

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Parry Graham
Evaluator: LPS School Committee Matina Madrick, Chair 4/30/25
Name **Signature** **Date**

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

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> X Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> X Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> X Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

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

<p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>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.</p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>		Unsa tisfac tory	Need s Impr ovem ent	Prof icie nt	Exe mpla ry
Standard I: Instructional Leadership		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
Standard II: Management and Operations		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
Standard III: Family and Community Engagement		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
Standard IV: Professional Culture		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<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:

"The district's 5-year strategic plan, superintendent goals, school improvement plans, and budget all aligned tightly to the findings of last year's entry plan, and importantly, the district made meaningful progress toward those goals. That progress is attributable to the effort of the full leadership team, which is a testament to Parry's ability to delegate and trust his team to execute."

"The hiring of a new business manager and the subsequent reworking of the entire budget to produce a readable, logical and under-guidance budget for Lincoln and a thoughtful, well-documented budget for the Hanscom Schools is a large accomplishment. Furthermore, Dr. Graham was able to prioritize important new initiatives within both budgets."

"Dr. Graham's District Goal of completing the Hanscom contract is constrained by DoDEA's timing, but the administration's work on the contract has been well done and the School Committee has been kept up to date."

"With research, insight and quiet leadership, Dr. Graham kept the District focused on instruction and the essential teacher-student interaction while he also oversaw a one-time reset of the annual budget and put in motion an accelerated one-year literacy curriculum review. "

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-A, I-B, I-E	Oversee improvements to literacy intervention systems so that: at least 50% of K-2 students and at least 50% of 3-5 students identified as reading below benchmark in the fall will improve to reading at or above benchmark by the spring; and, at least 80% of students who are not reading at or above benchmark by the end of the year will demonstrate at least one full year's worth of growth. In addition, oversee a comprehensive literacy curriculum review and the development of a comprehensive plan to implement a substantially revised or new literacy curriculum K-8 for the 2025-26 school year.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	I-E, III-A, III-C	In partnership with the School Committee and members of the District leadership team, provide the School Committee and community with clear, relevant, concise, and transparent information around key District topics, such as student learning, special education, budgeting, personnel, and operations. To that end, oversee the creation of consistent templates for School Committee presentations; the proactive development of a long-term schedule for School Committee presentations; the identification of high-value academic indicators around student learning; and the delivery of high-quality presentations throughout the year. Finally, ensure that information shared with the School Committee and the community reflects the incorporation of AIDE values across district systems and structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 1	II-D, II-E, IV-A	Oversee the development of a Hanscom School contract proposal resulting in the awarding of a new contract from DoDEA to Lincoln to maintain the District's stewardship of Hanscom School operations.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<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>): <ul style="list-style-type: none"> ● SC members are impressed by the ambitious goals Dr. Graham has set in the areas of curriculum and literacy. ● The accelerated pace of curriculum review and implementation is viewed positively by most members; however, some have expressed concerns that the speed may lead to incomplete implementation. ● The use of data- informed decision making has significantly improved under Dr. Graham's leadership, and members anticipate even more effective use of these tools moving forward. ● SC members would like to see data and/or goals around educator goals, observations and feedback from educators. <p>“Instructional leadership shows as a strength of Parry Graham and an overdue emphasis for LPS.”</p> <p>“The goals themselves may not have been wholly achievable within a one-year timeframe, which could explain why the tiered intervention goal is not completely met. There are pros and cons to the quick pace of the literacy curriculum review and adoption.”</p> <p>“He also set ambitious SMART goals for student achievement in reading, and while we wait to see assessments, I notice new energy and attention to the essential interaction of teacher and student.”</p> <p>“Data-informed decision making moving toward exemplary – establishing target metrics, improving presentations, developing a dashboard”</p> <p>“I believe there is progress, but it is not clear that timely evaluations for all educators are occurring. As this has been an issue in the past, some data on teacher evaluations could be incorporated into next year’s goals.”</p>				

