

SUPERINTENDENT PERFORMANCE EVALUATION

(Adapted for Boston Public Schools Superintendent)

Reference Documents:

[Superintendent Skipper's SY 2022-23 Self-Evaluation](#)

[Superintendent Skipper's SY 2022-2023 Self-Evaluation Memo](#)

[Superintendent Skipper's Focus Areas for SY 2022-23](#)

[DESE Model Rubric](#)

Name:	Superintendent Mary Skipper
Date of Completion:	August 17, 2023
Completed by:	Dr. Stephen Alkins, Boston School Committee Member
Educator Plan Type	Superintendent Evaluation, SY 2022-2023

RATINGS

DEFINITIONS

HIGHLY EFFECTIVE (Exemplary)	Performance far exceeded expectations due to exceptionally high quality of work performed in all essential areas of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of a major goal or project, or 2) made an exceptional or unique contribution in support of unit, department, or district objectives. This rating is achievable by any employee though given infrequently.
EFFECTIVE (Proficient)	Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.
DEVELOPING (Proficient)	Performance consistently met expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical annual goals were met.
MINIMALLY EFFECTIVE (Needs Improvement)	Performance did not consistently meet expectations – performance failed to meet expectations in one or more essential areas of responsibility, and/or one or more of the most critical goals were not met. A professional development plan to improve performance must be attached, including timelines, and monitored to measure progress.
INEFFECTIVE (Unsatisfactory)	Performance was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. A plan to correct performance, including timelines, must be outlined and monitored to measure progress.

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.

Specific Areas of Focus:

- 1-A Curriculum
- 1-D Evaluation
- 1-E Data-Informed Decision Making
- 1-F Student Learning
- 1-A Curriculum
- 1-B Instruction
- 1- C Assessment
- 1-D Evaluation
- 1-E Data-Informed Decision Making
- 1-F Student Learning

Superintendent Goal Alignment:

- Prioritizing and Accelerating Academic Performance (Minimally effective)
- Strengthening Access to Social-emotional Learning (Developing)
- Increasing Accountability for both the Central Office and our Schools (Developing)

RATING:

	HIGHLY EFFECTIVE
	EFFECTIVE
X	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Equitable Literacy

Is equitable literacy being conducted correctly? There is and has historically been a commitment to enacting equitable literacy within the district. It is unclear however how effective the professional development (PD) around its implementation manifests in the outcomes of students, quality of instructional plans, or how the district is measuring this beyond MAP assessments. Part of this also necessitates naming, examining, and addressing existing biases that exist within our current educational practices that limit access to grade level content. What have the district analyses (through racial equity planning tool, equitable literacy observational tool, or otherwise) revealed about district biases? I applaud the superintendent's work in providing materials and components to the district to enact and monitor equitable literacy practices and look forward to seeing more on the

outcomes from students and the efficacy of the tools.

As a district, how is consistently poor instructional performance being held accountable where it exists? Evaluation for instructional performance seems to be placed in the hands of individual school communities, and, more specifically, school leaders. How are they truly empowered to make employment decisions around substandard staff (teachers, administrators) if and when instructional performance consistently is evaluated consistently as “minimally effective” or “ineffective?” This is integral to rooting out systemic inequity and bias preventing access to high quality instruction.

What are alternative modes of assessment that the district is developing to assess the impact of its movement toward equitable literacy and STEM literacy/proficiency. I would be interested to see a shift toward greater support for project-based learning opportunities districtwide.

Multi-tiered systems of support

The universal standards set here are great to envision and be adopted across the district. I am concerned at how support and accountability will be enacted, particularly if assessments from district tools like the District Curriculum Accommodation Plan or Equitable Literacy Observational Tool find that measures need to be taken.

Multilingual Education

I am pleased with the foundation and updates we have established this year in accordance with the Office of Multilingual and Multicultural Education (OMME) strategic plan ([slide 3](#)). However, we remained stagnant in growth in percentage of multilingual learners (ML) with all ESL certified teachers and receiving the balance of appropriate instruction, teachers, time, and grouping. This implies a deeper issue of lack of teacher diversity and effective teacher recruitment and retention practices, particularly essential for ML (considering the Garrity standard). This concern will likely be exacerbated in future years as the needs for linguistic diversity will increase proportionally with student diversity.

