

## Standard I: Instructional Leadership

**What it means:** The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

### Indicators for evaluation selected by the School Committee:

- **Instruction:** Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
  - **Indicator I-B-1:** Instructional Practices
  - **Indicator I-B-3:** Diverse Learners' Needs
- **Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.
  - **Indicator I-E-1:** Knowledge and Use of Data
  - **Indicator I-E-2:** School and District Goals

### Reflections:

Instruction is at the heart and center of the work we do in the Boston Public Schools- the work ultimately has to be about transforming the instructional core (student, teacher, content). I am proud of several steps forward our team has taken this year to prioritize instruction- including reorganizing network structures led by a network superintendent to become "teaching and learning teams" led by two principal leaders. The eight principal leaders were organized into four teaching and learning teams and reported directly to the Superintendent. The primary role of the principal leader is to support the instructional leadership of principals, providing guidance for principals in their instructional coaching and the facilitation of instructional leadership teams. Over the course of this school year, I personally conducted more than 135 school visits to approximately 92 individual schools, many alongside the principal leader of the school. Also, the teams responsible for academics, special education, and English Learner services were reorganized under one "umbrella," led by a Deputy Superintendent of Academics and Student Support Services. This was critical in bringing more coherence to the instructional support for schools.

Also importantly, we have built a district-wide focus on and understanding of the idea of cognitively demanding tasks (we refer to them as CDTs). And we have reinforced and supported that work through newly created "Instructional Focus Reviews," where teams of central office colleagues partner with schools to assess, reflect, and make progress towards each school's instructional goals. The work of CDTs came from our PELP conference last year. The problem of practice on which we chose to focus was that our students are not being exposed to CDTs throughout the system. There is a real lack of coherence on this, and so we made that our key work this year. Now, every single school talks about CDTs – it's language the whole system understands and acts upon now. I am confident that exposing our students to CDTs is critical to building their long-term success and closing achievement gaps.

We focused a significant part of the first year listening and learning about what Boston students, families, and stakeholders want most. In 100 days, were able to complete eight significant projects that

help set us up for our longer term work. All eight projects were grounded in the evaluation of data. In this process, we gathered both quantitative and qualitative data. This data also provided the foundation for our strategic implementation plan.

We also started a regular practice of data dialogues centrally. In the second semester, we conducted two data dialogues as the leadership team of the district. The first data dialogue was focused on teacher evaluations and the second data dialogue was focused on suspension data. It is our goal to make data dialogues a regular practice in central office.

We still have areas for improvement with the support and guidance we are providing to schools. We need to strive to provide more high quality professional development for teachers and principals- both centrally, at school sites, and most importantly job-embedded. Professional development will continue to focus on cognitively demanding tasks while meeting the needs of our diverse learners in Boston Public Schools. Diversity is our strength and we must strive to sustain the cultural-linguistic strengths of our youth in Boston. That is why our #1 priority area in our strategic implementation plan is to “implement an inclusive, rigorous, and culturally/linguistically sustaining K-12 instructional program that serves the development of the whole child.” We have a lot of capacity to build in this area still both centrally and at our schools and, at the same time, leverage the bright spots in our system. This will require principal leadership and teacher leadership and it is critical that I find more ways for both principals and teachers to lead this this endeavor.

While BPS is data-rich, I believe we have not made the most use of the information we have. We still have much work to do to coordinate and make use of our data systems. This will require tight collaboration between our Office of Data and Accountability and our Office of Instruction and Information Technology. We have much growth in making our data easily accessible to staff and parents so we can support inquiry and act upon the information. I am looking forward to completing our performance meter, complete with baseline data and future goals. That way I, as the Superintendent, can better use data to inform system-level decisions.

## Standard I: Instructional Leadership

### Artifacts included:

#### I-B-1 Instructional Practices

- Scope & sequence of SY15-16 Professional Development for principals
- Task analysis protocol for cognitively demanding tasks (CDTs)
- Logs of school visits conducted by Dr. Chang with principal leaders
- Instructional Focus Reviews: process review presentation
- Instructional Focus Reviews: example of a school leader pre-summative self assessment
- Instructional Focus Reviews: example of facilitator guide (Lee Academy Pilot School)
- Example of a Quality School Improvement Plan (QSIP): Lee Academy Pilot School
- Academics Presentation to School Committee (11/4)
- Extended Learning Time Update to School Committee (9/30)
- Early Childhood Presentation to School Committee (5/25)
- High School ReDesign update to School Committee (11/18)

