** Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
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.	☐	☐	**X**	☐

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

Key Comments

- **Greatly improved budget book.**
- **First budget cycle was a learning process.**
- **Very happy with the number of new hires and onboarding process.**

While the budget process this year was not as expected in terms of some major asks that were not anticipated, I was happy with the end result and the budget book was a huge improvement over prior years in terms of ease of reading / understanding, and use of charts. I also appreciate that we as a school committee were getting used to a different type of budget process than had been the norm in the past, which is often more typical in other districts.

Scheduling: The identification that our current schedule requires tier 2 and 3 interventions to occur during tier 1 instruction presents a tricky problem to solve, but I'm thankful that Parry's entry plan research uncovered it.

Law, Ethics, and Policies: I appreciate Parry's proficiency navigating collective bargaining. And he uses School Committee meeting time effectively.

Dr. Graham exceeded my expectations in hiring three key administrators in his first year: an Asst. Superintendent, an Asst. Principal (with organizational change) and an Admin of Business and Finance. I participated in the interview process for all three positions and admired Dr. Graham's management of the process, his flexibility in considering qualifications and management style, and especially how well his decisions incorporated input and reflected the needs of a district new to him.

I'm also a big fan of "safety first," so I was glad to see immediate attention paid in the fall to emergency and crisis planning and organization.

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

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
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.	☐	☐	X	☐

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

Key Points

- **Communication and efforts to engage the school and student communities have been very strong.**
- **Excellent work turning communication and feedback into actions and progress.**

In these first months, Dr. Graham appropriately seems to have focused more on input than outward communication. The community listening sessions and focus group meetings showed extraordinary effort, and I'm encouraged to see greater empowerment of the building leaders. Dr. Graham is an excellent writer, and his letters to the community have been regular, informative and inviting. I hope he will begin to include more updates on challenges and initiatives in his letters. With all else on his docket, I'm glad he has shown he values drawing the community back into school life after years of pandemic closures. Simple activities like cafeteria composting and field day monitoring, as well as very complex coordinations with Town Meeting and State-of-the-Town have been very effective.

Parry was supportive of funding for more after-school enrichment which is part of a broader goal to increase engagement and participation of more families with the schools. As identified in the entry plan, I think there is still work to be done around engaging our amazing resource of community members, but I appreciate the efforts that are underway.

Engagement: Parry cited that it was the listening sessions in his entry plan that provided the richest data. The process was effortful, but the value was significant enough that he has mentioned wanting to persist the practice of having similar sessions in the future. I appreciate his dedication to hearing from the community and using their perspective to inform his thinking, particularly given that one finding was a desire from the community to be more connected to the schools. Additionally, the creation of the Student Spotlight at School Committee meetings has been a joy for all.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	**X**	☐
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.	☐	☐	**X**	☐

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

Key Points

- **Strong interpersonal and written communication skills contribute to the professional culture of the district.**
- **Presentation skills are weaker for the Superintendent and administrative staff and more attention to "story telling" and data would be appreciated.**

Shared vision: The spring workshop to prioritize the many opportunities identified through Parry's entry plan felt like one of the most effective meetings this committee and Parry's team has had, as it brought both our points of alignment and our differences of opinion to light. While it is too soon to distill everything into a complete roadmap of the route forward through all these priorities, it demonstrated the intent to move forward together.

Parry is an excellent communicator, in both written and oral form. I would like to see more effort to use graphs/charts/powerpoint to "tell the story" in a way that can be more impactful than just words for presentations around student outcomes. One of Parry's strengths is in his ability to engage in discussion to manage conflict, and build consensus, and I have witnessed this in his interactions with parents and staff, in both formal situations (such as collective bargaining or screening committees) as well as informal situations (such as parent communications).

At times I have observed Parry take a more hands-off management style, relying on his team to handle key tasks or presentations. I can see this as both a positive and an area for potential attention, as some team members may want more direct guidance/leadership. Overall I see this as a strength, as I believe this can be beneficial in the long term for team members to step up to lead, and because Parry has never placed blame on his team for outcomes, and takes full responsibility for results. He should however be mindful of everyone's time and step in when meetings may start to veer off path.

His approach (and apparent success) in union contract negotiations seems genuinely collaborative and creates a rapport that will benefit the District going forward. His active listening and skill at incorporating what he hears into solutions shows care and concern for our employees as partners in our work.

Dr. Graham brings strong professional skills to the district. However, the School Committee would like to see more clear and intentional presentations by Dr. Graham and the admin staff at School Committee meetings, especially when presenting data.