The superintendent’s evaluation supports growth in this area and provides promising updates for ML and ML with disabilities (MLWD). Teacher diversity and retention should be continually expanded to support obtaining licensure and through pipeline programs via education/teacher training programs across Massachusetts.

Early College and Career Technical Education Expansion

This progress is a positive step toward increasing access to higher education and career pathways earlier in students’ educational journey.

Student Attendance/Student Support

The revised District Attendance Policy aligns with a push toward equity and understanding of the circumstances that surround chronic absenteeism. Further, the hiring of 9 regional Restorative Justice/SAWS positions and a director is a great push to build infrastructure for student support. With the concern of the district becoming too “top heavy” it is refreshing to see some projected

output of students directly impacted by this investment (~900 students). This speaks to the transparency that we must have across ALL infrastructure hires. There is a sense that positions are created and hired with a purpose, but not necessarily a clear indication of measurable outcomes or students projected to be impacted. Please consider making this a regular part of position creation and assessment moving forward.

*****General comments and concerns:** It is important to acknowledge that within this evaluation, terms like “effective,” and others are contextual. “Effective” for whom? Through a broad lens of the district, many BPS students are performing and making great strides. Through a lens of our most vulnerable populations in BPS and their academic outcomes, the district has much work to do (minimally effective). The superintendent acknowledges this and should be taken into account. As we consider new additions it is critical to celebrate the hiring of Kay Seale, which hopefully provides steadiness to our Office of Special Education and implementation of less-restrictive environments. While this is a step in the right direction, inclusion remains a major area of concern and much-needed growth, particularly because of the rapid turnover in leadership. More generally, despite positive movement (particularly for transformation schools removing that status), with teacher shortages across the district, it is difficult to fathom that all students are receiving the quality curriculum instruction necessary for rigorous academic performance. Though we like to boast about the quality school plan that we offer, as evidenced through our exams schools (grades 7-12) process, there is a clear perception and understanding from families that the quality curriculum and instruction exists in only a handful of schools. Further, outcomes for students and metrics of success should result in progressive reduction of opportunity and achievement gaps (particularly for Black and Brown students, students with disabilities, and multilingual learners), which have not improved in the 2022-2023 academic year, or in prior years, per MCAS results and other assessments. And, while we expect to see a continued decline in enrollment within the district, this is a reflection that our instructional practice and educational options are not adequately setting up students for success, forcing our students to choose better options. These issues remain of utmost concern. As this is a foundational year for our superintendent, I acknowledge that new systems, teams, and protocols are being implemented to produce the data to inform us on how to advance toward the outcomes we seek. Finally, I look forward to monitoring how the superintendent will navigate naming the historic and continued bias in its processes, enforce accountability, and interrogate the expansion of central office and infrastructure to see if it truly supports transformative engagement and progress for students. ***

STANDARD II: Management and Operations

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.

- 2-A Environment (Developing)
- 2-B Human Resources Management/Development (Effective)
- 2-C Scheduling and Management Information Systems (Effective)
- 2-D Laws Ethics and Policies (Effective)
- 2-E Fiscal Systems (Developing)

Superintendent Goal Alignment:

- Improving Internal and External Communication with Families and and Staff (Developing)
- Streamlining Operations and Ensuring Student Safety (Effective)

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Organizational Structure

The reorganization of the district into a regional model yields positive outcomes as indicated through data from school leaders. It seems clear that school communities receive regional support and have a clearer understanding of what positions support their work. What would be good to see are metrics of how this organizational model has affected communication and response time to parent/student/family issues. That said, less than 60% of school leaders report that the district office supports the needs of their school and less than 50% report that the district office is held accountable for providing high quality service to school communities and families. While this is an improvement from our previous administration, it is still disconcerting that almost half of district leaders do not believe that the central office supports the needs of their schools or is held accountable to high standards. Hopefully, the expanded regional team structure will increase these figures in the upcoming year. Was this structure recommended by school leadership?

Labor Contracts

Perhaps the most impressive accomplishment to date, bringing all 18 labor contracts to be current is paramount for ensuring that staff and BPS partners can be secure in their pay and employment

benefits and restoring trust in BPS' ability to be a good, competitive system in which to work. Further, this may help families rebuild faith and trust that a district that makes good on its commitments to its staff will do so for the families it serves. Finally, now that contracts are current, it will be easier to negotiate new terms in the future and have critical conversations on ways to hold ourselves and our labor contractors more accountable (the Transdev contract was a good example of this) by centering the needs of the students.