#### I-B-3 Diverse Learners' Needs

- New Instructional Frameworks (emerging)
- List of trainings provided by OELL
- Coalition of Schools Educating Boys of Color (COSEBOC) materials
- Opportunity and Achievement Gap Update to School Committee (4/27)
- Office of English Language Learners Update & OELL Task Force Update to School Committee (6/8)
- SPED and SPED PAC Updates to School Committee (6/22)

#### I-E-1 Knowledge and Use of Data

- Performance meter: 100 Day Plan report out
- Performance meter: project plan to complete performance meter
- Performance meter: mock-up of meter
- Performance meter: KPI stakeholder feedback
- Performance dialogues: Teacher evaluation data and dialogue presentation
- Performance dialogues: Suspension data and dialogue presentation
- School to prison pipeline symposium presentation
- Data Inquiry Teams: summary of work
- 100 Day Plan: final report
- PARCC updates presentation to School Committee (11/18)
- Home-based student assignment report and update to School Committee (4/13)
- District Capacity Project update to School Committee (4/13)
- OHC Diversity Hiring update to School Committee (10/14)

#### I-E-2 School and District Goals

- Final presentation from transition team
- Update on 100 Day Plan Working Committees to School Committee (1/27)
- Update to School Committee on Strategic Planning Process (4/27)

## Standard II: Management and Operations

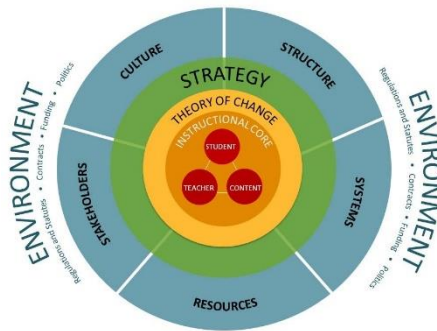
**What it means:** Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

### Indicators for evaluation selected by the School Committee:

- **Environment:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs
  - **Indicator II-A-1:** Plans, Procedures, and Routines
  - **Indicator II-A-3:** Student Safety, Health, Social and Emotional Needs
- **Scheduling and Management Information Systems:** Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff
  - **Indicator II-C-2:** Time for Collaboration
  - **Indicator II-E-1:** Fiscal Systems

### Reflections:

The way we view the role of Management and Operations is informed by the PELP framework (copied below). In order for our teams to focus on the instructional core, we must have a clear theory of change and strategy, all supported by a strong environment – and this is where systems, procedures, use of time, and fiscal planning come in. These elements are critical for ensuring the safety, health, and emotional and social needs of our students.



We have made several improvements to Management and Operations this year, which you'll see evidenced in the artifacts. First, we have strengthened many of our internal policies – especially around equity and child abuse and neglect. Now, every school employee is required to report evidence of child abuse and neglect, which was not in place before. We know that a child's ability to achieve hinges on their well-being, and we're taking an all hands-on approach to the whole child. We also implemented a new incident reporting system called CrisisGo for BPS that allows us to track every major incident system-wide and to automate communications with appropriate individuals efficiently.

Upon starting as superintendent, I immediately created four senior positions called administrators of operations who are responsible for supporting schools on operational aspects so principals can focus on instruction. These individuals are senior level central office administrators that understand BPS. These individuals have been focused on creating the necessary systems to alleviate operational issues for

principals and they work side-by-side instructional superintendents within the Teaching and Learning Teams.

Furthermore, we created a Social Emotional Learning (SEL) and Wellness Office, led by our Assistant Superintendent of Social Emotional Learning and Wellness, which consolidated departments and services responsible for implementing district-wide policies on health and wellness along, crisis management, and SEL.

I am proud of the time we have committed to collaboration as the leadership team in BPS. We committed to meeting two times as an executive cabinet per week for a total 1.5 hours and 1.5 hours as a cabinet. This time was focused on collaboration and adult learning.

Lastly, while this year's budget process was difficult externally, I am proud of the work we accomplished internally to create more transparent decision-making processes within central office and with schools. This work was led by a new CFO, Eleanor Laurens, and her team and they met all key timelines, engaged principals thoroughly in the process, and increased transparency with schools.

