Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient, Exemplary, Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated Proficient on a Standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	**Dr. Priya J. Tahiliani**		
Evaluator:	**Brockton School Committee**		**October 7, 2025**
	Name	**Signature**	**Date**

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

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.*)

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.

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	Needs Improvement	**Proficient**	Exemplary
Standard I: Instructional Leadership	☐	☐	☑	☐
Standard II: Management and Operations	☐	☐	☑	☐
Standard III: Family and Community Engagement	☐	☐	☑	☐
Standard IV: Professional Culture	☐	☐	☑	☐

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory ☐ Needs Improvement ☑ Proficient ☐ Exemplary

Step 4: 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*.

Comments:

J. Vega (Proficient) Dr. Tahiliani's first year as superintendent has been marked by stability, transparency, and progress in areas that were under extraordinary strain when she began. She stepped into leadership at quite possibly the lowest point in Brockton Public Schools' modern history- with community trust fractured, an $18M deficit recently exposed, and state oversight imposed through a Memorandum of Understanding. Against that backdrop, she exceeded expectations in recalibrating operational and fiscal systems, with her work validated by DESE's decision to sunset the MOU. She met her professional practice goal by implementing audit findings, restructuring HR and finance with cost savings, and embedding stronger compliance measures. She also met her student learning goal by expanding competency pathways and broadening opportunities for students, though outcome data for prior classes is still emerging. Across all four standards, her performance has been consistently Proficient, with notable near-Exemplary work in assessment and fiscal systems. The district is stronger, more transparent, and on firmer ground today than it was a year ago. Sustained implementation and multi-year results will be critical to determine whether these early gains become systemic and exemplary, but the turnaround achieved in such a short time is undeniable.

T. Sullivan – (Needs Improvement) Must slow down and work with others.

J. Sullivan – (Proficient) Dr. Tahiliani's first year in the Brockton Public Schools has been met with success. She has been able to make many changes for the better for BPS. I look forward to more success for the district under her leadership.

J. Asack – (Proficient) - Superintendent Tahiliani stepped into Brockton Public Schools at a time of significant challenges, following two superintendents in a short period and facing a district in need of stabilization. Bringing her knowledge and experience, she not only began overseeing schools but also addressed urgent issues such as vendor payments, transportation problems, and other operational needs essentially cleaning up a mess before she could fully focus on advancing BPS. In a short time, she has made many positive changes and is working to get the district back on the right track. She has maintained a strong focus on student learning, promoting data driven instruction, supporting diverse learners, advancing curriculum initiatives, and investing in staff development. She has strengthened district operations, ensured proper processes are followed, and improved efficiency and accountability, all while keeping schools safe and supportive. Superintendent Tahiliani has prioritized open communication with families and the community, fostering shared responsibility, building trust. and encouraging collaboration. She models high professional standards, cultural proficiency, and integrity, creating a culture of respect, collaboration, and continuous improvement. Overall, her leadership reflects dedication, vision, and a deep commitment to Brockton's students, staff, and community, and continued focus on sustaining initiatives and communicating results will further strengthen her impact.

A. Oliver – (Exemplary) - From day one, you have been setting clear goals and achieving them by ensuring that all parties are aligned and committed to the success of our students. You have built a team that shares your vision and goals-recognizing that those who undermine that mission may not be the right fit for this work. You've taken the negativity that once threatened to tarnish this school district and turned it into motivation. That drive is reflected in your efforts to ensure every child in our schools receives the highest quality education. You've worked to add more educators to classrooms, prioritized safety for both students and staff, and managed the budget with care-making sure every dollar is directed toward student success. This work has never been about just one person-it's about a unified team working together to improve district performance. By addressing past challenges head-on, you are helping to build a stronger, brighter future for all Brockton students.

C. Gomes – (Exemplary) - Based on all the indicators, the Superintendent deserves an exemplary overall rating. This does not mean that everything is perfect, but it reflects the remarkable progress she has achieved despite inheriting a district facing a major deficit and significant challenges. With limited resources, she has consistently upheld the highest standards of care, professionalism, and integrity. Despite divisions within the Committee, she has made a genuine effort to work collaboratively with all members, addressing concerns both large and small with respect and professionalism. She has been a strong advocate for our school district and our students, treating everyone with fairness and consistently focusing on what is best for the community. The Superintendent has demonstrated a proactive approach by identifying issues, analyzing them carefully, and seeking practical solutions to move the district forward. As a result, school-related issues have declined, School Committee requests are being addressed, and efforts are underway to bridge gaps between the schools and the city. She has also begun restructuring the system to make it more effective and has worked with all departments to ensure compliance with regulations. Overall, her leadership has brought stability, accountability, and progress to the district, and she continues to move us in a positive direction.

