

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Tommy Chang

**Evaluator:** Regina Robinson

9/5/16

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

Standard III: Family and Community Engagement			✓	
Standard IV: Professional Culture				✓
 <b>End-of-Cycle Summative Evaluation Report: Superintendent</b>				

**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	Moderate	High
	✓	

**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:**

Dr. Chang has provided steady leadership throughout his first year as BPS superintendent. I am most impressed with his willingness to say 'Yes' to the great task of leading our district and serving our students. To that end, I applaud his thoughtful work, tireless efforts, strategic vision, and dedicated leadership. Building and branding the 'Culture of We' initiative was a bold and refreshing first effort in creating an inclusive space for the entire BPS and Boston community. The 100 day plan, as a result of the Listen and Learn tour was critical in truly understanding the Boston educational landscape while establishing his value statements as a citywide vision board for the next 3 years.

The comments I provide are both from the voluminous artifacts highlighting his self-assessment, as well as additional feedback from BPS stakeholders committed to student success.

**Standard I:** Engagement with students in schools and throughout community events, noted in logs of school visits, received a proficient rating through the assessment of instructional leadership, best practices, and data driven processes. Understanding and teaching to the various needs, readiness, and styles of our diverse learners continues to provide greater depth of work as Dr. Chang worked specifically to expand OELL, OAG, AWC, and SPED strategies, staff resources, and support for students and their parents. That work alone is monumental and must continue developing towards exemplary status in order for all youth, regardless of learning needs, to achieve at high levels. Within the work of the Inclusion Task Force, it was well noted that inclusion is inherently culturally responsive and applies to all students, including ELLs, and must have increased ownership of all students by general and special educators. Dr. Chang moved the needle towards clearer policy making, departmental restructuring, and visible leadership engagement in task forces, parent meetings, and planning groups, creating greater access to the community. Critical to the needs of the diverse learner is the engagement of their parents as partners. More will be shared in Standard III.

Using schools such as the Lee Academy Pilot to highlight instructional practices provided sticking points to identify bright spots in the district and served as a guide for continued work in Instructional Focus Reviews. Many of the presentations to the School Committee in Standard I were informative and highlighted critical work yet only scratched the surface in fully identifying real needs and time to follow up to assess progress. This will be the focus in year 2.

**Standard II:** Creating an environment that prioritized safety, health, and the needs of students was displayed publicly throughout the year, from bullying, code of conduct, CORI, physical restraint, and CBHM work. The rating for this standard is proficient as this work was thorough, well received by Committee members, and appropriate to the population we serve. BPS faced many crises this past year, requiring additional protocols, personnel, and plans in place. Dr. Chang embraced each challenge with attention to details, best past practices, and quick action as he continued to listen, learn, and lead. Many leadership reflections could be applied here as the state of BPS crises preceded Dr. Chang's arrival. The challenges that BLS faced provided an opportunity for such reflection on historical context of race and culture, policy review, value and timeliness of the student voice, and leadership accountability. Additional human resources and training was implemented throughout this year as Dr. Chang made critical hires, created and updated policies and increased the presence and practice of effective managers to oversee this work. Another challenge the district faced was in the budget process and the increased need for greater community engagement, data analyses early and often, student

advocacy and school leader/parent partnership. The budget process continues to reveal the city's commitment to youth and the power of community to drive change. Dr. Chang has affirmed the community voice, taken the long view of budget investments, and advocated on behalf of students.

I look forward to seeing this area develop as key managers and effective operations continue to promote learning within an effective environment.

**Standard III:** The area of engagement remains a great burden of responsibility due to the diverse needs and interest outside BPS of parent, community, and business partners. This standard received a lower rating due to many factors. The work internally has suffered under budget cuts and that work has impacted outside engagement initiatives to parents and school leaders. Because BPS students have diverse learning needs, their parents require more education in advocacy, engagement in student learning, and support for their child. Much work has been done in the past with Parent University, parent groups and various parent councils, yet the diverse parent gap still remains, widening the opportunity for students to feel supported at home and school by the adults closest to them.

Dr. Chang has implemented much feedback gained by his Transition Team meetings, school visits, BSAC engagement, relationship building of various ethnic groups, and many external stakeholders. To divide time between schools and external partners requires a considerable amount of time management, delegation, and collaborative planning. Dr. Chang has been present in 92 schools, with his team participating in many visits as well. Year 2 will be a critical year to look deeply at Engagement strategic planning for greater parent outreach with support and teacher partnership, specifically for marginalized populations and must follow a dedicated deeper dive with a continual feedback cycle to build upon best practices.

This work must extend throughout the various offices providing an "engagement lens" to every departmental strategic plan.

This work must also identify stronger pathways from Pre-K to career with the voice of BSAC providing guidance. Effective initiatives will be exciting to unfold with Build BPS, Boston Basics, and current programs. We must strengthen parent engagement with higher education and career engagement opportunities. Year 2 will provide a greater foundation to build engagement internally, externally, and throughout every stage of a student's development.

**Standard IV:** Dr. Chang has led by example with this standard. Knowing he would be entering the superintendency as a newcomer to the field, he was intentional on listening and learning for his professional growth. As a member of the search committee and now school committee, this area was of particular focus as I wanted to set Dr. Chang up for success and our resource-rich city provided continuous learning opportunities for new superintendents. I was very pleased with both formal and informal updates of his professional growth opportunities throughout the year. Modeling a culture of continuous learning became his strength in this first year. The insights gained from participatory experiences were immediately put into practice and provided necessary energy towards the professional growth of his team. Remaining hungry for learning is a hallmark of great leaders and fostering that practice to those who follow increases the strength of leaders and their students. I remain hopeful that Dr. Chang will continue to surround himself with successful leaders who are thoughtful, strategic, mission minded, and contributors to the success of diverse student populations.

# 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
<b>Professional Practice</b>						
1	By June 30, 2016, Dr. Chang will participate in a minimum of <b>three professional learning opportunities</b> 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"/>
<b>Student Learning</b>						
2	By June 30, 2016, Dr. Chang and his leadership team will have improved the <b>instructional culture</b> 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"/>
3	By June 30, 2016, Dr. Chang and his leadership team will have completed <b>Instructional Focus Reviews</b> 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"/>

**District Improvement**

<p>4</p>	<p>On or before June 30, 2016, Dr. Chang and his leadership team will deliver a <b>five-year strategic implementation plan</b> (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 <b>equity</b> and the deep belief that <b>all of our students can and must achieve at high levels</b>. 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>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>
<p>5</p>	<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 <b>School Quality Framework</b> 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>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>6</p>	<p>By June 30, 2016, Dr. Chang and his leadership team will have determined effective <b>Central Office structures</b> designed to support equitable learning outcomes and aligned with instructional focus to support teaching and learning improvements.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p><b>Other Goals (if any)</b></p>					
<p>7</p>	<p>By June 30, 2016, Dr. Chang and his leadership team will collaboratively develop an "<b>anti-racism</b>" 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>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>