

**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](#)

<b>Name:</b>	Superintendent Mary Skipper
<b>Date of Completion:</b>	August 17, 2023
<b>Completed by:</b>	Michael O’Neill, Boston School Committee Vice Chair
<b>Educator Plan Type</b>	Superintendent Evaluation, SY 2022-2023

**RATINGS**

**DEFINITIONS**

<b>HIGHLY EFFECTIVE (Exemplary)</b>	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.
<b>EFFECTIVE (Proficient)</b>	Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.
<b>DEVELOPING (Proficient)</b>	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.
<b>MINIMALLY EFFECTIVE (Needs Improvement)</b>	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.
<b>INEFFECTIVE (Unsatisfactory)</b>	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:**

	<b>HIGHLY EFFECTIVE</b>
	<b>EFFECTIVE</b>
X	<b>DEVELOPING</b>
	<b>MINIMALLY EFFECTIVE</b>
	<b>INEFFECTIVE</b>

### **COMMENTS:**

For the Superintendent's first year in the role, I'm pleased with the actions that I have seen to date and am encouraged by the work underway. Instructional leadership is clearly a significant strength of Superintendent Skipper's background, and it is clear from a number of steps taken in this area in her first year. The focus on equitable literacy as a foundation for critical improvements needed in literacy is interesting, however, clearly results need to be seen. Much attention has been paid nationally to the question of literacy curriculum in the early years and it will be interesting to see if BPS's approach will make a difference.

Additionally, increases in the % of multilingual students receiving the services they deserve is movement in the right direction, as is the planning for increases in inclusive opportunities. Each area is developing, and the work in understanding the complexity of challenges in each area, and planning for improvements (and implementing recommendations from in-depth reviews) are

promising.

The work on chronic absenteeism is also promising and I’m encouraged by the improvement in a majority of schools that saw a heightened level of focus in this area, especially amongst subgroups of students. Additionally, the work on student support is also best considered as encouraging. Lastly, the work to increase early college and CTE opportunities are positive steps forward. I anticipate more work will be done in the coming year in each of these areas, as well as around our alternative school offerings overall. It is critical we have a range of offerings to help meet returning students in their academic and emotional needs, I trust the Superintendent will work to expand this work in the future as well.

Overall for this standard, comparing the original goals laid out in October, the self-evaluation and my observations during this year, I feel a Developing level is most appropriate. The work was proficient and met expectations, yet, as it was baseline work, the results will better indicate if the baseline work was effective. I do believe that under the DESE rubric for this standard, particularly in curriculum, instruction, assessment and evaluation, the Superintendent fits under the Proficient standard (and Exemplary for data-informed decision making), with Student Learning results unknown at this point, thus again leading to a Developing rating (which is also a form of Proficient).

**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

	<b>HIGHLY EFFECTIVE</b>
	<b>EFFECTIVE</b>
X	<b>DEVELOPING</b>
	<b>MINIMALLY EFFECTIVE</b>
	<b>INEFFECTIVE</b>

**COMMENTS:**

In a similar thread to the previous standard, I feel Superintendent Skipper's work in a number of critical areas covered by this standard was proficient in the baseline work done, but results to be seen. Highlights to me include the work settling a substantial number of open labor contracts, reorganizing into a regional structure across the district (which we saw work so effectively in the East Boston/Charlestown/North End region) and work to engage with outside analysis of the district, be it by DESE, CGCS or elsewhere and begin to react to the worthwhile recommendations. Strong work has been done on student safety and I have witnessed first hand excellent interactions with safety officers who are earning the trust of students and staff in schools, even as overall staff and student safety remains an area of heightened concern over emotional health as we collectively continue to emerge from a pandemic and individuals show signs of strain, evident in schools and beyond.

Still developing is the work on a Facilities Condition Assessment and subsequent planning for our facilities, as well as improvements in our transportation area. The work this past year in each is promising and developing (and the transportation improvements during the year certainly measurably positive) and I'm encouraged that we are entering the coming school year with substantial improvements in staffing levels for both bus drivers and monitors.

In accordance with the DESE rubric, the Superintendent's work on Environment, HR Management & Development and Scheduling and MIS would be developing (proficient) and her work on Laws, Ethics and Policies , as well as Fiscal Systems would be Proficient/Exemplary in my analysis. On a combined basis, I would consider a Developing rating most appropriate for this Standard.

