

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](#)

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| Name: | Superintendent Mary Skipper |
| Date of Completion: | August 14, 2023 |
| Completed by: | Jeri Robinson, Boston School Committee Chair |
| Educator Plan Type | Superintendent Evaluation, SY 2022-2023 |

RATINGS

DEFINITIONS

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| 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:

Superintendent Skipper hit the ground running upon her return to BPS. Given her familiarity with Boston and BPS overall, she was quickly able to begin to work with colleagues and create and confirm promising practices and foundational work already in process under the strong leadership of current members of the leadership team. All areas listed above have received some level of attention. I appreciate the Superintendent's acknowledgement of what is already working and has promise, while at the same time, systemically learning about what is working and learning to work with existing staff in partnership to strengthen and develop a strong infrastructure in key departments (e.g., teaching and learning) throughout the district.

I've provided the Superintendent with an effective rating for this standard. I've appreciated all the work done to build the foundation of what our district and staff need to be successful in the classroom. I've seen a real concerted effort to have common understanding and alignment,

particularly around inclusive education. An important part of that foundation is ensuring we have the right team in place to execute on the work. While I know we don't have all positions filled, we now have a Chief of Specialized Services, Chief of Teaching and Learning and two Deputy Chiefs in the Office of Multilingual and Multicultural Education. This was important work over this past year. We can't do the work without strong leadership.

Now that we have a lot of the foundational work in place, my question is how we are prioritizing and bringing the departments and work together? And how can we and the public understand more about what each of these departments and roles will do to move the work forward? I also want to make sure that families understand all the things we're doing in the classroom. There is a lot we're justifiably changing so we must make sure parents understand those changes as well.

Overall, I think we are moving in the right direction when it comes to instructional leadership. The superintendent has a strong team who is working to align all the work, strengthen communication between the District's academics team and the staff at our schools. I know results will take time, but I am optimistic that we will begin to see our math, reading and writing skills improve over the next several years. Now that we have much of the foundation built, it will be important over this next year to monitor the implementation and the outcomes.

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

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|----------|----------------------------|
| | HIGHLY EFFECTIVE |
| X | EFFECTIVE |
| | DEVELOPING |
| | MINIMALLY EFFECTIVE |
| | INEFFECTIVE |

COMMENTS:

As stated above, this has been a foundation year. I've provided the Superintendent with an effective rating for this standard. This past year we've received a lot of information from either the Systemic Improvement Plan, the Council of Great City Schools and many of our own internal plans. We now have to implement the work. I've appreciated that the Superintendent recognized the district does not have the systems and structures in place that are needed for success. The superintendent spent significant time this year understanding what we have and what we need to either add or subtract.

When looking at all the things that need to be fixed, the Superintendent could spend a whole year on just one of the areas of the Systemic Improvement Plan, but we don't have that luxury. The superintendent has put a team in place to begin to execute in all areas of the work, but more importantly, to build a lasting system to keep the work moving forward no matter who is leading it. By creating the three deputy superintendent roles, you've divided the work so there is a clear understanding of who is responsible for what parts of the organization.

Another important structure that has been put in place is the regional model. I see the regions as mini districts and a number of investments have been made to strengthen those teams to support our schools and students. We need to make sure that these regions work together to share best practices and collaboratively solve problems. I would also like to understand more about how these regions were decided and how the District is monitoring their work to ensure that everyone is receiving the

same message and has the same expectations.

There is a lot more work to do, but we've seen significant progress from where we were a year ago. We can't do this work overnight, but we must make progress every day.

One area I've been particularly impressed with is our progress around hiring— we are fully staffed for our bus drivers and have nearly 150 more bus monitors than we did this time last year. We are also nearly fully staffed for our educator roles and we saw the lowest turnover of school leaders in a long time. All of this is incredibly important to stabilizing the district and getting the work done. This year we must focus on understanding the needs for the Office of Human Capital to ensure we can support their success.

Lastly, I know this upcoming year will be a big year for the Green New Deal for BPS and more generally for all of the facilities work that is needed. I look forward to seeing, what I expect to be humbling, results from the Facilities Condition Assessment and how the district will use this one data point to help inform our needed long-term facilities plan. We have to be transparent with this work. We know there are difficult decisions to make, but we also know that our kids deserve better and that the schools they're in impacts the resources and opportunities they do or do not have. We must work closely with our families to share the realities of the challenges we face and we must appreciate how difficult some of these changes may be.