As we move forward, we must strive to create more connection between the work of our Academics with the work among other departments, in particular our work with SEL and Wellness. We must also strengthen our responses and protocols in times of crisis and thus we will be creating an Office of Safety in BPS. All principals/HMs will be trained in CrisisGo this year and the system will also provide training on all major crisis protocols school leaders will need.

We must continue to invest time and resources in collaboration within central office so we can better serve schools. I am a strong believer that you only transform student learning when you transform adult learning so professional development must be strengthened and embedded in the day-to-day work of schools. Central office services for schools must also be coordinated to alleviate principals/HM and teachers from tasks that take time from teaching and learning.

For this upcoming year's budget process, we will begin the process even earlier. The work of the long-term financial planning team will greatly assist us in planning for the future to determine further central office efficiencies and determine opportunities for investment. We will also be able to better align our budget with our values with the completion of the strategic implementation plan. Lastly, we will be revamping our projections process so principals/HMs can provide more feedback prior to projections being finalized. This would increase transparency and make the budgeting process more efficient. The BPS team will continue to strive for excellence in this area.

## Standard II: Management and Operations

### Artifacts included:

#### II-A-1 Plans, Procedures, and Routines

- Equity protocols training deck
- Equity protocols participation summary
- Equity circulars (7)
- Equity circular sign off report
- Child Abuse and Neglect Circular
- Org chart illustrating creation of safety office
- Executive Director of Safety job description
- Explanation of CrisisGo system
- CrisisGo project plan
- Contact list for liaisons by TLT
- Water Policy Update to School Committee (4/13)
- Facilities Master Planning Process update to School Committee (5/11)

#### II-A-3 Student Safety, Health, Social and Emotional Needs

- Updated code of conduct
- Bullying: training
- Bullying: prevention and intervention plan
- Bullying: prevention and intervention plan circular
- Coordinated Behavioral Health Model training: multi-tiered systems of support (tier 1 toolkit)
- Physical Restraint Policy Update to School Committee (12/17)
- Comprehensive Behavioral Health Model (CBHM) Update to School Committee (6/8)
- Code of Conduct Update to School Committee (1/27)
- Update on CORI Policy to School Committee (6/22)

#### II-C-2 Time for Collaboration

- Scope & sequence of SY15-16 Professional Development for principals (see 1-B-1)
- Sample ILT agenda (school ILT)
- Sample ILT agenda (district ILT)
- Hess matrix (used for defining CDTs): math/science and reading/writing
- Support for schools transitioning to ELT
- OHC and UMass Boston UTeach Program update to School Committee (4/27)

#### II-E-1 Fiscal Systems

- Summary of how the FY17 budget process worked
- Values reflected in the FY17 budget
- FY17 Budget Preview to School Committee (12/17/15)
- FY17 Preliminary Budget Presentation to School Committee (2/3/16)
- FY17 Budget proposal update to School Committee (3/16/16)
- Monthly budget updates
- Council of Great City Schools: national benchmarks of financial operations (BPS is identifier #26)
- Alternate funding successes

## Standard III: Family and Community Engagement

**What it means:** Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

### Indicators for evaluation selected by the School Committee:

- **Engagement:** Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community
  - **Indicator III-A-1:** Family (and Student) Engagement
  - **Indicator III-A-2:** Community and Business Engagement
- **Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance
  - **Indicator III-C-1:** Two-Way Communication
  - **Indicator III-C-2:** Culturally Proficient Communications

### Reflections:

We see families and communities as true partners in the success of our students. We believe that families and community organizations must be advocates and partners for equity, access, and results for all students. That is why we have created a strategic implementation plan that implements effective models for communication and connection with families, ensures equitable access to high quality partners for schools and students, and engages external stakeholders in BPS's vision and strategy.

You'll see a log of more than 1300 insights generated from the engagements we held during the first 100 days. These findings, and the spirit of collaboration and engagement, have been a central tenet to our work this year and will continue to be so going forward. My team has invested in building relationships with various ethnic groups – I have met personally with members of our Latino, Haitian, Vietnamese, and Somali communities through town hall forums. We have strengthened relationships with the business community and with local non-profit partners.

We have moved translation services to the Office of English Language Learners, hired a new director, and have increased capacity in this service. We also instituted a new Superintendent's Bulletin that goes out weekly which includes critical updates, important announcements, and important bright spots.

