

**End-of-Cycle Summative Evaluation Report: Superintendent
2024 - 2025 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	E	P
Standard II: Management and Operations				X	E	E	E	E	E
Standard III: Family and Community Engagement				X	E	E	P	P	E
Standard IV: Professional Culture			X		P	E	P	P	E
Rate Overall Summative Performance				X	E	E	P	P	E

OVERALL ASSESSMENT

As was noted in one committee member's comments, this was a year where the Chelmsford Public Schools continued to move forward despite a financially, politically and socially challenging period. While many local districts struggled with these challenges, the Chelmsford Public School District, under the leadership of Superintendent Lang, not only survived but thrived. Financially, the school system remains on solid footing not only in its local operating budget, but also in many of its reserve funds. This has allowed for the growth of services and programming in a climate where other school districts find themselves having to cut staff and course offerings. Despite many students struggling nationwide to recover academically in a post-COVID era, students in Chelmsford continue to achieve at levels well above State and National averages.

In their individual evaluations, committee members all made note of the Superintendents effective handling of the district's budget and successful labor negotiations with various bargaining units, which led to new contracts being ratified in a timely manner. Also, of note, was the Superintendents leadership in advancing major district initiatives, including the strategic plan, special education opportunities review, school safety improvements, and the ongoing collaboration with the Massachusetts School Building Authority (MSBA) for a new middle school project. Several committee members also

commented about Superintendent Lang's growth in family and community engagement, and his continuing efforts to foster two-way communication and involve stakeholders in key decisions.

Because of the stability and forward thinking provided by Superintendent Lang, committee members found him to be proficient or exemplary across all four (4) Standards of his evaluation and have given him an overall rating of **Exemplary** for his work during the 2024-2025 school year. Included below are some of the commendations and recommendations provided by committee members in their individual assessments.

STANDARD I – INSTRUCTIONAL LEADERSHIP

Superintendent Lang demonstrates strong instructional leadership, cultivating high academic standards. This can be witnessed in student testing results consistently coming in well above State and National averages. He is committed to strengthening programs and offerings across grade levels to further student achievement, including an emphasis on academic improvements found in the strategic plan, implementation of a new math curriculum along with the addition of staff to assist with this implementation, development of a new world languages curriculum at the middle and high school levels, and continued growth of college and career readiness options. Superintendent Lang's approach to examining the effectiveness of instruction and assessment is seen as data-informed and outcomes-driven. These results relative to student achievement are accompanied by proactive communication with all stakeholders to further understanding about what this quantitative and qualitative data reveals about student performance.

One of the areas that committee members feel requires continued focus and attention is working to reduce the achievement gaps that persist between the general student population and those in specialized programs such as English Language Learners (ELL), Special Education, or from lower economic backgrounds. There is a desire to see more action taken based on performance data, identifying trends, and following up on what has been done to address problems. Several members would also like to see an increased focus on analyzing and, if necessary, modifying the curricula at the middle school level to make sure that students at those grade level maintain similar rates of academic growth and achievement seen in testing in earlier grades. Finally, some evaluators would like to see continued professional development offerings aimed at improving communication and collaboration between regular education teachers, special education teachers, paraeducators, specialists and administrators.

STANDARD II – MANAGEMENT AND OPERATIONS

Superintendent Lang continues to excel in the area of Management and Operations. His careful and effective management of systems, policies, budget, and staff is consistently praised. The budgets developed not only support academic, social-emotional, and safety needs but also allow for the maintenance and enhancement of facilities, supplies, and technology. His success is evident in the almost unanimous approval of the district-wide budget and numerous capital projects along with the district's strong financial position in multiple reserve accounts, providing an additional layer of stability to the district's finances.

His leadership in labor negotiations with various groups (administrators, teachers and nurses, support personnel, and food service providers) was of particular note this past year. The negotiations resulted in the timely settlements of new three-year contracts through a collaborative process with all the stakeholders involved and promoting a healthy professional culture and stability across the district.

