

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:	Tommy Chang		
Evaluator:	School Committee Composite		9-21-16
	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	7-Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	6-Significant Progress	1-Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	5-Significant Progress	1-Met	1-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	Developing/On track	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	2	4	1
Standard II: Management and Operations	<input type="checkbox"/>	2	5	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	5	1	1
Standard IV: Professional Culture	<input type="checkbox"/>	1	6	<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

1-Needs Improvement

6- Proficient

Exemplary

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

Needs Improvement <input type="checkbox"/>	Moderate 6	High 1
---	---------------	-----------

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 seven unique professionals bringing various lenses of expertise and experiences to this process, the goal of this evaluation was to provide a fair and thorough assessment of Dr. Chang's first year as BPS superintendent. After coming to agreement around the standards, rubrics, and evidence of performance according to state guidelines, the members, through keen analysis, examined the core challenges inherited by the district alongside the opportunities Dr. Chang has led to ensure success for every student. Dr. Chang has been intentional in highlighting both bright spots and building blocks for the district's future. This will be noted in the evaluation.

Standard I: Bright spots to highlight by the members include Dr. Chang's early arrival to Boston to listen and learn before his official start date. The early commitment to community engagement and creation of the 'Culture of We' was noted as well the coordination of the 100-Day Plan. The Transition Team's work reflected a collaborative leadership style that enabled the restructuring of departments. Visiting schools and engaging leaders in their work was highlighted and the specific focus to see the district's work through an equity lens, creating departments to reflect that commitment was well received and serves as a model for leadership in Boston. Building blocks would include the work with the Office of English Language Learners, Office of Special Education, Opportunity and Achievement Gaps Task Force, and the effective response to diversity issues in our schools, as well as continuing the commitment to providing evidence of the work on diversity.

Standard II: Bright spots were noted in the layered management systems to ensure Cabinet members, staff, school leaders, and teachers reflected the commitment to safety, social and emotional well-being of students. In an urban district, crises are inevitable and the effective response and care of people is paramount. There was a considerable and admirable effort to provide policies,

procedures, and protocols to manage and remedy unexpected predicaments. The relentless commitment exhibited by Dr. Chang to move forward in the face of ongoing challenges regarding the water policy, budget, and Boston Latin School, in order to increase the quality of education for students, was evident and remains a building block for the district.

Standard III: As several members noted, this is the area of performance requiring greater strategic focus in the coming year. Building trust with the public early and often was a bright spot and necessary approach to understanding Boston. Focus on the Listen and Learn tour proved effective as relationships were forming between Dr. Chang and the community. Informational sessions with ethnic communities with the use of technology to meet families where they are proved to be creative and innovative. Internal challenges due to years of budget cuts provided an opportunity for building blocks as staff and school leaders need greater accountability for family engagement implementation plans, as well as clearer analysis on vision for reaching marginalized populations such as English Language Learners and special education families. This standard will require a deeper dive as both internal and external systems achieve proficiency within three years.

Standard IV: Dr. Chang has proven to be a leader who continues to challenge himself and others to grow with each learning opportunity. As a new superintendent, it was evident that building a solid foundation for professional growth would prove to be most effective in “what was to come” as a new leader. No one could have predicted the challenges faced by the district, yet due to the foundation of listening and learning, implementing the “Culture of We” and reflective responses to the public, Dr. Chang has created a culture where every voice has the opportunity to be engaged.

Summary: The members have communicated their appreciation of Dr. Chang’s leadership to BPS students. As composite evaluator, I am deeply grateful for his leadership to the students of Boston and willingness to value their voice and share our responsibility of ensuring their success. Dr. Chang has demonstrated steady, sensible, and strategic leadership and is already building an important legacy for the success of students.

Each member shared both words of encouragement and recommendations for the upcoming year that are highlighted below.

Chairman O’Neill: Dr. Chang’s work around equity, Social-Emotional Learning, and student safety was both new for Boston and necessary...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.

Suggestion for SY16-17: There is a significant opportunity for improvement in engaging community and business partners for the District in the coming years.

Ms. Oliver-Dávila: Dr. Chang projects and promotes a positive image for the district through professionalism and a culture of openness and models learning, sharing, and collaboration.

Suggestion for SY16-17: Regarding the district’s relationship with students and families, there is still much work to be done, 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.

Mr. Loconto: Dr. Chang has shown an admirable work ethic in developing the 'Culture of We' which he has effectively used as a guiding principle in developing his administrative team and rallying students, teachers, parents, staff and community to lead BPS toward needed reforms and sustainable achievement levels.

Suggestion for SY16-17: His staff is new and will benefit from experience in the upcoming annual budgeting process.

Ms. Jeri Robinson: The development and staffing of both the Office of Equity and Opportunity and Achievement Gaps Task Force and office will all lead to better understanding and overall improvement of outcomes...Dr. Chang has shown "grace under fire" listening and learning respectfully, while working with his team to problem solve as quickly as possible.

Suggestion for SY16/17: As we enter year 2, it is now time for significant action on all fronts - central office and the schools. Students and parents want to be heard and included more, and the progress to date with school leaders, teachers and staff must be maintained and grow.

Dr. Uriarte: Dr. Chang and his administration understand ELL issues well because of their professional experience but also because of their own lived experiences. There is an inclination to do what is right for the students, even if it requires educating and convincing others to change current practice.

Suggestion for SY16-17: The environment of learning and the impact of race, culture, and language on the safety and achievement of BPS' many students of color are areas that will require ongoing attention.

Dean Regina Robinson: 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.

Suggestion for SY16-17: 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.

Dr. Coleman: Dr. Chang has made an excellent start in a challenging situation. He has initiated lots of new approaches to the challenges facing BPS. Most notably, he has created an ethic around open communication and involvement by multiple stakeholders in the decision making process, he has realigned the focus and structure of the district to support improved instruction at the school level, and he has clearly articulated a district-wide focus on equity

Suggestion for SY16-17: This is an impressive start that has great promise for moving the district forward.