True and authentic engagement will continue to be a major priority for BPS. BPS should be proud of the work of the Office of Engagement (OOE) that believes success starts early and engages students, family, staff, partners and community in student readiness and achievement. The OOE offers programming that invests parents and Boston residents in helping all BPS students achieve through programs such as Parent University, Family Friendly Schools, Countdown to Kindergarten, Partner BPS, etc. However, the department has seen some reductions in recent years and support for parent engagement work at school site may have suffered.

We have to again strengthen our engagement with families, in particular to increase both student and family voice to inform and improve district and school-based decisions. We can leverage lessons learned from BPS's rich history with this work. Creating public trust through inclusive and authentic engagement is critical to the work of any school system. Furthermore, we need to engage external

stakeholders in the work of our schools and the school system, including grass roots, faith-based, elected, and philanthropic leaders. It is my personal goal to do another listen and learn tour, similar to the one during the transition process, after year 1 of the strategic implementation plan. Lastly, we need to involve students more in central office work as well. The students of BPS and their voice has been inspiring for me to witness this year.

For the 2016-17 school year, we will continue to work on building the capacity of central office to provide high quality service to parents, community and schools. This includes stronger communications systems internally and externally. Furthermore, we will need to make necessary changes to the communications office and practices to ensure BPS values and information are embraced, amplified and easily accessible. I have reflected often about the importance of making BPS a “brand” that is transparent and easily accessible. This will be important to create the faith in our community in our organization.



## Standard III: Family and Community Engagement

### Artifacts included:

#### III-A-1 Family (and Student) Engagement

- Log of findings from Transition Team Listening and Learning tour
- Summary of DELLAC work
- Example of updated district newsletter
- Example of BuildBPS update
- Example of press release (Contompasis announcement)
- Boston Student Advisory Council Update to School Committee (6/8)

#### III-A-2 Community and Business Engagement

- School-Community Partnerships in the BPS presentation
- Partnership update memos and related appendices
- New partnership website
- Update on Adopt-a-School campaign
- Press release of General Electric partnership
- Boston Basics Campaign update (5/11)

#### III-C-1 Two-Way Communication

- Agenda for student budget forum (6/7)
- Notes from student budget forum (6/7)
- Update from office of Ombudsperson
- New Superintendent's Bulletin

#### III-C-2 Culturally Proficient Communications

- Translation Team Upgrades
- Trainings with LAT-F and COSESS
- Somali meeting announcement (one of a series of community dialogues)

## Standard IV: Professional Culture

**What it means:** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

### Indicators for evaluation selected by the School Committee:

- **Commitment to High Standards:** Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all
  - **Indicator IV-A-1:** Commitment to High Standards
  - **Indicator IV-A-2:** Mission and Core Values
  - **Indicator IV-A-3:** Meetings
- **Continuous Learning:** Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice
  - **Indicator IV-D-1:** Continuous Learning of Staff
  - **Indicator IV-D-2:** Continuous Learning of Administrator
- **Shared Vision:** Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor
  - **Indicator IV-E-1:** Shared Vision Development

### Reflections:

As a superintendent in his first year in a new city, it was critical for me to spend significant amount of time investing in shared vision development and setting expectation for how we operate and continuously grown. During the transition process, I modeled important tenets of adult learning during the eight transition team meetings. I credit much of the success of the transition process to ensuring that we maintained important principles of adult learning – we build strong teams who do good work by investing in our people and in a culture of efficacy.

We also started with engaging our teams in discussions of values – the ways we do our work and our beliefs about why this work matters. We used the 5 values statements from the transition process throughout first semester to guide our work of the first 100 days. After the first 100 days, we evolved and simplified the 5 value statements to three key values- equity, coherence and innovation- that shaped the formation of the strategic implementation plan- a plan that is organized into five key strategic implementation focus areas.

Throughout the first year, I continued to invest in the growth of my leadership team. I meet two times weekly with the executive cabinet, organized weekly cabinet meetings, and focused my visits to school sites on the support of the eight principal leaders. All my direct reports, all department heads, principal leaders and the administrators of operation attended cabinet meetings. During cabinet meetings, we engaged in leadership development, data dialogues, and cultural proficiency training. Also, because the eight principal leaders where the supervisors and primary support of school sites, I invested significant time in their learning by shadowing them at schools and collaborating with them weekly during Friday afternoons. (Examples of meeting agendas and retreat sessions are included in the evidence.)