Comments:

T. Rodrigues – (Proficient) - Superintendent Priya Tahiliani has demonstrated strong and effective leadership in her first year with Brockton Public Schools. She has provided stability during a period of organizational transition and fiscal challenges while maintaining a clear focus on student success, equity, and instructional excellence. Instructional Leadership: She has set high expectations for teaching and learning, implemented innovative programs like the Promise Academy, and promoted a culture of excellence across all schools. Management and Operations: Dr. Tahiliani has strengthened district operations through strategic team building, phased HR restructuring based on an audit, and effective resource management. She has prioritized bringing in a new Director and Assistant Director of Transportation and is leading an ongoing cost-savings analysis to ensure efficient use of district resources. Additionally, she has exercised fiscal responsibility by not filling the Assistant Superintendent position, instead restructuring district leadership to achieve significant cost savings. Finance Office Transparency: She is building a new and restructured Finance Office with a more transparent system of accountability, allowing the School Committee to view real-time spending through a dashboard created by the district's financial consultant. Leadership in Facilities Planning: Actively leads the district's building committee as Brockton enters the feasibility study phase for a new or renovated high school, ensuring that instructional needs and student experience are central to planning decisions. She is also assessing classroom space district-wide to address increasing student enrollment and ensure optimal learning environments. Family and Community Engagement: She has prioritized transparency, accessibility, and community partnership, attending events such as the Cape Verdean Festival to connect directly with families'. Professional Culture: She models integrity, collaboration, and equity, fostering a professional environment where staff feel supported and accountable. Goals and Improvement: Her student learning, professional practice, and district improvement goals are aligned with long-term district priorities, emphasizing equity, achievement, and sustainable system-wide growth. Overall Assessment: Dr. Tahiliani has shown a commitment to excellence, equity, and continuous improvement. Her leadership has strengthened trust among staff, families, and the community, positioned Brockton Public Schools for growth, and laid a strong foundation for continued progress, including guiding critical planning for the district's high school facilities, assessing classroom space to meet enrollment growth, improving transportation and financial leadership, advancing fiscal transparency and efficiency initiatives, and achieving significant cost savings through strategic leadership restructuring. Even with all these changes and strides, there remains important work ahead to fully achieve the district's goals and ensure sustainable, long-term success.

Mayor Sullivan – (Exemplary) - Dr. Tahiliani is a great leader for our District. Her prior experiences working in Cities has allowed her to create an environment of collaboration and proven results. She works well with others and truly focusses on our students and staff. She has created a sense of pride and a "can do" attitude. It has been a pleasure to work with her. I fully believe that her effort will continue to greatly assist BPS in the upcoming years.

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-B. 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. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-E. 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. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership 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.	☐	☐	☑	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

J. Vega (Proficient) – In her self-assessment, Superintendent Tahiliani emphasized expanding curriculum access, monitoring literacy progress, and creating alternative competency pathways for graduates. She told the Committee on March 18, 2025 that 'student learning goal number three is to establish and enact alternative measures ... because it not only impacts the class of 2025 but also prior classes and the class of 2026 into the future.' Evidence supports this focus: STAR and DIBELS results show measurable literacy gains, while over 1,800 AP/IB enrollments, 450 dual enrollment or early college participants, and broadened CTE programming provided multiple avenues for student success. DESE's March 2025 decision to sunset the MOU confirmed improvements in instructional systems and support for diverse learners. While some graduation pathways are still developing, her leadership has clearly advanced instructional priorities and increased equity of access.

T. Sullivan (Proficient) – Fair

J. Sullivan (Proficient) – Superintendent Tahiliani has implemented high quality instructional practices for all learning styles that will provide students with the opportunity to succeed.

