



# End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Tommy Chang

Evaluator: Miren Uriarte

*Miren Uriarte*

9.14.16

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
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	Performance Level			
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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.

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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 type="checkbox"/>	High X (potentially)
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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:

I will address here: (1) Evidence, (2) Assessment of Exemplary (3) Other Assessments and (4) Impact on student learning.

#### 1. Evidence:

The evidence for this assessment includes (a) evidence presented by the Superintendent for this review, (b) impressions from information presented at School Committee meetings, school visits and in work with school staff and (c) research and discussions conducted as part of the work of the ELL Task Force.

In regards to the evidence presented by the Superintendent, I found the dossier to be well organized and the evidence relevant to the several areas under assessment. The dossier included

- internal planning documents on a broad range of areas (discussed below).
- policy statements –on bullying, on child abuse, water policy, etc. I found these to be evidence-based, and thorough; they give a flavor for the seriousness with which this administration approaches these issues.
- reports presented to the School Committee during the last year but they did not include the many suggestions for expansion and/or change requested at the time of the presentation. It would have been helpful to have these changes attached.

In all, this is an impressive dossier that lays out with great clarity the resources and the challenges present in BPS as well as a vision for the work of this administration over the next few years.

Another source of evidence for this assessment comes from my work in the School Committee's ELL Task Force. The Task Force which meets bimonthly, is composed of 4 subcommittees focused on data/student assignment, program quality, ELL students with

disabilities and family engagement. A report on our findings for the year covered by this assessment can be found in the SC archives at

[http://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/162/ELLTF\\_PresentationtoSchoolCommittee\\_2016.pdf](http://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/162/ELLTF_PresentationtoSchoolCommittee_2016.pdf)

## 2. Explanation of Assessments of Exemplary: Instructional Leadership:

The evidence points to

- **A consistent and significant emphasis on rigor.** This is evident across the documentation on the implementation of standards based instruction and in the inclusion of cognitive demanding tasks across the curriculum. These concepts are also well articulated in the Professional Development documents directed at school staff, the Instructional Focus Reviews and the school quality improvement plans. I found this work to be exemplary.
- **Consistent use of knowledge-based and data-driven planning.** This being the first year of the superintendency, many of the documents in the dossier were planning documents -and most presented a good analysis of the context, a good explanation of the vision of the tasks ahead and, in many cases, a description of the approach to the implementation. Individually, these are well developed planning documents --with a clear logic well supported by evidence. Read as a group though, they present a thorough review of the status of BPS along critical areas conducted from the perspective of new actors in the system. The content itself was refreshingly honest, unflinching in the assessment of both the challenges and the "bright spots", and extremely well and clearly written. I draw attention to the documents on School Discipline and the planning documents for the Performance Meter, as exemplary in their analysis and vision. I found the documents on school discipline and suspensions to be outstanding and an exemplar of data-driven analysis as a vehicle for the deep discussion of the educational implications of complex issues.

This planning work is completely appropriate for a superintendent in his first year in a new system and in a new city who is trying to understand the context and the possibilities the environment offers him. I evaluate this standard as "proficient" because of the thoughtful and evidence-driven quality of the planning process. But, recognizing that planning is largely an aspirational process, it is the results of those plans that are of most importance. The planning process/documents could have benefitted from (1) a more detailed descriptions of the processes of implementation demonstrating grounding and buy-in from schools as well as (2) a clearer statement of the measures that will be used to evaluate the success of the initiatives. Inclusion of evaluation strategies would have strengthened the planning documents and provided us with a way to assess the effectiveness of the initiatives. Measuring outcomes will also help fine tune the plan and guide the implementation. I strongly encourage a more serious focus on monitoring and evaluation and look forward to progress in this area.

- **A deep understanding of differences and their implication for instruction.** This is a welcome and significant gain for BPS which has gained tremendously from the team that has come together around Dr. Chang. The clearest gains are evidenced by (1) the sophisticated conceptualization of the issues; (2) the consistent commitment to values of equity throughout the

documentation and the work of this year and (3) the consistent presence of issues of race, culture and language in the planning documents and in the work across the area of instruction.