School and District Facilities/School Safety

The Facilities Condition Assessment (FCA) and Design Study is a necessary piece to completing progress on a long-term facilities plan, particularly with respect to the preK-6/7-12 transition for the district. It is imperative that the information obtained through this study utilizes the opportunity index and racial equity planning tool efficiently to ensure that communities most impacted are first supported. We also need a detailed master's facilities plan (December, 2023), but we want to be clear that this plan incorporates shared community knowledge, input and empowers their decision making.

Undoubtedly, the safety of schools is directly tied to having quality and secure facilities, thereby eliminating the consideration of psychologically harmful tools such as metal detectors, which compromise safety, mental health, and the quality of education. I applaud the creation of the Office of Emergency Management and the commitment to Safety Specialist training with trauma informed practices. I'd like more clarity on how Safety Specialists and Community Connection Coordinators will work through the regional support model to collaborate and communicate effectively with the Family Engagement Specialist, the Restorative Justice Specialist, and the District Social Worker assigned to each school region. Also, how does this intersect the community roundtables/School Site Councils that schools are supposed to host? As alluded to above, the creation of several administrative positions only highlights the need for more effective, transparent communication. Perhaps the internal communications specialist will also address this.

Overall, school facilities across the district are outdated and require much attention and repair so students can focus on learning, particularly as we battle chronic absenteeism. I laud the social and emotional learning supports we have put in place. Simultaneously, I recognize the fiscal cliff approaching and remain concerned that these critical school community and familial supports will be in jeopardy if our budget cannot support this. It is the largest to date and has a grand vision, but still lacks the clarity and details on how expenditures translate into student success (e.g., students served, etc.)...

Transportation

Negotiating this contract with Transdev was crucial as it required the district being reflective of what systems it needed to build to effectively monitor and hold itself accountable to on-time performance (OTP). While we have made progress toward OTP and recruitment and hiring of drivers, we still need to improve incentives for and numbers of bus monitors. The Transportation Hotline was an excellent addition to improve direct communication for all families, especially those

with children with disabilities.

STANDARD III: Family and Community Engagement

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.

- 3-A Engagement (Developing)
- 3-B Sharing Responsibility (Developing)
- 3-C Communications (Developing)
- 3-D Family Concerns (Effective/Developing)

Superintendent Goal Alignment:

- Developing Authentic Family and Community Engagement Practices (Developing)
- Improving Internal and External Communication with Families and and Staff (Effective)

	HIGHLY EFFECTIVE
	EFFECTIVE
X	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Family Communication and BPS Helpline

The statistics reported here clearly demonstrate a commitment to improvement and our responsiveness to family needs. This initiative is great insofar as families now have a regular sense of whom they can speak to to address their issues and receive feedback. This is undergirded by a diverse staff that supports the linguistic and cultural diversity of the district. Moving forward, it will be great to receive data on community satisfaction with the helpline, especially during critical times during the academic year (e.g., exam school placements, etc.).

Elevating Equity, Family, and Community Advancement and School Site Councils

The past year regarding engagement with families has been turbulent, but trending in the right direction. The superintendent has been intentional about meeting with school communities and engaging families directly at various BPS events (and through parent-led groups) and creating opportunities for them to interact directly and ask questions. This illustrates an openness to feedback, encouragement of parent engagement, and a commitment to improvement that the district sorely needs. The superintendent has also provided guidance on how school site councils can improve community participation by leaning on different organizations (e.g., nonprofits, neighborhood initiatives, small businesses, etc.) to support student engagement through

employment opportunities/career pathways. Her commitment to these practices, in conjunction with her transparency about rebuilding trust, is necessary to maintaining relationships and stability throughout the district. That said, several instances this year have indicated that we have a long way to go with regaining trust and building equitable relationships with our communities.

Much of the concern regarding Community Advancement was clearly illustrated in how we approached school mergers. Various communities have reported that BPS does not employ a method of “authentic engagement.” Rather than an approach that centers the community from the inception of ideas and empowers them to make decisions throughout the process in an equitable manner (this includes inconsistencies in understanding and use of the racial equity planning tool), school communities are presented with decisions seemingly already made and community meetings are “box-checks” or opportunities to “sell” the community on a BPS decision. Here, community opinions are heard, but not integrated into subsequent processes, nor do they impact the final decision. Also, there is often rescheduling of meetings and lack of follow-through with district representatives. I acknowledge that this year has reported an improvement, but several instances during the 2022-2023 school year have mimicked this same format of failed authentic engagement layered with haphazard communication (e.g., O’Bryant move, Shaw and Taylor, etc.).