Comments:

J. Asack (Proficient) – Superintendent Tahiliani has made clear progress across her goals. She has kept the focus on student learning by promoting data-driven instruction and strengthening supports for diverse learners. She has advanced curriculum work that is both standards-based and responsive to Brockton's students, while also investing in staff development. Her emphasis on data has helped principals and teachers track progress, make instructional adjustments, and build a culture of continuous improvement Overall, she demonstrates professionalism, dedication, and a strong commitment to students. Continued focus on consistency across schools, sustaining curriculum initiatives, and clearly communicating results will further strengthen her impact.

A. Oliver (Proficient) – Your strategic vision and attention to details have streamline process, improved efficiency, and fostered a collaborative environment among your staff. You have been able to navigate challenges while maintaining a focus on the school district goals, has played an instrumental in the school district recent success, ensuring that the Brockton School district runs smoothly and effectively.

C. Gomes (Exemplary) – Compare to the baseline of our schools and the state in which the superintend found the district, development, implementation and outcome of instructional leadership have been nothing shy of exceptional. This will set a new and better standard for future evaluations. However, at this moment in time it is exceptional.

T. Rodrigues (Proficient) – Superintendent Priya Tahiliani has demonstrated strong instructional leadership in her short time with Brockton Public Schools. Her background in teaching, assessment, and instructional support has provided a solid foundation for her work as superintendent. Focus on Teaching & Learning: Dr. Tahiliani consistently highlights instructional excellence as the district's core mission. She has prioritized classroom-level learning, showcasing student-centered practices across Brockton schools -from STEM challenges and mock trials to new programs like the Promise Academy, where students earn college credits alongside their high school diplomas. Strategic Leadership Team Development: She has strengthened the district by appointing key leaders to central office positions in Teaching & Learning and Accountability, ensuring that instructional priorities are supported at every level. Commitment to Equity & Access: With her prior experience leading the Office of English Learners in Boston, Dr. Tahiliani has placed equity at the forefront. Her leadership ensures diverse learners in Brockton -one of the most diverse districts in Massachusetts-receive the support and resources necessary to succeed. Clear Vision for Instructional Excellence: By reinforcing a "Culture of Excellence" districtwide, she has aligned instructional practices with high expectations while fostering innovation in classrooms. Community & School Committee Confidence: The School Committee's decision to remove the "interim" label and name her as superintendent reflects confidence in her vision, stability, and ability to drive instructional improvement across the district. Overall: Dr. Tahiliani has shown strong instructional leadership through her clear vision, focus on equity, and concrete steps to strengthen teaching and learning in Brockton. Her leadership is moving the district toward consistent instructional excellence for every student.

Mayor Sullivan (Proficient) - Dr. Tahiliani is an exceptional leader who has truly created an environment of collaboration. Her listening skills coupled with working diligently with School & City employees brings about positive beneficial results. She works each day to build upon the mission of the District.

Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
II-C. 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. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
OVERALL Rating for Standard II: Management & Operations The education leader 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.	☐	☐	☑	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

J. Vega (Proficient) - Dr. Tahiliani led a systems rebuild in FY25: procurement and compliance expectations were clarified, with her noting on January 21, 2025 the need for 'obtaining quotes ... properly entered requisitions ... no purchases without a duly executed PO.' HR and finance were restructured with net savings of just over $200k, and fiscal systems were modernized by eliminating the 199 account and disaggregating BEA staffing into detailed, DESE-aligned lines. These moves increased transparency and control while stabilizing day-to-day operations. DESE's decision to sunset the MOU cited progress in fiscal and operational infrastructure. While a full cycle of consistent implementation across all schools is still maturing, the management and operations foundation is notably stronger and trending in the right direction.

T. Sullivan (Needs Improvement) – Must work better with people.

J. Sullivan (Proficient) - Dr. Tahiliani has fully implemented the Yonder Bags from a previous administration to address the safety and social needs of HS students.

J. Asack (Proficient) - Superintendent Tahiliani has worked to keep schools safe and supportive while strengthening human resources and improving day-to-day efficiency through better scheduling and information systems. She has also made sure the district stays in compliance with laws and policies, while managing finances with both accountability and equity in mind. Overall, her approach reflects strong organization, transparency, and a steady focus on the needs of students and staff.

