

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Chang

Evaluator: Alexandra Oliver-Davila

8/31/16

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.**

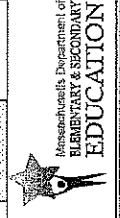
Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

Standard I: Instructional Leadership

Prioritizes instruction including reorganizing network structures and professional development into a "teaching and learning teams" model that promotes the growth of all students and the success of all staff. Has visited 92 schools this year and observed classroom instruction. Provides leadership to discussions of the critical importance of culturally and linguistically sustaining instructional practices and equity to ensure the success of the district's students of color and ELLs, including the creation of an Opportunity and Achievement Gaps Task Force. Uses data and understands the importance of creating a data-driven district to ensure good decision-making including development of a performance meter for the district. Provides leadership and foresight around critical district challenges including restructuring of the central office to better support schools, creation of a long-term financial planning committee, and a

Unsatisfactory	Needs Improvement	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

strategic implementation plan with initiatives to ensure students are college and career ready.			
Standard II: Management and Operations	<p>Uses effective management to support the wellness and safety of students through the strengthening of internal policies and procedures and the creation of the Office of Social and Emotional Learning & Wellness. Superintendent circulars focused on non-discrimination/bullying/harassment/etc., updating the code of conduct, development of a new water policy and implementing a multi-tiered system of support. Supports principals to focus on instruction through the creation of four new positions to manage operational issues. Establishes commitment to collaboration by consistently holding weekly executive and cabinet meetings, as well as central office work with individual schools.</p>	<p>Standard III: Family and Community Engagement</p> <p>This rating reflects that the Superintendent inherited the district's relationship with students and families. The Superintendent has worked extremely hard to create trusting relationships with students and families by holding a multitude of community meetings to solicit feedback, forums for families from diverse linguistic backgrounds, and a budget session for student comments. Despite these efforts, there is still much work to be done to build a positive relationship with families, such as providing professional development for all district staff on how to engage families and ensuring that every school is held accountable with a family engagement plan. Developed a process for engaging businesses to adopt-a-school and provide resources for students, such as internships.</p>	<p>Standard IV: Professional Culture</p> <p>Projects and promotes a positive image for the district through professionalism and a culture of openness. Models learning, sharing and collaboration. Models high expectations. Developed a shared vision and key values for the district. Provides direction and a positive learning space for colleagues through weekly executive & cabinet meetings. Provides professional development and forums such as the school-to-prison pipeline for school leaders and central office to create a district that is continually learning. Supports and provides direct supervision to principal leaders.</p>



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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

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

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

Ratings are related to the Dr Chang's first year. Dr Chang has shared all the work to date to tackle instruction as well as a focus on student centered learning in the 5 year strategic plan, which will absolutely impact student learning. I will be excited to see the results of these actions as related to high student learning over the next several years.



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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <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"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>


 Alexandra Oliver-Dávila 8/31/2016