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

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|----------|----------------------------|
| | HIGHLY EFFECTIVE |
| X | EFFECTIVE |
| | DEVELOPING |
| | MINIMALLY EFFECTIVE |
| | INEFFECTIVE |

COMMENTS:

Family and Community engagement is another area where important investments have been made to build systems that can authentically engage and support our communities and families. I provided you with an effective rating for this standard and this is a place where I think we have a lot of room for improvement.

Similar to the other standards there was and is a lot of foundational work to do. Elevating the work to a Deputy Superintendent role is both symbolically and practically important. Equity, Community and Family Engagement must be throughlines throughout everything we do. I hear the superintendent say this time and time again and we need to make sure that everyone in the organization understands these throughlines.

I would like to see the results of having a family liaison at every school—we've had family liaisons in place for the past two years and I hear from schools all the time about the importance of this role and how invaluable it is to have this position to strengthen the connections between families and our schools.

We must continue to work with our families to help them understand the role of the schools and partner with them to support their students' education. We must recognize that not all families can be as involved as they want to be and we must provide mentoring opportunities for our students so

every student has many champions to their success. The superintendent has made a number of investments in student support and we've seen chronic absenteeism go down because of our active engagement with both students and families to get them back to school. This is so important and I hope more preventive work like this will grow over the coming year.

Lastly, I spoke a little bit about this above, but the work of the Green New Deal for BPS. I appreciated that when the superintendent came in, she slowed down some of the work to better understand it and met directly with some of the impacted families. The superintendent has reorganized the work to build out a team who can support all the different components of this complex work. This isn't just about buildings— it's about school communities and I know we are still building out that team, but authentic community and family engagement is going to be critical for the work ahead. Not everyone will agree but everyone must understand.

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

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|----------|----------------------------|
| | HIGHLY EFFECTIVE |
| X | EFFECTIVE |
| | DEVELOPING |
| | MINIMALLY EFFECTIVE |
| | INEFFECTIVE |

COMMENTS:

For the last standard I have also provided the superintendent with an effective rating. Coming out of the pandemic and managing a team that has had multiple transitions is no easy task. Anecdotally when I speak with staff they all say they feel better today than they did a year ago and that is because of the superintendent's clear leadership and respect for the work and team.

The superintendent is particularly proud and impressed with the work of closing out all of our collective bargaining contracts. I understand why so many were overdue, but the superintendent prioritized this work. And because of it, we got it done and as a result morale has been boosted and workers feel respected. I also appreciate that the superintendent is already planning for the next round of negotiations before contracts expire and have developed an internal strategy team that goes beyond just the traditional departments of Labor Relations, Human Capital and Finance.

One thing I noted as I sat at the negotiation table for some of these contracts was the importance of staff feeling like they had input and were going to be given the resources they needed. As we head into this next school year I see you making that a reality. Not just the investments in the regional model, but also all the work you've done to align and expand all the professional development.

We can no longer just tell people what to do, but not provide them with the training and resources they need to execute on the work. It must be "this is the expectation, but here are the ways we are going to support your success." At ALI and some of the planning I've seen for the Inclusion PD I

see your team doing just that. Laying out very clear priorities and then providing the training and information about how they will be supported.

Overall, I've been very impressed and appreciative of your leadership. This is no easy time to lead in public service, but the superintendent has hit the ground running and has remained excited and upbeat about all the possibilities ahead of us. I look forward to this next school year and the work we will do together.

OVERALL RATING (Considers progress toward goals and performance categories)

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| | 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 |
|--|---|
| Listening and respecting all voices. To date you have provided many opportunities to hear from staff at all levels, students, parents as individuals and in formal groups. Building trust comes from careful listening and learning. | Rallying others to embrace and acknowledge the critical importance of strong, meaningful family engagement. |
| Systems building and the breaking down of silos. You have worked to create a strong foundation, through which positive healthy relationships can grow and communication can flow. | Help all staff and families to understand the URGENCY of focusing on improving student outcomes |
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