I believe we can still grow in developing our leaders. Our employees deserve to be developed so they can continuously grow. We have to get stronger in coaching other adults and that needs to start with using a coaching framework in our day-to-day work. This will be a goal for this upcoming year.

Also, with so many direct reports last year, I was not able to fully support all of them with the same intensity. I will make some necessary changes to the organization of my leadership team in order for me to fully support them.

It is also important that I model continuous learning as well. I am committed to furthering my own growth. I have pursued networks and partnerships with others from whom I can learn – from participating in the Aspen Superintendency Network to 1:1 coaching from other current and former superintendents.

While I have faced challenges this year, I was prepared well for them through my past experiences and the support of the entire BPS team. I will also seek for continuous improvement and believe that the 2016-17 school year will be a strong one due to all the hard work and commitment of the entire BPS team.

## Standard IV: Professional Culture

### Artifacts included:

#### IV-A-1 Commitment to High Standards

- Excellence for All plan update
- Excellence for All summary
- Professional development session on cognitively demanding tasks (CDTs)
- Task analysis protocol for cognitively demanding tasks (CDTs)
- Executive Cabinet retreat agenda

#### IV-A-2 Mission and Core Values

- Transition team meeting agenda #1: jointly creating core values and mission
- Update on 100 Day Plan Working Committees to School Committee (1/27)

#### IV-A-3 Meetings

- Protocols and templates established for executive cabinet
- Blogspot (running agenda) from BPS Leadership Team Meetings
- Death by Meeting retreat activity

#### IV-D-1 Continuous Learning of Staff

- Example of PD for school leaders: Adult Learning in ILTs PD session
- Summary of how many school leader and teacher evaluations were done for SY15-16
- Reflection questions for Dr. Chang's direct reports
- School to prison pipeline symposium presentation (see IE1)
- Performance dialogues (see IE1)

#### IV-D-2 Continuous Learning of Administrator

- DCPS superintendent PD visit agenda (see Professional Practice goal section)
- Broad convening agenda (see Professional Practice goal section)
- Aspen superintendency agendas (see Professional Practice goal section)

#### IV-E-1 Shared Vision Development

- Transition team meeting agenda #1: jointly creating core values and mission (see IV-A-2)
- "Our Schools, Our Future" community engagement summary
- 100-Day Plan (see IV-A-2, I-E-1, and I-E-2)

## Performance Goals

Professional Practice	
<b>1</b>	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.
Evidence: <ul style="list-style-type: none"> <li>● Log of professional learning opportunities and dates of participation</li> <li>● Broad Academy cohort convening agenda</li> <li>● Aspen agendas</li> <li>● Washington DC Public Schools visit agenda</li> </ul>	
Student Learning	
<b>2</b>	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.
Evidence: <ul style="list-style-type: none"> <li>● Insight survey results</li> </ul>	
<b>3</b>	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.
Evidence: <ul style="list-style-type: none"> <li>● Instructional Focus Reviews: process review presentation</li> </ul>	
District Improvement	
<b>4</b>	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’s100-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, close achievement gaps, 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.

Evidence:	
<ul style="list-style-type: none"> <li>● The five-year strategic implementation plan</li> </ul>	
<b>5</b>	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.
Evidence:	
<ul style="list-style-type: none"> <li>● Monthly reports submitted to School Committee tracking progress and coordination</li> <li>● Evaluation/testing of switching school tiers from MCAS to School Quality Framework</li> <li>● Welcome Center training on School Quality Working Group and Quality Tiers</li> </ul>	
<b>6</b>	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.
Evidence:	
<ul style="list-style-type: none"> <li>● 100-Day Plan Central Office Redesign Project update</li> <li>● 100-Day Plan Central Office Redesign Report</li> <li>● New Org Structure for Academics and Student Support Services</li> </ul>	
<b>Other Goals (if any)</b>	
<b>7</b>	By June 30, 2016, Dr. Chang and his leadership team will collaboratively develop a <b>“culturally proficient” statement</b> that ensures every student, regardless of race or ethnicity, is educated in a safe and inclusive learning environment.
Evidence:	
<ul style="list-style-type: none"> <li>● Draft version of the “culturally proficient” statement, vision, and strategies (to be finalized by start of school year)</li> <li>● Opportunity and Achievement Gap presentation to City Council (5/5)</li> <li>● Opportunity and Achievement Gap policy document</li> <li>● Culturally and Linguistically Sustaining Practices: Look-For Document</li> </ul>	