Long-term planning remains a focal point for Superintendent Lang. Highlighting this forward thinking this past year was the district's progression to the feasibility phase of the proposed Parker Middle School building project in conjunction with the Massachusetts School Building Authority (MSBA). This building project, should it come to fruition, will not only provide the students of Chelmsford with the first new school in the district in over 50 years, but also help alleviate enrollment issues at all grade levels as the school age town population continues to grow. Other infrastructure improvements mentioned on committee member evaluations include the new secure entry vestibules installed/being installed across the district, renovations of kitchens at the high school and middle schools, improvements to science labs, art studios and athletic facilities.

An area mentioned for attention was continuing to try to recruit a more diverse staff that reflect the community's cultural and ethnic make-up and provide better onboarding training for support staff to ensure clear expectations and pathways for addressing concerns. One member, while making note of the tremendous job done by the operations and management team that Superintendent Lang has assembled, also suggests that it may be wise to start planning ahead and considering how these positions might be filled as some of these leaders get closer to the end of their careers.

STANDARD III – FAMILY AND COMMUNITY ENGAGEMENT

Several committee members commented that they felt Superintendent Lang's greatest area of growth has been in family and community engagement. While Superintendent Lang has always been a good communicator, his desire to make sure all stakeholders in the district are not only kept informed but also given the opportunity to contribute to the conversation has continued to grow. Communication channels like the Superintendent's SMORE newsletters, school-based newsletters, and the district website are all well-maintained and kept up-to-date, keeping parents and caregivers informed. The Superintendent has made it a point to include stakeholders at all levels; students, parents, staff, and administrators on important subcommittees such as strategic planning, special education reviews, building projects and school councils. When multifaceted issues come up, such as moving to new grade alignments, improving cultural awareness, or how technology impacts teaching and learning, the Superintendent makes sure to tap into the knowledge and feedback of all involved through the creation, implementation and analysis of surveys. He is commended for being available to personally sit down to discuss issues or help to solve problems with individual staff or parents. He also regularly attends meetings of and communicates with parent groups, such as school PTO groups and the Council of Schools, throughout the school year.

To provide continuous improvement, it will be important for Dr. Lang to develop plans that coincide with the needs and desires of all concerned parties as areas like artificial intelligence and cell phones evolve. The Superintendent is also encouraged to continue to provide opportunities for informal and formal dialogue with cross-sections of the community, not only when necessitated by projects (like the new middle school) but also to engage community members who may not normally reach out. Ensuring all stakeholders feel welcomed, heard and engaged in what is going on in the school is an ongoing challenge that will require continued attention.

STANDARD IV – PROFESSIONAL CULTURE

The Superintendent continues to do an excellent job representing the Chelmsford Public Schools as its executive leader. He carries himself in a professional yet friendly, understanding manner. He has excellent communication skills that are readily observable during school committee meetings, public input sessions and

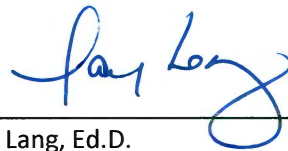
town meetings. His cooperative work with staff across the district is demonstrated by the successful negotiation of new contracts with several labor unions. He also exhibits excellent collaboration with the town manager and other town boards.

Dr. Lang stays up-to-date on the latest educational ideas through his membership in local leadership groups, including executive boards of the Merrimack Valley Superintendents Association and the Massachusetts Association of School Superintendents, and his attendance at numerous professional development events. He supports providing funding for staff opportunities to gather and share work experiences, often in conjunction with parent groups. He has made visible efforts to support staff dealing with the increasing diversity of the student body.

Areas that need continued examination include finding ways to better close the achievement gap between students at different grade levels, particularly middle school grades, and other targeted groups. There is also a need to ensure that staff, students, and parents continue to feel welcomed as part of the school community regardless of racial, cultural, socio-economic, religious, or sexual orientation/identity. Finally, members would like to see that policies and procedures are kept up-to-date and/or modified to adapt to changing student demographics, technologies, laws and societal needs.



Dennis F. King, II
Chair, Chelmsford School Committee



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