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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<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>): <ul style="list-style-type: none"> • Dr. Graham receives the highest praise for this standard, with key highlights including the successful management of the budget and the Hanscom contract. • Other notable accomplishments include strategic hires and the transition of emergency preparedness responsibilities into the Operations domain. • Across multiple areas, Dr. Graham is recognized as a thoughtful communicator and an effective negotiator with bargaining units. • Concerns were raised regarding scheduling in the schools which may be a goal for next year. • Faculty PD has been strong and creative however, SC Members are interested in more data around faculty goals, evaluations, etc. <p>“Dr. Graham has consistently engaged with the LEA in a proactive and thoughtful manner, demonstrating effective problem-solving skills and a commitment to navigating challenging situations constructively.”</p> <p>“Exemplary performance navigating complex laws, ethics, and policies: managing uncertainty around the Hanscom contract, educating the kids at FanCamp, thoughtful approach to needing to send out RIF notices because of delayed Hanscom contract, increased teacher observations.”</p> <p>“Exemplary performance on our fiscal systems: collaboration with Angela to go line-by-line through the budget was much needed and a great benefit to the district, strong process developing the FY26 budget.”</p> <p>“While the goal is not yet met, that is not due to anything within his control but rather the timing of the DoDEA RFP. His work around it has been exceptional in terms of communication and thoughtfulness.”</p> <p>“As previously stated more work needs to be done in order to arrange the schedule to meet the goal of providing tiered instruction so that it does not impact classroom instructional time.”</p> <p>“Dr. Graham’s thoughtful and thorough approach to developing an effective response to the Hanscom contract solicitation has been outstanding in a time of uncertainty and tight timing and with pressing interests of staff and other town and surrounding agencies.”</p> <p>“I would appreciate more data on faculty evaluations, walk throughs, are there goals for faculty, staff and administration,etc.”</p>				

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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>

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

- **As reflected in School Committee comments—more so than in the ratings—Family and Community Engagement emerges as an area with both strengths and areas for growth.**
- **Dr. Graham’s bi-weekly messages and his accessibility to families and students, such as through cafeteria visits, are noted and appreciated. However, there remains a sense that family engagement at the school level could be strengthened.**
- **His support for principal and building-based communications, as well as his engagement with base leadership, is viewed as a valuable asset.**
- **While feedback from families to School Committee members is anecdotal, it frequently centers on concerns related to student behavior and school safety.**

“Very available to parents for meetings as requested”

“Despite availability, there is some family concern about behaviors and anecdotal dissatisfaction about how behaviors are resolved. It feels like we need to think through how to orchestrate a vibe shift in the family culture. How do we better make transparent the positive culture inside the school to ensure a few loud voices don’t become the dominant concern in the town if unwarranted. Or, if behaviors and safety need to be addressed, how do we triage the specific problems that drive this situation and identify and implement viable solutions to those problems?”

“Keeping families informed is essential; bi-weekly messages and support for principals’ newsletter and announcements have been steady.”

“I am cognizant of the need to balance the delicate political atmosphere and the need to weigh many factors in decisions; however, there is also a responsibility to students and families currently in all parts of the district who may be feeling uncertainty as well. Sometimes, communication on the school level makes sense and sometimes communication from the district level is what is needed in order to reaffirm values, security for families, etc.”

“Dr. Graham is accessible and fosters strong connections with base leadership, ensuring open lines of communication and collaboration that drive effective decision-making.”

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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>

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

- **School Committee members consistently rated Dr. Graham highly in the area of Professional Culture, with the majority of comments reflecting strong positive impressions.**
- **Several members noted his high standards, as demonstrated through the development and pursuit of the strategic plan and superintendent's goals—even in the face of challenges or resistance.**
- **Comments on conflict management were mixed: while Dr. Graham is seen as handling external pressures and conflicts exceptionally well, concerns remain about how conflicts within schools are being addressed, suggesting this may warrant closer attention.**

"He is deeply concerned with the students and ensuring that their voices and points of view are seen."

"I would like to see Dr. Graham have a more active voice in conflict management."

"Managing conflict:

- Always student-first when families bring concerns
- Handled the community's request for a DEI letter effectively
- Well-prepared and professional in all conversations about the Hanscom contract, including meetings with Select Board"

"Dr.Graham's leadership empowered staff to successfully implement plans and achieve their objectives."

"I also see strength in his support and trust in shared leadership in innovations such as Hanscom teacher "looping," budget realignment, academic indicator development, and LASH and STEM Coordinator positions."

"Drawing on resources of Dr. Amante-Jackson and Dr. Saxon to inspire and empower adults in the classroom shows Dr. Graham's and his team's sensitivity to staff needs and to creating enthusiasm for work ahead."

"It is not clear that, at present, all share or are on board with a shared vision. Some of that may be communication, and some may simply be the difficulty of such a task."