Comments:

A. Oliver (Exemplary) - You have been able to implement efficient processes that has minimize waste, by optimizing the use of resources, including finances, personnel, and technology, by ensuring that the school district operates within budget, while achieving it's objectives. Being able to ensure that all operations align with the school district long team goals. By actively engaging with stakeholders, including staff, parents, and the community, to gather input and foster a sense of ownership in the school district success.

C. Gomes (Exemplary) – From a managerial and operational perspective, the Superintendent has done an outstanding job. She inherited a system that was often described as "dysfunctional," marked by overspending and a shortage of qualified professionals. Since taking on the role, she has worked diligently to turn things around. She has successfully filled many critical positions, implemented scheduling shifts, and restructured operations to ensure that staff time and skills are used effectively.

T. Rodrigues (Proficient) - Superintendent Priya Tahiliani has demonstrated strong management and operational leadership in Brockton Public Schools. Stabilizing Leadership: Provided steady leadership during a period of fiscal challenges and organizational uncertainty, ensuring the district continues to operate smoothly. Strategic Team Building: Strengthened the superintendent's office by appointing new central office leaders to oversee key functions, creating greater accountability and alignment. Human Resources Restructure: Began a phased restructuring of the HR department based on findings from a comprehensive audit, ensuring that systems are modernized, compliant. and aligned with best practices. Operational Oversight: Prioritizes efficient use of resources and effective systems to support schools, while maintaining transparency with the School Committee and community. Crisis Management: Navigated the district through significant budget constraints while minimizing disruption to student learning and school operations. Focus on Safety and Stability: Ensures schools open successfully and operate safely, with smooth starts to the school year noted across multiple campuses. Overall: Dr. Tahiliani has managed complex operational and financial challenges while advancing critical system reforms like the HR restructuring, maintaining stability, efficiency, and support for teaching and learning.

Mayor Sullivan (Exemplary) - The Superintendent has a very positive approach to management by including others into the conversation. She excels at budget presentations and focusses on enhancing the learning environment for our students.

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. 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. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader 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 district and its schools.	☐	☐	☑	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

J. Vega (Proficient) - Dr. Tahiliani prioritized building trust with families early in her tenure, launching parent forums in September 2024 where she emphasized, ·1 want them to know that I am listening ... and that I will always loop back to them with answers and solutions'. Her updates to the Committee and public (e.g., Update #11) highlighted district progress and DESE's decision to sunset the MOU. Local and national coverage further amplified district successes, raising community pride. These efforts reflect consistent two-way communication and responsiveness to family concerns. Sustained, systemwide family empowerment remains a goal for future years, but her first year clearly advanced engagement and trust.

T. Sullivan (Needs Improvement) – Must get out with family's.

J. Sullivan (Proficient) - Dr. Tahiliani held community family forums as part of her entry plan and attended events in the community to get to know the families in our schools.

J. Asack (Proficient) - Superintendent Tahiliani has prioritized open and consistent communication with families and the community, responding to concerns with transparency and care. She has promoted shared responsibility by fostering partnerships with parents, staff, and community stakeholders, ensuring that diverse voices are heard in decision making. Overall, her efforts reflect a commitment to building trust and strengthening collaboration between the district and the families it serves.

Comments:

A. Oliver (Proficient) - Since starting with the Brockton School District your goals have been to include parents input to help foster a better relationship between the parents and the school district. Being able to prioritize transparent communication through social media, and when you held community forums to introduce yourself to the community. Keeping families informed about school initiatives and decisions through your presentation during school committee meetings, you have been working on building the trust between families and the school district.

C. Gomes (Proficient) – The Superintendent has made significant progress in strengthening family and community engagement. From school-based and community events to her "after hours" initiatives, she has created meaningful opportunities for families to become more involved in their children's education. These efforts have greatly improved collaboration between schools and the broader community. While there is still room for growth in this area, it is important to recognize the balance required given the many other responsibilities the Superintendent carries.

