

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 18, 2023
Completed by:	Brandon Cardet-Hernandez, 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
- Strengthening Access to Social-emotional Learning
- Increasing Accountability for both the Central Office and our Schools

RATING:

	HIGHLY EFFECTIVE
	EFFECTIVE
X	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

- Prioritizing and Accelerating Academic Performance
 - Was not provided with data re: accelerated academic performance;
 - Superintendent highlighted a series of exciting programmatic and structural changes that are in place, highlighting priorities that will increase outcomes
 - Special Education reform remains vague and theoretical. Would like to see a clear implementation timeline with an end date for the reform. Would be helpful to understand the impacts on reform centrally (admissions, itinerant workers, etc) and locally (school-based day-to-day programming expectations) It's lovely

to see school-based planning teams and conversations and planning that move the system towards integration.

- MLL reform remains unclear and without clear deliverables. What are our quantitative expansion and reform goals? How are we getting there?
- Strengthening Access to Social-emotional Learning
 - A priority to continue increasing SEL and mental health support is visible
 - A priority to address attendance concerns is visible
- Increasing Accountability for both the Central Office and our Schools
 - Reorganization seems like an exciting opportunity to continue strengthening accountability

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
- 2-B Human Resources Management/Development
- 2-C Scheduling and Management Information Systems
- 2-D Laws Ethics and Policies
- 2-E Fiscal Systems

Superintendent Goal Alignment:

- Improving Internal and External Communication with Families and Staff
- Streamlining Operations and Ensuring Student Safety

	HIGHLY EFFECTIVE
	EFFECTIVE
	DEVELOPING
X	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Superintendent Goal Alignment:

- Improving Internal and External Communication with Families and Staff
 - On multiple occasions we had staff coming to School Committee meetings to share complaints around going unpaid and the issue remaining unresolved.
 - There were multiple moments this year where we experienced a problem, named what the breakdown was, and then the problem returned without significant structural improvements to address it.
 - We started this year with major staffing gaps and what felt like absolutely no urgency to share that information with families nor, given the crisis, innovate on policy that would allow families to make decisions for themselves and their children with that information. I found this incredibly difficult to stomach.
 - This year when changes to building utilization were proposed, the lack of clarity on the ground around what was happening remained surprising. The team was encouraged to provide a roadmap for engagement and that was still not present when proposals launched.
- Streamlining Operations and Ensuring Student Safety

- We have a serious crisis with students across the city in classrooms without certified or consistent teachers. I think the team lacked urgency and innovation in addressing this. This time of staffing inconsistency is not just detrimental to academic growth but also to school safety and culture.
- Updating labor contracts is good news and hard word and has been a clear priority.
- Knowing the FCA and Design Study is coming is incredibly promising as we continue to discuss a master plan. Appreciate your leadership in naming the complexity of our current size and scale and the difficult decisions that are necessary to ensure students are in classrooms with sound instructional practices.

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
- 3-B Sharing Responsibility
- 3-C Communications
- 3-D Family Concerns

Superintendent Goal Alignment:

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

	HIGHLY EFFECTIVE
	EFFECTIVE
	DEVELOPING
X	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I think the superintendent's belief systems are deeply aligned with the outcomes we need to see.

- Developing Authentic Family and Community Engagement Practices
 - We are struggling here. In issues of community engagement, we continue to roll out plans, policies, and priorities without a backward-designed engagement plan. We sometimes even begin "engagement" without a timeline for when that engagement is ending, etc. – we need tighter planning and communication. There needs to be a template for engagement around proposals and new policies.
 - Our copy/communication to families continues to rely on the overuse of platitudes, acronyms, and jargon. We will never get to authentic engagement if we continue to speak in a way that is coded or bureaucratic.
 - BPS Helpline is a win.
 - Engagement in the school choice process remains unclear and isolated – a pivotal opportunity to set a tone.
- Improving Internal and External Communication with Families and Staff

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
- 4-B Cultural Proficiency
- 4-C Communications
- 4-D Continuous Learning

Superintendent Goal Alignment:

- Increasing Accountability for both the Central Office and our Schools

	HIGHLY EFFECTIVE
	EFFECTIVE
X	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

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
Organizational leadership: reintroducing a regional structure	Stakeholder communication with authentic engagement planning
Values — clearly articulates the why and celebrates success and owns mistakes	management and operations for greater organizational coherence and values realization, I.E special education reform, master planning, etc
	focus on under performance with a plan to offer and build high quality options