

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:	8/16/2023
Completed by:	Diego Mehta, Boston School Committee Student Representative
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
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

An area with quite a bit of potential in my opinion is the school regions because it provides more oversight with the ability to have faster responses to aid student learning. Another bright area is the constant use of statistics for making decisions while still taking the time to understand them in context. Another bright spot is the investment in ESL. Equity has long been a problem in BPS and I'd love to see how you will continue to fight for equity within schools.

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 and Staff
- Streamlining Operations and Ensuring Student Safety

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

A high point regarding Superintendent Skipper's performance in Management and Operations has to be the work done on collective bargaining agreements to get everything up to date. Another bright spot is the efforts to fully staff the Transportation department. The investment in security has me concerned that it could potentially be used inappropriately, however if used in collaboration with social work and student wellness there is potential for improvement in student life. Violence in schools is persisting and the district must continue fighting to protect all students involved. Superintendent Skipper has allocated money to a variety of areas that are in line with BPS priorities and do serve BPS.

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 and Staff

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Some bright spots have been instituting a call line as well as increasing work done by family liaisons. Areas for improvement include giving more attention to families' concerns and responding quicker and more accurately especially regarding mergers and potential future locations. In addition, oftentimes school communities feel that their input is not valued and decisions are made without regard to their preferences. Bright spots are also the continued language availability for parents.

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
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I believe the Superintendent has a commitment to meeting high standards. I also believe she is trying to make BPS a more culturally proficient district in various areas. I cannot provide input on communications or continuous learning as I feel these criterias too heavily discuss areas of Central Office in which I am not well versed.

OVERALL RATING (Considers progress toward goals and performance categories)

	HIGHLY EFFECTIVE (Exemplary)
X	EFFECTIVE (Proficient)
	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
An area of strength for the superintendent has been the efforts with collective bargaining.	One area for continued growth would be better and real conversation between the district and parents. Right now many people feel the district doesn't actually listen and take what they say into account
Another area of strength is the systems in place to provide more support, specifically the new district system.	I hope to see continued work on efforts to reduce violence while limiting extreme measures.
Another bright spot is the use of data in context to help make decisions about the district.	