

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON



Boston Public Schools Superintendent’s Performance Evaluation Dr. Brenda Cassellius, School Year 2019-2020

1. Evaluator’s Name	Hardin L.K. Coleman
Date of Completion:	August 15, 2020

RATINGS	DEFINITIONS
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HIGHLY EFFECTIVE (Exemplary)	Performance far exceeded expectations due to exceptionally high quality of work performed in all essential areas of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of a major goal or project, or 2) made an exceptional or unique contribution in support of unit, department, or district objectives. This rating is achievable by any employee though given infrequently.
EFFECTIVE (Proficient)	Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.
DEVELOPING (Proficient)	Performance consistently met expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical annual goals were met.
MINIMALLY EFFECTIVE (Needs Improvement)	Performance did not consistently meet expectations – performance failed to meet expectations in one or more essential areas of responsibility, and/or one or more of the most critical goals were not met. A professional development plan to improve performance must be attached, including timelines, and monitored to measure progress.
INEFFECTIVE (Unsatisfactory)	Performance was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. A plan to correct performance, including timelines, must be outlined and monitored to measure progress.

UNDERSTANDS ROLE AND RESPONSIBILITIES AS SUPERINTENDENT

Corresponds to DESE Standard IV: Professional Culture

- Demonstrates discretion and tact in their leadership
- Understands the political and ethical context to position
- Interacts effectively with the School Committee, City Council, and State on policy.
- Is able to effectively articulate the position of, and be a proxy for, the School Committee
- Interacts with the public and external stakeholders with respect
- Builds trusting relationships with their staff
- Acts with integrity

X	HIGHLY EFFECTIVE
	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

There is no doubt that Dr. Casselius undertands the roles and responsibilities of the Superintendent. Dr. Casselius has focused on building a strong relationship with the Mayor’s Office, the City Council, Community Partners and is very responsive to the requests from the School Committee. The Superintendent is to be commended for the manner in which she has managed our relationship with DESE. She understands that driving change is a challenge and recognizes when that creates conflict and works to resolve that conflict.

COMMITMENT TO ACADEMIC EXCELLENCE AND INNOVATION

Corresponds to DESE Indicator I-E: Data-Informed Decision-Making, and Indicator IV-A: Commitment to High Standards

- Understands the educational landscape of the Boston Public Schools and can speak to strengths, challenges, and successes
- Understands education policy direction of the Boston School Committee and can effectively articulate them to the public
- Is committed to improving education for all students in the Boston Public Schools, especially those in historically marginalized populations
- Recognizes the importance and appropriate role of school-level autonomy and shared responsibility between schools and central office departments
- Demonstrates a sharp focus on data in the continuous improvement of student performance
- Is committed to supporting teachers and schools to share best practice and research to improve academic achievement

	HIGHLY EFFECTIVE
	EFFECTIVE
X	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Dr. Casselius, has not yet addressed, in a systematic manner, the academic challenges of the district. She has done an excellent job of developing a strategic vision and building external relationships. She is responding to urgent demands such as responding to the pandemic, working with the DESE review, and initiating a strategy to address our schools in need of turnaround. She has articulated the leading and lagging indicators by which we will judge progress. She has not yet created a coherent plan to drive academic excellence in the district.

PRODUCTIVITY, ORGANIZING AND PLANNING

Corresponds to DESE Standard II: Management and Operations

- Understands related position functions and performs daily activities without supervision
- Establishes effective and challenging task priorities
- Schedules time with staff effectively and resolves conflicts
- Manages calendar request in a timely manner
- Meets deadlines, demonstrates effective time use and simultaneous handling of several assignments
- Appropriately organizes work so others can find work in progress and/or necessary files and information, when necessary

- Ensures all contact whether by telephone, email, or mail with colleagues, families, and students is positive and productive in nature - constructive criticism followed by problem-solving suggestions
- Responds promptly, within 24 hours, to all internal and external requests whenever possible
- Shows initiative and demonstrates learning and expanding knowledge to further enhance performance

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Dr. Casselius has demonstrated that she is able to get her team focused on solving significant problems. From developing the strategic vision for the district to responding to the pandemic, the Superintendent has been well organized and productive. This has been more remarkable since she has not had the time to recruit a leadership team that is fully aligned with her vision and goals.

FISCAL RESPONSIBILITY AND BUDGETARY CONTROLS

Corresponds to DESE Indicator II-E: Fiscal Systems

- Uses resources effectively and conservatively and is a good steward of resources
- Forecasts accurately and maintains budgetary projections consistently
- Controls operating costs effectively, optimizing human and other capital
- Is resourceful in securing funding to accomplish goals and ensure team has capacity to follow through

X	HIGHLY EFFECTIVE
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	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Dr. Casselius has successfully recruited more resources to support our strategies for closing our opportunity and achievement gaps (i.e., weighted student formula, opportunity index, high school redesign, and the human capital initiative).

