

## 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 24, 2023
<b>Prepared by:</b>	Dr. Stephen Alkins and Michael D. O'Neill
<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>X</b>	<b>HIGHLY EFFECTIVE</b>
<b>XXX</b>	<b>EFFECTIVE</b>
<b>XXX</b>	<b>DEVELOPING</b>
	<b>MINIMALLY EFFECTIVE</b>
	<b>INEFFECTIVE</b>

### **COMMENTS:**

Overall, the Committee feels there is alignment of the instructional priorities and practices across the district and believes Superintendent Skipper has put together a strong team and organizational structure to deliver on the work. Members commend the progress that has been made for our multilingual learners while also acknowledging there is more work to be done with expanding opportunities for students and hiring more bilingual staff.

Members also acknowledge all the work ahead of us to ensure that Boston Public Schools (BPS) is a fully inclusive district, providing a continuum of services for our students with disabilities and multilingual learners. Overall, members feel like we are laying the right foundation for strong implementation, but acknowledge it will take years to fully implement this important work in a way that is effective and sustainable. Members look forward to seeing more specifics at the school level for implementation and the beginning of student outcomes next year and in the years to come as this work continues.

Members also acknowledged all of the investments made in supporting our students outside of the classroom. Reducing chronic absenteeism is a priority, and we’ve already seen that number begin to decline. Providing students with different career and early college opportunities is also a priority and we saw those programs expand this past year. Members acknowledge that it's too early to see the results of all of the student support investment, but appreciate the foundation that has been laid to ensure our students are successful outside of the classroom too.

Strengths (Themes):

- Increasing the number of multilingual leaders receiving appropriate services
- Instructional alignment
- Reducing chronic absenteeism
- Equitable literacy
- Increasing student support/SEL
- Building a strong team
- Planning and training for the expansion of inclusive education
- Increasing CTE/early college opportunities

Concerns/Areas for Growth (Themes):

- Improving outcomes for English Learners; increasing teacher diversity and hiring more bilingual staff at all levels
- Inclusion planning/rollout

**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>X</b>	<b>HIGHLY EFFECTIVE</b>
<b>XXXX</b>	<b>EFFECTIVE</b>
<b>X</b>	<b>DEVELOPING</b>
<b>X</b>	<b>MINIMALLY EFFECTIVE</b>

	<b>INEFFECTIVE</b>
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**COMMENTS:**

Running the operations for a large district like BPS is no easy task and members acknowledge that in some areas where investment is needed, improvements haven't been made in years and, in some cases, decades. The majority agree with Superintendent Skipper's own evaluation that there is a lot of room to grow and improve our operational systems and they acknowledge that she has begun to lay the foundation for the lasting systems required.

Beginning with the new organizational structure, specifically the regional model, members see how Superintendent Skipper has organized her team so there is more support and more accountability for the work. Many members see the benefit of the nine-region model and want to ensure we have metrics in place for monitoring its success. They also want to make sure that these "mini districts" have systems in place for continuous improvement and feedback between central departments and schools.

Members commend all the work and the significance of all of our collective bargaining contracts being up-to-date. Members appreciate there is a plan in place to ensure we never fall that far behind again. Several members shared their appreciation for the reforms in the district's transportation contract with Transdev that provide more accountability from our vendor as well as investments in school safety, such as establishing the Office of Emergency Management and adding Community Connection Coordinator positions. Concerns were expressed in several areas of this standard, including urgency on staffing and HR/payroll roadblocks that came to light early in the school year.

**Strengths (Themes):**

- New organizational leadership model and regional model
- Staffing progress
- Settling all outstanding labor contracts
- Improving student safety (e.g. new Office of Emergency Management; Community Connection Coordinators)
- Transdev contract reforms

**Concerns/Areas for Growth (Themes):**

- Improving management and operations:
  - Cross-regional collaboration, monitoring and communication
  - Continue to review and adjust management and operations as needed
  - Consider using external party to fill key positions
  - Hire more SEL staff
  - Increase access to native language instruction
  - Increase focus on facilities and transportation
  - Increase focus on safety
  - Improve problem solving when systems break down
  - Resolve delays in employee payments
  - Increase sense of urgency around staffing gaps

- Increase clarity around changes to building utilization
- Increase sense of urgency around certified teachers
- Increase rates of school leader satisfaction with the support provided by the district

### **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>XXXXX</b>	<b>EFFECTIVE</b>
<b>X</b>	<b>DEVELOPING</b>
<b>X</b>	<b>MINIMALLY EFFECTIVE</b>
	<b>INEFFECTIVE</b>

### **COMMENTS:**

The Committee acknowledges that family and community advancement has been a challenge for the district for many years. Members commend the establishment of the linguistically diverse BPS Helpline to provide families with “one-stop shopping” and a tracking system to ensure timely response. They appreciate efforts to strengthen and support school site councils which provide critical connections between home and school. The Committee is fully supportive of, and encouraging movement this coming year on the Superintendent’s commitment to move BPS from a place of family and community involvement to authentic family and community engagement. Ensuring that equity is a throughline throughout the district and the center of all decision-making must be the focus moving forward. Some members encouraged the Superintendent to deepen the district’s customer-service mentality and regularly measure effectiveness through goal setting and data analysis.

