

**End-of-Cycle Summative Evaluation Report: Superintendent
2023 - 2024 School Year**

**Jay Lang, Ed.D.
Superintendent of Schools**

Indicators

	Unsatisfactory	Needs Improvement	Proficient	Exemplary	D. King	M. Santos	D. Lebeaux	S. Mckinnon	J. Moses
Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i> , 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.									
Proficient = <i>Proficient</i> practice is understood to be fully satisfactory. This is the rigorous expected level of performance.									
Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.									
Standard I: Instructional Leadership			X		E	P	P	P	P
Standard II: Management and Operations				X	E	E	E	E	E
Standard III: Family and Community Engagement				X	E	E	P	E	E
Standard IV: Professional Culture			X		P	P/E	P	P	E
Rate Overall Summative Performance				X	E	P/E	P	E	E

Comments:

The 2023-24 school year was one that not only saw the continued efficient day-to-day operation of the Chelmsford Public Schools under the leadership of Superintendent Lang, but also was one in which much of the planning and hard work undertaken by the Superintendent, his staff, and all those involved with seeing the Chelmsford Public Schools thrive and grow for the future, truly began to pay observable, measurable dividends.

Across the board committee members praised the Superintendent’s achievements in the areas of Operations and Management. The Superintendent and his staff continue to do an exceptional job developing and monitoring the finances of the district including another finding free audit, continued growth in reserve funds, almost unanimous support of the school department budget at Town Meeting, and continued support for the 1:1 laptop program. Of note was the continued, efficient use of funding mechanisms to ensure the Chelmsford Public Schools remains on solid financial ground for the foreseeable future. While many districts are finding themselves in financial troubles because of how they used additional funding during the COVID pandemic for recurring expenses, Chelmsford finds itself in a position of strength because of how these funds were used for capital projects, to grow reserve funds, for

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academic improvements in testing software and student information systems, purchasing new curriculum materials, and using funds to get ahead of future financial difficulties by pre-paying allowable special education tuitions and sick leave buy-back payments.

Communication was also mentioned as a strength by committee members with many commenting about the success of weekly newsletters, coffee hours and the numerous opportunities for stake holders to participate in and/or provide input on many of the ongoing initiatives in the district. The thoroughness of the reports received throughout the year, particularly those examining the progress of the strategic plan, was mentioned by several members. Several committee members also praised the Superintendent for his willingness to meet with individual members and the community at large to answer questions, resolve conflicts or address issues when they arise. It was also noted that the Superintendent has a strong presence at events throughout the district and in the school buildings on a regular basis.

Academically, the Chelmsford Public Schools continue to achieve at levels well above those of comparable school districts around the State. Implementation of a new mathematics program this year, which itself comes on the heels of a recent implementation of a new literacy program, and in advance of a new world language program beginning this coming year are all evidence of the Superintendent and his staff's desire to not just maintain the high standards of the past but to improve and grow academic programming to meet the future needs of all students. New opportunities continue to be added at the high school level through dual enrollment, internships and innovation pathways programs. Testing programs such as iReady continue to be used to not only help see where students are academically, but also to help guide teachers, parents and students by providing individualized plans for improvement. Programming in SEL and cultural proficiency were also mentioned as areas of note by several committee members.

Beyond the day-to-day operation of the schools were several new initiatives undertaken through the leadership of Superintendent Lang in the last few years that began to reach full implementation during the 2023-24 school year. Work toward achieving the distinct, targeted goals of the Strategic Plan were in evidence throughout the year as evidenced by reports received from various steering committees and representatives of District Management Group that assisted in the development of the plan. In viewing these reports, it is obvious the Chelmsford Public Schools are heading in the right direction with a distinct eye on how to make them even better. Along with the overall strategic plan there were reviews of the special education department and districtwide school safety practices completed over the previous years, whose suggested improvements began to be implemented this past year. In the area of special education, a comprehensive review of the role of paraprofessionals led to the reworking of the roles and responsibilities by a team of teachers, paraprofessionals and administrators with an eye toward implementing the changes next school year. The recommendations of the school safety review led to multiple improvements in communication systems, school visitor screening practices, and physical improvements to school buildings.

Another notable achievement that came to fruition this year was the acceptance of Chelmsford into the MSBA school building program after several years

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of applying. This acceptance came after many years of examining the needs of the Chelmsford Public Schools, gathering public input on possible projects, undertaking several enrollment projections, applying several times for a new high school and then evaluating the situation to come up with a plan for a new middle school that the MSBA found worthwhile of funding. As this proposal started to come closer to being a reality the district had the foresight to engage in a grade realignment this past year to make any transitions in the future that much smoother. All the while, the district, under the direction of Superintendent Lang, continued to follow through on its comprehensive capital plan to maintain and improve the buildings we currently have.

Suggested Areas for Follow-Up

Some of the areas that committee members would like to see addressed in the upcoming year included a willingness to spend more time talking about areas where things may not be going as well as expected and to hear about plans for improvement in those areas. Although many of the reports committee members received during the school year were encouraging on the improvements that we are seeing due to all the planning and hard work that has been going on, there were a few areas that require attention. Some of these include the inability of some of the grade levels to reach their desired goals/benchmarks, the continued equity gap between special education students and general education students and perceived inconsistencies in programming between schools and grade levels.

Several committee members suggested continued monitoring of the new literacy curriculum to ensure it is meeting the needs of students in both their abilities to read and write efficiently and effectively and keeping an open mind about making changes or additions if the program is not at the level expected. Members also suggested that the Superintendent and his administrative staff be willing to allow teachers more opportunities to personalize their instruction while still working within the parameters of the academic programs being used throughout the district. Some members would also like to see more evidence about the correlation of student success using the iReady assessment data to other evaluation measures such as MCAS as a predictor of future academic success for students.

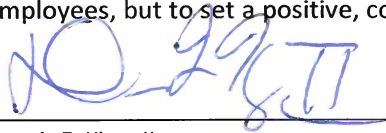
While the Superintendent has certainly prioritized educating staff around DEI, some members noted that there still seems to be some trepidation/lack of confidence among a portion of staff that report they feel unprepared to differentiate for diverse populations and provide culturally responsive instruction. As such, members would like to be kept informed about the professional development opportunities being made available in this area, along with the other professional development offerings taking place throughout the school year. Finally, members would like to be kept updated about how the goal of increasing staff diversity is being pursued and what type of mentoring programs are being employed to help new employees adapt to working in the Chelmsford Public School system when they are hired.

A final area of consideration mentioned came around staff relationships. While issues related to staff morale/staff complaints has greatly improved over the years, the Superintendent should continue to be proactive in addressing staff related issues, not only to maintain and improve job satisfaction for

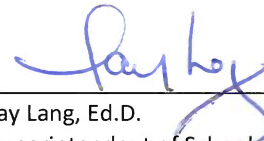
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employees, but to set a positive, collegial atmosphere as we transition into new contract negotiations in the upcoming school year.



Dennis F. King, II
Chair, Chelmsford School Committee



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