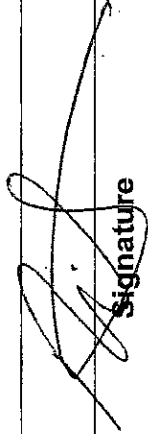




End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Tommy Chang
 Evaluator: Michael Loconto
 Date: 8/31/16
 Signature: 

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

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

Step 2: Assess Performance on Standards (Complete pages 4-7 first; then check one box for each standard.)

Indicators

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. For new superintendents, performance is on track to achieve proficiency within three years.
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.

Indicator	Unsatisfactory	Needs Improvement/Developing	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<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; circle one.)

Unsatisfactory Needs Improvement **Proficient** Exemplary

Low	Moderate	High
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Step 4: Rate Impact on Student Learning (Check only one.)

Step 5: 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 or Impact on Student Learning rating of high or low.

Comments:

Tommy, I think you have had a successful first year as a district superintendent and as the leader of the Boston Public Schools. I particularly appreciate your calm demeanor no matter the task at hand, and your overall steady, consistent and empathetic approach to the job.

In this context, my evaluation of your performance takes into account that which may be realistically achieved in the first year of a new administration. For this reason, your impact on student learning is rated as "moderate" – as it is nearly impossible to ascertain the impacts of your work in year one, but your efforts indicate that it is reasonable to expect improved student achievements and outcomes in the district going forward. Therefore, I have rated your overall performance as "proficient" given the rigor with which you have approached the role of superintendent during the past year. In my opinion, your efforts correspond to the expectations that were set by the School Committee upon your hire.

I am particularly impressed with your work, and that of senior administrators under your leadership, in three areas: (a) professional development; (b) outreach to the spectrum of communities served by BPS; and, (c) policy development. The district's advances in professional development and adult learning, as demonstrated by the development of CDTs (cognitively demanding tasks) as a common denominator, have led to the proficient rating that I have given you in the Instructional Leadership and Professional Culture Standards (Standards I and IV).

(continued on the next page)

Your outreach to communities of color and peoples of diverse ethnic backgrounds, who have too often not had an effective voice of advocacy within BPS, has been impressive in its scope. These efforts are leading indicators of expected improvements in student performance and a corresponding reduction in opportunity and achievement gaps, and are therefore in service to the Strategic Goals of this Committee.

Your policy development, highlighted in particular by an effective response to diversity issues in our schools and the development of a Water Policy – both of which may serve as a model for other districts nationwide, also demonstrate a proficient approach to managing the district. Your use of nationally-recognized experts to provide guidance on policy development while engaging in an iterative process with the community to further meet the practical needs of the district demonstrates a positive understanding of how to lead district operations while seeking critical input from those you serve, and serve alongside.

Your Developing ratings for the Management and Operations and Family and Community Engagement Standards (Standards II and III) incorporate my observations of your work on policy and outreach, but recognize that your performance in your first year as superintendent remains in development and is (as provided by the DESE Indicators) on track to achieve proficiency in the near term. In particular, two areas where you continue to develop a greater proficiency are in budgets and communications. Your first-year budget was completed by staff who were new to the district and dealt the task of learning the district during the process, and as such can be expected to benefit from experience in the upcoming annual budgeting process. In addition, and as your Strategic Plan indicates, your team's effort to convert the district to a multiyear budgeting process is in development and will lead to much more predictable operational forecasting over time. Your team has also had several highly visible opportunities to develop strategies to adapt to the communications needs of the district and the community at-large. As evidenced by the creation of an Ombudsperson position and the community outreach efforts noted above, you are developing proactive skills that track toward proficient performance in the near term.

You have showed an admirable work ethic in developing the "Culture of We," which you have effectively used as a guiding principle in developing your administrative team and rallying students, teachers, parents, staff and the community to lead BPS toward needed reforms and sustainable achievement levels. It has been a pleasure to serve with you. Thank you for your service to the City of Boston, and I look forward to your continued strong performance as a vehicle for success in BPS.

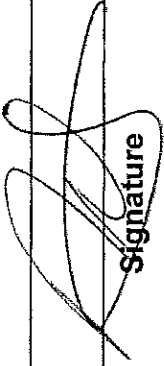


Superintendent's Performance Goals

Superintendent: Tommy Chang

Evaluator: Michael Loconto 8/31/16

Name Michael Loconto Date 8/31/16


Signature

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	By June 30, 2016, Dr. Chang will participate in a minimum of three professional learning opportunities to develop his own leadership and the leadership of his team. Examples may include professional conferences, Aspen Urban Superintendents events, consultations with other superintendents, visits to other school districts, or Council of Great City Schools meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	By June 30, 2016, Dr. Chang and his leadership team will have improved the instructional culture at schools, as measured by the Insight survey deployed to teachers across the district. Based on analyses of multiple districts across the country, increases in the Insight Instructional Culture Index are associated with increases in student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
3	By June 30, 2016, Dr. Chang and his leadership team will have completed Instructional Focus Reviews at every school, determining the Instructional Leadership Team's progress on the school's instructional goals and a sampling and assessment of the cognitive demand of the tasks students engage with in each school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
4	On or before June 30, 2016, Dr. Chang and his leadership team will deliver a five-year strategic implementation plan (July 1, 2016 through June 30, 2021) to the School Committee that builds upon and/or reflects the six priority areas in the School Committee's Strategic Plan, the work of Mayor's focus areas for education, and the work done as part of BPS's 100-day plan. The strategic plan must be guided through the lens of equity and the deep belief that all of our students can and must achieve at high levels . We will emphasize plans to strengthen inclusive practices, expand access and opportunity, and improve teaching and learning in order for all students in BPS to achieve at high levels. It will also integrate planning, execution, and accountability related to several BPS initiatives essential to our ability to successfully improve our educational outcomes, including, but not limited to: the Master Facilities Planning Process, Enrollment and Assignment, Transportation, and the Long Term Financial Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	By June 30, 2016, Dr. Chang and his leadership team will have completed the preparation and pilot testing necessary for the Boston Public Schools to smoothly transition to using the School Quality Framework for the 2016-2017 academic year. To track the work underway and ensure the necessary coordination occurs in a timely and collaborative way, monthly reports will be submitted to the School Committee for their review and comment beginning in February 2016.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
6	By June 30, 2016, Dr. Chang and his leadership team will have determined effective Central Office structures designed to support equitable learning outcomes and aligned with instructional focus to support teaching and learning improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						
7	By June 30, 2016, Dr. Chang and his leadership team will collaboratively develop an "anti-racism" statement that ensures every student, regardless of race or ethnicity, is educated in a safe and inclusive learning environment. By October 1, 2016, 100% of schools will submit a plan to implement "Dialogues on Race and Ethnicity" for administrative teams, faculty, students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>