Strengths (Themes):

- Creation of Helpline
- Improvements with school sites councils

Concerns/Areas for Growth (Themes):

- Moving from community and family involvement to engagement e.g. better coordinated planning and communication, more clarity for families related to school options and offerings)
- Ensuring equity as a throughline
- Develop customer-service mentality and measure impact through 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>X</b>	<b>HIGHLY EFFECTIVE</b>
<b>XXX</b>	<b>EFFECTIVE</b>
<b>XXX</b>	<b>DEVELOPING</b>
	<b>MINIMALLY EFFECTIVE</b>
	<b>INEFFECTIVE</b>

### **COMMENTS:**

Superintendent Skipper has demonstrated a commitment to cultural proficiency, high standards, and continuous learning. Revamping the school leader contract as a way to stabilize the principal core was a win for the district and will strengthen school communities for years to come. The Committee appreciates her thoughtful approach to expanding inclusion by doing the necessary planning and training to ensure that this crucial work is done in a way that is effective and sustainable. Members are impressed with improvements to internal communications and encourage her to consider surveying its effectiveness and satisfaction. Moving forward, the Committee encourages Superintendent Skipper to measure the effectiveness of professional development and deepen relationships with an evolving School Committee.

Strengths (Themes):

- Strong commitment to cultural proficiency, high standards, and continuous learning
- Revamping school leader contract
- Inclusion planning and training
- Strengthening internal communications

## Concerns/Areas for Growth

- Continue to build relationships and measure impact:
  - Deepen relationships with an evolving School Committee
  - Survey internal communications
  - Measure effectiveness of professional development
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**OVERALL RATING (Considers progress toward goals and performance categories)**

<b>X</b>	<b>HIGHLY EFFECTIVE (Exemplary)</b>
<b>XXX</b>	<b>EFFECTIVE (Proficient)</b>
<b>XXX</b>	<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>	
<b>X</b>	<b>XXXXXX</b>			<b>Standard I: Instructional Leadership</b>
<b>X</b>	<b>XXXXX</b>	<b>X</b>		<b>Standard II: Management and Operations</b>
	<b>XXXXXX</b>	<b>X</b>		<b>Standard III: Family and Community Engagement</b>
<b>X</b>	<b>XXXXXX</b>			<b>Standard IV: Professional Culture</b>

**Final SY22-23 Performance Rating: Proficient (or a 3 on a 4-point scale).**

It's important to note that the Committee has intentionally adapted DESE's four-category superintendent evaluation rubric into a more nuanced, five-category rubric that subdivides the "proficiency" rating into "developing" and "effective." This distinction is especially important for a first-year superintendent like Superintendent Skipper, who came into the role after the start of the school year and had to reorient herself to BPS. The Committee recognizes that the timing of the Superintendent's arrival, with hiring season and budget season having already been completed, limited her ability to make significant changes or new investments in year one. With this in mind, the Committee expressed broad agreement that the Superintendent was proficient in her performance and is supportive of her work. The Committee acknowledges that this is developing work and has provided valuable feedback and suggestions for future growth. With key building-blocks now in place, the Committee looks forward to monitoring student outcomes and co-constructing with the Superintendent goals tied to specific metrics for SY 2023-24.

Below is a summary of members' comments related to the Superintendent's areas of strengths and areas for growth. The Committee needs to determine if we are in consensus that these are the goals on which we intend to evaluate the Superintendent's performance next year as well as the corresponding metrics to measure effectiveness.

### **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.

<b>Areas of strength</b>	<b>Areas for continued growth</b>
<ul style="list-style-type: none"> <li>● Taking the steps to understand in depth the challenges faced by the district through external reports and working in multiple areas to effect change.</li> <li>● Developing a regional network and building systems for improvement in a variety of areas, including curriculum and instruction, labor relations, transportation infrastructure, etc.</li> <li>● Creating a culture of high expectations, clearly articulating values, and striving for continuous improvement while being culturally sensitive and respecting all voices.</li> </ul>	<ul style="list-style-type: none"> <li>● Move from a place of family and community involvement to authentic family and community engagement.</li> <li>● Continue to develop buy-in on a shared mission, and commitment to high standards from all staff, whether at the central level or school based, which is critical to build trust amongst our families and students. This area includes a shared focus on improving student outcomes and closing gaps, using data assessment to measure impact, and fostering a customer service mentality.</li> <li>● Develop 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.</li> </ul>