### 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

	<b>HIGHLY EFFECTIVE</b>
<b>X</b>	<b>EFFECTIVE</b>
	<b>DEVELOPING</b>
	<b>MINIMALLY EFFECTIVE</b>
	<b>INEFFECTIVE</b>

#### COMMENTS:

This area is one of BPS' biggest challenges. Simply put, I often find parents I engage with are happy with their child's classroom and often their school, but are challenged to support the district overall. Many times external forces, either locally, regionally or nationally may have various agendas that don't necessarily align with a student outcome focus, even with what is assumed to be the best of intentions, and that may influence a perception and actions. It is therefore a challenge to align expectations, efforts and outcomes in a positive manner. I am pleased by the Superintendent's efforts in this area. A highlight is the work to improve the effectiveness and voice of the School Site Councils, as well as the Parent hotline. I have witnessed first hand the Superintendent willingness and desire to engage across all aspects of the Districts, as well as her efforts to drive a shared sense of responsibility between central and school based leadership. I believe the communications effort has substantially improved during the year, with concerted effort to reach families, staff and students (as well as BSC) when challenges arose. I have also seen the Superintendent include family concern and input directly into her decision making process, as well as her communications around those decisions, even if it does not align with expectations or requested outcomes.

As I weigh the Superintendent's actions in this standard against the height of the challenge in this standard, I believe her actions and work equal a proficient evaluation, even as I acknowledge how far we still have to go in this area. In the future, I would encourage a customer service mentality not

only be developed across central office and school leadership, but also be measured through surveys on a regular basis, with results incorporated in SMART goals.

#### 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

	<b>HIGHLY EFFECTIVE</b>
	<b>EFFECTIVE</b>
X	<b>DEVELOPING</b>
	<b>MINIMALLY EFFECTIVE</b>
	<b>INEFFECTIVE</b>

#### COMMENTS:

This standard also shows strong work in some areas of critical need. The Superintendent has set up a strong system of communications internally (including a critical communications cascade in the event of key events) and has taken critical steps to re-engage central office leadership in particular, and staff overall in a shared commitment to high standards. She has demonstrated a clear commitment to continuous learning, for herself, her senior team and beyond. and I have witnessed first hand her highest level commitment to cultural proficiency in all aspects of the district. Work continues on a shared vision and how all members of leadership manage conflict, and a heightened focus across the whole district on student outcomes is necessary to break through the incredible roadblocks that are inherent in large, established organizations. This last statement is an opportunity for focus in the coming year, as well deepened relationships with an evolving School Committee.

I believe the Superintendents actions in this standard are proficient overall, but still developing, as again, the key measure of increased student outcomes are necessary to show the work resulted in positive outcomes.

**OVERALL RATING (Considers progress toward goals and performance categories)**

	<b>HIGHLY EFFECTIVE (Exemplary)</b>
	<b>EFFECTIVE (Proficient)</b>
X	<b>DEVELOPING (Proficient)</b>
	<b>MINIMALLY EFFECTIVE (Needs Improvement)</b>
	<b>INEFFECTIVE (Unsatisfactory)</b>

**ED EVAL ONLY: STANDARDS RATINGS**

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

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

## 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
As a former teacher and school leader, it is no surprise the Superintendent excels at curriculum and teaching. Her work here is critical and very encouraging.	Continuing to develop buy-in on a shared mission, and commitment to high standards from all staff, whether at the central level or school based, is critical to build trust amongst our families and students. This area includes fostering both a customer service mentality, as well a shared focus on student outcomes.
As a former head of high schools, and experienced superintendent, the Superintendent's work on developing a regional network, as well as the nuts and bolts needed for improvement, in a variety of areas, including labor relations, transportation infrastructure, meetings, etc are very positive.	In the coming year, facilities work will take center stage. This includes developing a coherent master plan that is fair, equitable and understandable, particularly by impacted communities. This area includes the financial implications of this work, especially as we plan for the end of increased federal financial support.
Taking the steps to understand in depth the challenges faced by the district through external reports, and working in multiple areas to effect change, while still be positive, upbeat and accessible, is commendable and encouraging.	Working with an evolving School Committee, especially returning to in-person meetings, as the BSC continues to evolve to a student outcome focused board, with clear focus on governance, while recognizing the value of and including the BSC's input and focus in the Superintendent's decision making.