

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Tommy Chang

Boston Public Schools

Evaluator: Michael O'Neill

Michael O'Neill

9/9/16

Name

Signature

Date

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

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

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	X*	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	X*	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Low <input type="checkbox"/>	Moderate X	High <input type="checkbox"/>
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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:

As a brand-new Superintendent, in a new city, Dr Chang had a strong first year. Obviously, it is difficult to adapt to both of the new scenarios outlined in the first sentence of these comments. We have exceedingly high standards in Boston – and a well demonstrated low tolerance for mediocrity. I believe Dr. Chang overall was proficient in the expectations for his first year in the role, in Boston. His transition work and 100 day plan- evolving into his 5 year strategic implementation plan was thoughtful and inclusive. His focus on school leadership and senior team development was necessary and built excellent building blocks for future student improvement. His work around equity, SEI and student safety was both new for Boston and necessary. The financial work (budget, et al) was reasonable, but could use additional emphasis on transparency and building support and understanding within the school communities impacted by recommendations.

Though I rated two of the standards as “needs improvement/developing”, I was greatly guided by the statement “for new superintendents, performance is on track to achieve proficiency within three years”, as I strongly believed that the work done on Instructional Leadership and Family & Community Engagement, while not fully proficient right now, are well on their way to being outstanding work that should impact positively our District’s results in coming years.

Dr Chang’s self-assessment on the Standards was helpful, as were his reflective comments on how he can continue to improve in coming years. In addition to the artifacts presented to validate his self-assessment, I also relied on my own observations over the year, as well as feedback from school leaders, teachers, parents, students and community members.

Three areas that I feel (in addition to Dr. Chang’s reflections on areas for improvement in the coming year) that could also use additional emphasis would be:

- 1.) The business engagement portion of community & business engagement – I feel this is a significant opportunity for improvement for the District in the coming years. We have a substantial number of companies that help BPS – and GE’s new involvement was a positive, but there is too much support that is neither asked for – nor utilized correctly.
- 2.) Work with the School Committee. While Dr Chang has done good work to build initial relationships with individual members and asked for assistance, guidance and advice based upon individual member’s areas of expertise, there is room for improvement from the District’s side in understanding the distinction between policy and implementation – and in listening to feedback, adjusting and building consensus. As Chair, I accept a key role in this as well and would look to continue to guide Dr. Chang’s development in this area.
- 3.) Communications -both through the press and directly to our parents, staff and students. In times of significant public interest on an issue (BLS, water, etc.) it is imperative that the Superintendent be visible, disciplined and both understanding of the depth of the issue and thoughtful in the District’s plan of action going forward. While I was very pleased with the immediate seriousness of purpose Dr Chang and his team brought to the multitude of important, pressing issues that came up in the past year, it is also important that concerned parties be able to reach that same level of comfort that I was able to through my direct interactions, even if it is being communicated through the press and District communications tools. Additionally, there is value, whether in working with the School Committee or the overall community, to also be understood as listening and open to ideas prior to fully forming a solution. Many interested parties want to be part of helping us to improve and it’s important that a range of voices be heard prior to announcing concrete steps forward on key issues. The “listening tour” at the outset of the transition effort was an excellent example of this value. While not necessary, nor practical, each time a key issue arises, the concept is still applicable. In conclusion, Dr. Chang met my expectations for his work in his first year in our District. I believe he is well on his way to becoming an outstanding large urban district superintendent who will have a visible and lasting impact on the academic and emotional learning of the 57,000 youth in our care. I look forward to working closely with him as this progress continues.

Superintendent's Performance Goals



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, consultancies with other superintendents, visits to other school districts, or Council of Great City Schools meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

District Improvement							
4	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	
5	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	
6	<p>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.</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other Goals (if any)							
7	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	