STANDARD IV: Professional Culture

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

- 4-A Commitment to High Standards (Effective)
- 4-B Cultural Proficiency (Developing)
- 4-C Communications (Developing)
- 4-D Continuous Learning (Effective)

Superintendent Goal Alignment:

- Increasing Accountability for both the Central Office and our Schools (Developing)

	HIGHLY EFFECTIVE
	EFFECTIVE
X	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Team and Meeting Structures

The assessment of internal communication processes for central office and at the district must be surveyed in the 2023-2024 (I anticipate it will be). We must see growth in the data around accountability and support of individual school leaders and communities (highlighted in Standard II). The data supporting the inculcation of rigorous standards and quality school plan is encouraging. I would be curious to survey the same group of school leaders to see what barriers they perceive as the greatest threat to implementation of high standards and cultural proficiency within their respective school ecosystems.

School Leader Contract

No comments here. Our superintendent has taken positive steps and achieved greater buy-in from the school leader community in relation to school plans. We must also create school leader support groups, especially for our school leaders from racially and ethnically underrepresented backgrounds so that there is a greater sense of network, communication, and internal support throughout the district.

Clear Expectations, Training and Professional Development

It is necessary to review data on how effective the PD bolsters not only clear expectations, but also clear pathways of support. While the newly proposed regional model and teams should be helpful in flexibly implementing and assessing this, there are still questions around whether or not we are

implementing culturally responsive measures nimbly and proficiently (i.e., how effective is PD and how have administrators learned, assessed, and grown from it?). Furthermore, how does the district intend to support continuous PD for SEL staff positions?

Internal Communications

No comments here. Examples shared above, such as the Helpline and instituted recommendations from the Council of Greater City Schools (CGCS), demonstrate and engender a regimented internal process grounded in clear roles for positions and accountability. This is under development. As the superintendent notes, however, it is in the execution and how the district will allow the flexibility that is needed at the individual school level and with each leader.

OVERALL RATING (Considers progress toward goals and performance categories)

	HIGHLY EFFECTIVE (Exemplary)
	EFFECTIVE (Proficient)
X	DEVELOPING (Proficient)
	MINIMALLY EFFECTIVE (Needs Improvement)
	INEFFECTIVE (Unsatisfactory)

ED EVAL ONLY: STANDARDS RATINGS

(Place an 'X' in the appropriate rating box for each standard)

E	P	NI	U	
	X			Standard I: Instructional Leadership
	X			Standard II: Management and Operations
	X			Standard III: Family and Community Engagement
	X			Standard IV: Professional Culture

Employee Development Plan (EDP)

Identify and describe 2-3 areas of strength and 2-3 areas for continued growth based on the categories above, as well as how you arrived at these areas.

Areas of strength	Areas for continued growth
<p>Executing labor contracts to bring BPS to current, which can enhance the morale, respect, and confidence that BPS employees have as they perform their duties. This can enhance recruitment and retention within the district leading to greater stability.</p>	<p>Focusing on teacher diversity and accountability to ensure that ALL classrooms are available with proper curriculum, instructional leadership, SEL supports, and career guidance opportunities. And, when it doesn't happen, that school leaders are empowered to swiftly make changes to best serve student learning and outcomes. General literacy and STEM literacy are critical to improve.</p>
<p>Regional Model of support provides a personalized/customized approach to supporting individual school communities, presumably with the flexibility to adjust to school needs as they arise</p>	<p>Data assessment on the efficacy of both macro and micro systems, particularly ones that involve directly interfacing with families, to ensure that there is district buy-in and adaptability. This includes the development of a spectrum model of authentic community engagement that includes decision-making authority by the community.</p>
<p>Instituting a culture of high expectations and critical feedback across the district grounded in high-quality educational leadership literature and equity-focused rhetoric/language. This supports and aligns with the vision of the school committee</p>	<p>Explicitly naming where systemic biases exist and providing clear guidance on how district tools should be utilized (e.g., REPT) and how each initiative prioritizes our most vulnerable populations (targeted universalism approach)</p>