JUDGMENT/DECISION MAKING

Corresponds to DESE Indicator II-D: Law, Ethics, and Policies

- Identifies and evaluates issues, reaches sound decisions and generates alternatives
- Takes into account the effects/impacts of decisions
- Understands the political nature of the position and takes care to see all sides
- Seeks prior advice and approval if needed before taking action
- Demonstrates well-balanced thinking between taking “risks” and practical consideration

	HIGHLY EFFECTIVE
X	EFFECTIVE

	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

As a first year superintendent during a major pandemic, Dr. Casselius has demonstrated a thoughtfulness and about making decisions. She solicits various opinions and is willing to make tough choices. She has also demonstrated the ability to adapt to changing conditions.

COLLABORATION/TEAMWORK

Corresponds to DESE Standard III: Family and Community Engagement and Indicator IV-E: Shared Vision

- Is a good team player - demonstrates positive, motivated behavior, provides support, accepts guidance, and keeps an open door
- Keeps others informed of the status of initiatives, including the Strategic Plan, on a consistent basis
- Uses and values the talents of other staff and/or team members
- Provides support and feedback to team members
- Participates fully and collaborates with internal and external stakeholders
- Modifies individual objectives and desires to support the efforts of the team
- Demonstrates openness to new ideas and suggestions
- Shares responsibility for outcomes and workload equity
- Is dependable and can be counted on

	HIGHLY EFFECTIVE
X	EFFECTIVE
X	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Dr Casselius has demonstrated that she is very effective at managing up, with the School Committee and Mayor's office, and out, with families and community partners. Developing a system to create a more effective internal system that is collaborative and inclusive of diverse perspectives in an important next step.

FOCUS ON EQUITY AND EXCELLENCE

Corresponds to DESE Indicators I-D: Evaluation; II-D: Law, Ethics, and Policies; III-C: Communication; and IV-A: Commitment to High Standards

- Supports and actively builds a culture of excellence and equity
- Engages diverse stakeholders in decision making
- Provides effective supervision to direct reports through clear expectations, appropriate levels of feedback and support, and accountability for results.
- Ensures that all contact whether by telephone, email, or mail with colleagues, families, and students is positive and productive in nature - constructive criticism followed by problem-solving suggestions

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Dr. Casselius has centered equity in her approach to leadership and making decisions in the district. An example of this work in the introduction of equity roundtables into each school. It is not as apparent, yet, how she will drive high expectations and a standard of excellence throughout the district.

COMMUNICATION AND INTERPERSONAL SKILLS

Corresponds to DESE Indicator IV-C: Communications

- Conveys clear and concise communications, listens well and responds appropriately
- Is tactful, candid, and consistent in words and actions
- Comprehends the importance of interacting positively with stakeholders
- Analyzes complaints and takes steps to address issues immediately
- Demonstrates flexibility with unavoidable tension and pressure
- Demonstrates respect at all times

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I concur with Ms. Robinson who said “Grace under fire, is the best way to describe Dr. Cassellius. Her public manner is always clear, inviting and collaborative.”

GOAL PROGRESS (SEE EMPLOYEE DEVELOPMENT PLAN, ATTACHED)

Ratings: Exceeded, Met, Significant Progress, Some Progress, Did Not Meet

Goal #	Goal Rating	Comments
1	Met	Created and delivered 5-year strategic plan
2	Met	Secured \$100M in new budget from the city
3	Met	Partnered with DESE on District accountability review

OVERALL RATING (Consider progress toward goals and performance categories)

	HIGHLY EFFECTIVE (Exemplary)
X	EFFECTIVE (Proficient)
	DEVELOPING (Proficient)
	MINIMALLY EFFECTIVE (Needs Improvement)
	INEFFECTIVE (Unsatisfactory)

ED EVAL ONLY: STANDARDS RATINGS

(Place an 'X' in the appropriate rating box for each standard)

E	P	NI	U	
	X			Standard I: Instructional Leadership
	X			Standard II: Management and Operations
X				Standard III: Family and Community Engagement
		X		Standard IV: Professional Culture

Employee Development Plan (EDP)

Identify and describe 2-3 areas of strength and 2-3 areas for continued growth based on the categories above, as well as how you arrived at these areas.

Areas of strength	Areas for continued growth
Willingness to be a responsible leader	Focused strategy for academic excellence (school improvement)
Active community engagement	Building effective leadership team
Commitment to equity	5 year plan to transform special education and english language learning

Create 2-3 goals from the competencies evaluated in the process.

Develop SMART goals: Specific, Measurable, Attainable, Results-oriented, and Time-bound.

Goal #	Goal	Measure of Success
	Build effective leadership team	3 direct reports by January Focused Cabinet Structure
	5 year plan to transform special education and english language learning	Articulated plan in the next budget
	Coherent continuous improvement plan for all schools	