T. Rodrigues (Proficient) - Superintendent Priya Tahiliani has made community partnership and family engagement a priority in her leadership of Brockton Public Schools. Visibility & Accessibility: Regularly visits schools, attends community events, and highlights classroom activities, strengthening trust between the superintendent's office and families. In her first year, she attended the Cape Verdean Festival and actively engaged with community members, demonstrating her commitment to Brockton's diverse cultures. Transparent Communication: Provides clear and timely updates to the School Committee, families, and community stakeholders, particularly around budget challenges and district restructuring. Celebration of Diversity: Recognizes and uplifts Brockton's cultural diversity through participation in community celebrations and by centering equity in her leadership approach. Partnership Building: Engages with higher education institutions, such as through the Promise Academy program, creating opportunities for students to earn college credit while in high school. Responsiveness to Families: Demonstrates willingness to listen and act on family concerns, ensuring the voices of parents and guardians help guide decision-making. Restoring Trust: By bringing stability to leadership, she has helped rebuild community confidence in the district and its direction. Overall: Dr. Tahiliani has strengthened relationships with families and the broader Brockton community through visibility, transparent communication, and a commitment to celebrating diversity and shared responsibility for student success.

Mayor Sullivan (Exemplary) - Dr. Tahiliani has embraced our Community and often attends City & School events. She is a huge supporter of the District ang engages in a thoughtful manner. In her brief period of time, as the District leader, she has truly made a difference.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-D. 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 his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-E. Shared Vision: Successfully and 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. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☑	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

J. Vega (Proficient) - Dr. Tahiliani emphasized accountability, transparency, and inclusion as the cornerstones of professional culture. She communicated progress consistently through updates and public reports, framing DES E's sunset of the MOU as 'an incredible demonstration of their faith' in Brockton's progress. Her restructuring of HR and finance built capacity for compliance, while the Letter of Assurances committed the district to sustained equity and inclusion practices. She also managed conflict productively, resolving state oversight concerns and reinforcing transparency in local budgeting. These actions have begun shifting the district toward a culture of higher standards and shared ownership. Sustained, multi-year practice will be needed to reach the level of districtwide exemplars, but her first year has clearly moved Brockton in the right direction.

T. Sullivan (Needs Improvement) – Must get along with other administrators.

J. Sullivan (Proficient) - Dr. Tahiliani approach is professional, and she is knowledgeable of her work which helps staff and students succeed.

J. Asack (Proficient) - Superintendent Tahiliani has shown a strong commitment to high standards while modeling cultural proficiency and effective communication. She demonstrates a dedication to continuous learning and fosters a shared vision that prioritizes student success. In addition, she has managed conflict with professionalism and integrity, reinforcing a culture of respect, collaboration, and accountability across the district.

Comments:

A. Oliver (Proficient) - ·You have built a strong team around you by creating a supportive and encouraging environment. You ensure that team members feel comfortable sharing their ideas, concerns, and feedback, which has empowered them to set meaningful goals focused on improving student success. You've fostered a culture where everyone feels valued and is able to work collaboratively. At the same time, you demonstrate accountability-both personally and as a team-when our students are not achieving at their best.

C. Gomes (Exemplary) - The Superintendent is committed to high standards of service and professionalism, which I have personally observed. While there is always room for continued growth and exploration, it is important to acknowledge the remarkable progress made given the condition of the district when she assumed leadership. Thus far, she has demonstrated exemplary work in fostering a professional culture across the district.

T. Rodrigues (Proficient) - Superintendent Priya Tahiliani has modeled a strong professional culture across Brockton Public Schools, setting high expectations for herself and her team. Modeling Professionalism: Demonstrates integrity, fairness, and transparency in her leadership, establishing trust with staff and community stakeholders. High Expectations: Promotes a culture of excellence by setting clear goals for instructional improvement and operational reform, reinforcing accountability at all levels. Collaborative Leadership: Builds strong relationships with district leaders, principals, and teachers, encouraging teamwork and shared responsibility for student success. Equity-Centered Practice: Integrates equity into decision-making, ensuring that professional culture reflects and respects Brockton's diverse student and staff population. Commitment to Growth: Responds constructively to challenges and feedback, modeling continuous-improvement and resilience. Stability & Trust: By bringing consistency to leadership, she has helped re-establish a professional climate of stability, respect, and focus on students. Overall: Dr. Tahiliani fosters a professional culture rooted in integrity, collaboration, and equity. Her leadership has strengthened trust within the district while promoting a shared commitment to high standards and continuous improvement.

Mayor Sullivan (Exemplary) - Dr. Tahiliani has been able to add to her Administration team with truly dedicated professionals. She has collaborated in a manner that builds upon relationships and a variety of skill sets and backgrounds. She creates a culture of success and respect.