I have been fortunate in that my work in the ELL Task Force has allowed me to see up close the capacity of this superintendent and this team in this area. First of all, this is an administration with key personnel that understands these issues well because of their professional experience but also because of their own lived experience. I have observed deep knowledge of the nuances of the education of ELLs, a sophisticated perspective that is modeled consistently to others in the district. Secondly, there has been honesty and transparency in their dealings with the Task Force; we have experienced no pulling back from clear analyses of the problems, no effort to hide or "spin" them (which is refreshing!). Thirdly, there is an inclination to do what is right for the students, even if it requires educating and convincing others to change current practice. This has been evident in the work to address the serious gaps in services to ELLs with disabilities; now both offices (OELL and SPED) work jointly towards common goals. Although there is still much to be done, this alone represents a step forward. Finally, these are complex issues that test all of our patience, but the fact is that in this year this administration and the Task Force have developed a common understanding, professional respect and a joint commitment to keep working on these issues.

Given the characteristics of our enrollment, this level of understanding and capacity to act is a serious asset. I found their work in this area to be exemplary overall and deserving of our full support as they develop a model for how to approach issues of race, culture, and language in diverse educational districts such as this one.

I evaluate this standard as Exemplary. This was an impressive record of accomplishment in several critical areas, which I hope will come to full fruition in the years to come.

### **3. Comments on other Assessments**

#### **(a) Management and Operations**

**Environment:** This year has presented evidence of some of the bright spots as well as the challenges of guaranteeing a safe, welcoming and achievement inducing environment for students. Among the bright spots are the policies on child abuse and neglect, the public statements regarding equity, the policy on bullying, COC, and the Multi-tiered system of support for students. These are thoughtful, evidence-driven initiatives well documented in the dossier.

The greatest challenge faced this year in regards to a safe, welcoming and supportive environment began before the arrival of Dr Chang and his team and made itself felt through the voice of students at Boston Latin School. Dr Chang's leadership showed strongly in his support to the students. But the initial response of the Office of Equity was too narrow in scope to address the concerns of the students and the community from which they came. The second report seemed more complete and the appointment of experienced hands to lead the school through this coming year was wise. The environment for learning --and the impact of race and culture and language on the safety and achievement of BPS' many students of color, are areas that will require ongoing

attention.

**Fiscal Systems:** Multiple constituencies—from parents to the School Committee—clearly understand now the structural quandary facing BPS as well as the intricacies of the School Department budget. Enough said: this is a **Bright Spot**. Working towards a multi-year financial plan is another great initiative in this area.

**(b) Family and Community Engagement:**

This, in my view, is the least developed of all the areas reviewed. There are undoubtedly some bright spots:

- the transition process which involved BPS constituencies and the new team in a joint learning process leading to the 100 Day Plan.
- the meetings focused on the 100-Day Plan with different constituencies across the city, including business, philanthropy, parents (including parents from different linguistic communities);
- the improvements in communication with immigrant families, including the new translation program and the formation of DELLAC (District English Language Learner Advisory Committee);
- the developing analysis of partnerships across the district.

These initiatives aim to reach seldom reached constituencies and present a vision for the future of the system that will elicit a climate of trust and open communication. BPS also relies on a strong history of parental engagement through Parent University and other initiatives. It is the combined set of activities that convince me that there is proficiency in the approach to this area. Nevertheless, there are clear challenges. Unlike other areas of review, the area of communication and engagement lacked a clear analysis of the situation/environment and a clear statement of vision and approach (even if it was to assert BPS' historic approach in this area). It is also evident that parental engagement has suffered as a result of budget cuts and overstretched staff. These gaps are most evident at the school level according to the ELL Task Force, which conducted basic research on family engagement with families of English Learners this year. This is something that should be remedied.

**4. Impact on Student Learning.** I see a strong potential for impacting student learning and student outcomes. I say this because of the strong priority placed on instruction by Dr Chang and his team, an area that I feel has had an exemplary development this year.

## 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.

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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, consultations 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"/>

<p>3</p>	<p>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.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	
<p><b>District Improvement</b></p>									
<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 type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input 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><input type="checkbox"/></p>	<p><input 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 type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	

Other Goals (if any)					
7	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>