



Boston School Committee

**Superintendent Mary Skipper
Summative Performance Evaluation
SY2022-23**

Evaluation Leads:

Dr. Stephen Alkins, Committee Member

Michael O'Neill, Vice Chair

Boston School Committee Responsibilities

- Defining the vision, mission, and goals of the Boston Public Schools
- Establishing and monitoring the annual operating budget
- **Hiring, managing, and evaluating the Superintendent**
- Setting and reviewing district policies and practices to support student achievement

The Steps of Evaluation

- Agreed upon goals
- Self-evaluation by the superintendent
- Individual member evaluations
- Summative assessment
- School Committee vote on summative assessment and final performance rating

SY22-23 Evaluation Timeline

- | | |
|--------------------|----------------------------------------------------------------------------|
| July 26 | Superintendent Skipper presents self-evaluation |
| July 27- August 18 | Members complete individual evaluations |
| August 19 - 24 | Dr. Alkins and Mr. O'Neill synthesize themes into one summative evaluation |
| August 30 | Committee presents summative evaluation |
| September 13 | Committee votes on summative evaluation and final performance rating |

DESE Standards for Superintendent Evaluation

STANDARD I: Instructional Leadership

STANDARD II: Management and Operations

STANDARD III: Family and Community Engagement

STANDARD IV: Professional Culture

Note: The Committee adapted DESE’s four-category superintendent evaluation rubric into a more nuanced, five-category rubric that subdivides the “proficiency” rating into “developing” and “effective.”

DESE Rubric vs. BPS Rubric	DESE: Exemplary BPS: Highly Effective (5)	DESE: Proficient <i>BPS: Effective or Developing (4) (3)</i>	DESE: Minimally Effective BPS: Needs Improvement (2)	DESE: Ineffective BPS: Unsatisfactory (1)
I. Instructional Leadership				
II. Management & Operations				
III. Family & Community Engagement				
IV. Professional Culture				

Superintendent Goal Alignment, SY22-23

- Prioritizing and Accelerating Academic Performance
- Strengthening Access to Social-emotional Learning
- Streamlining Operations and Ensuring Student Safety
- Developing Authentic Family and Community Engagement Practices
- Improving Internal and External Communication with Families & Staff
- Increasing Accountability for both the Central Office and our Schools

STANDARD I: Instructional Leadership

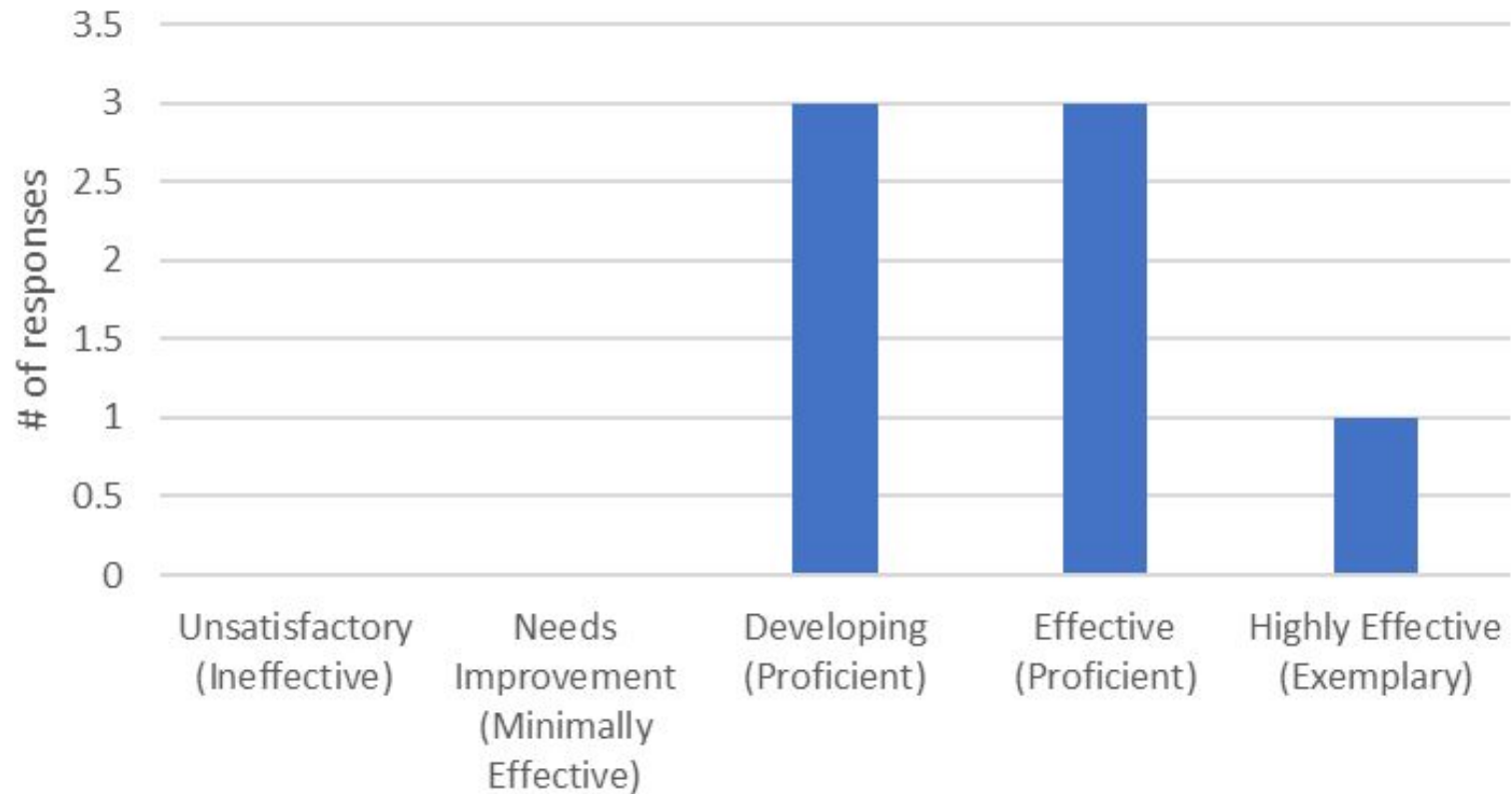
The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Feedback Themes:

- Strong instructional alignment; built a strong team
- Investments in equitable literacy, multilingual learners/multilingual learners w/disabilities (MLL/MLLwD) and attendance are encouraging
- Focus on inclusion rollout and MLL/MLLwD strategic plans with SPECIFICITY, and staff diversity is critical
- Use of equitable literacy and racial equity tools must be used more efficiently and data revealing historic, inequitable practices must be shared

Composite Rating: Proficient (Average Score: 3.71/5)

Instructional Leadership



STANDARD II: Management and Operations

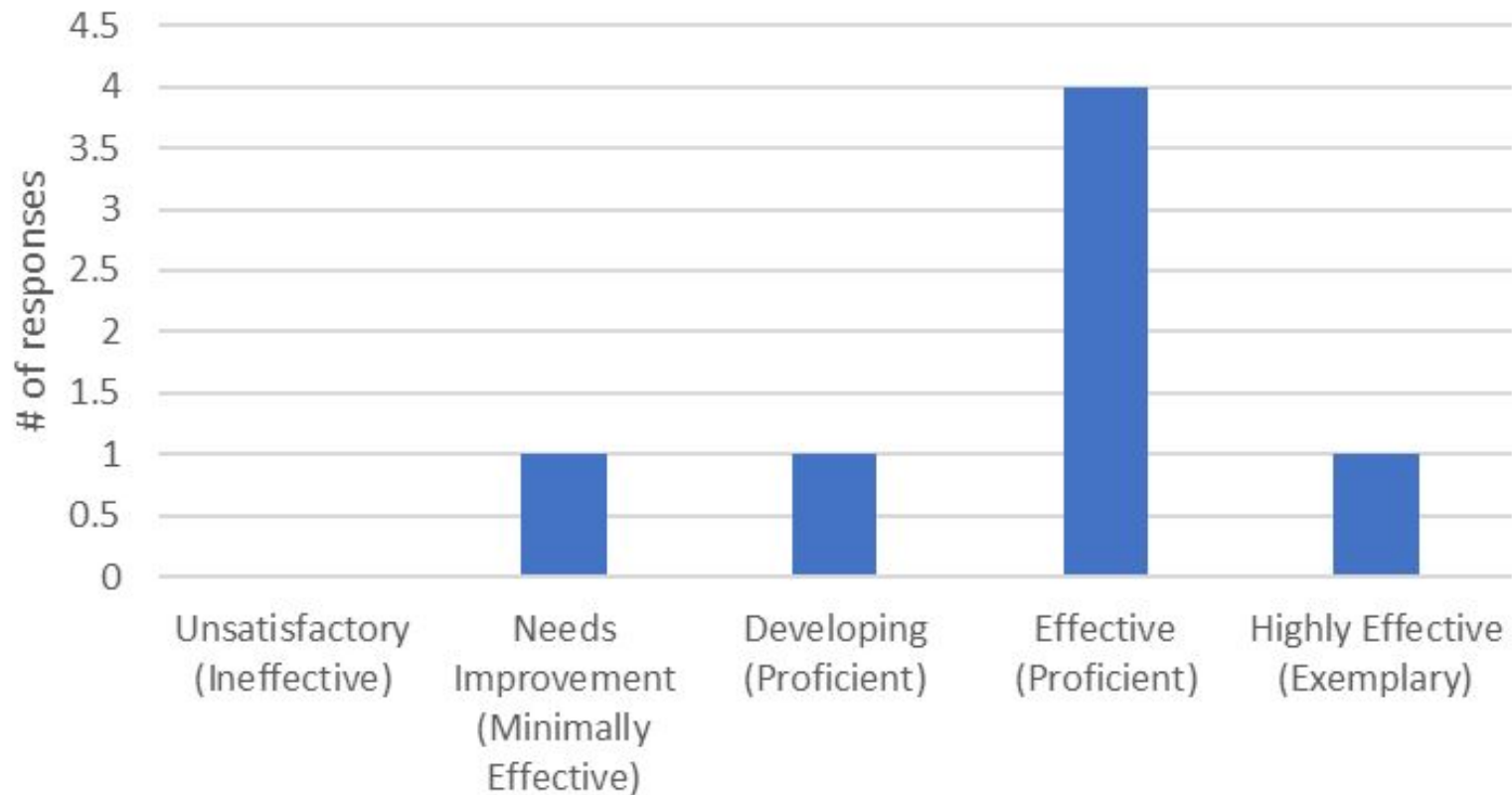
Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Feedback Themes:

- New organizational leadership model and regional model provide more support and accountability
- Improvements with staffing, safety, and labor agreements
- Facilities Condition Assessment will be an opportunity to showcase a new commitment to process improvement
- Focus on cross-collaboration and progress monitoring

Composite Rating: Proficient (Average Score: 3.71/5)

Management and Operations



STANDARD III: Family and Community Engagement

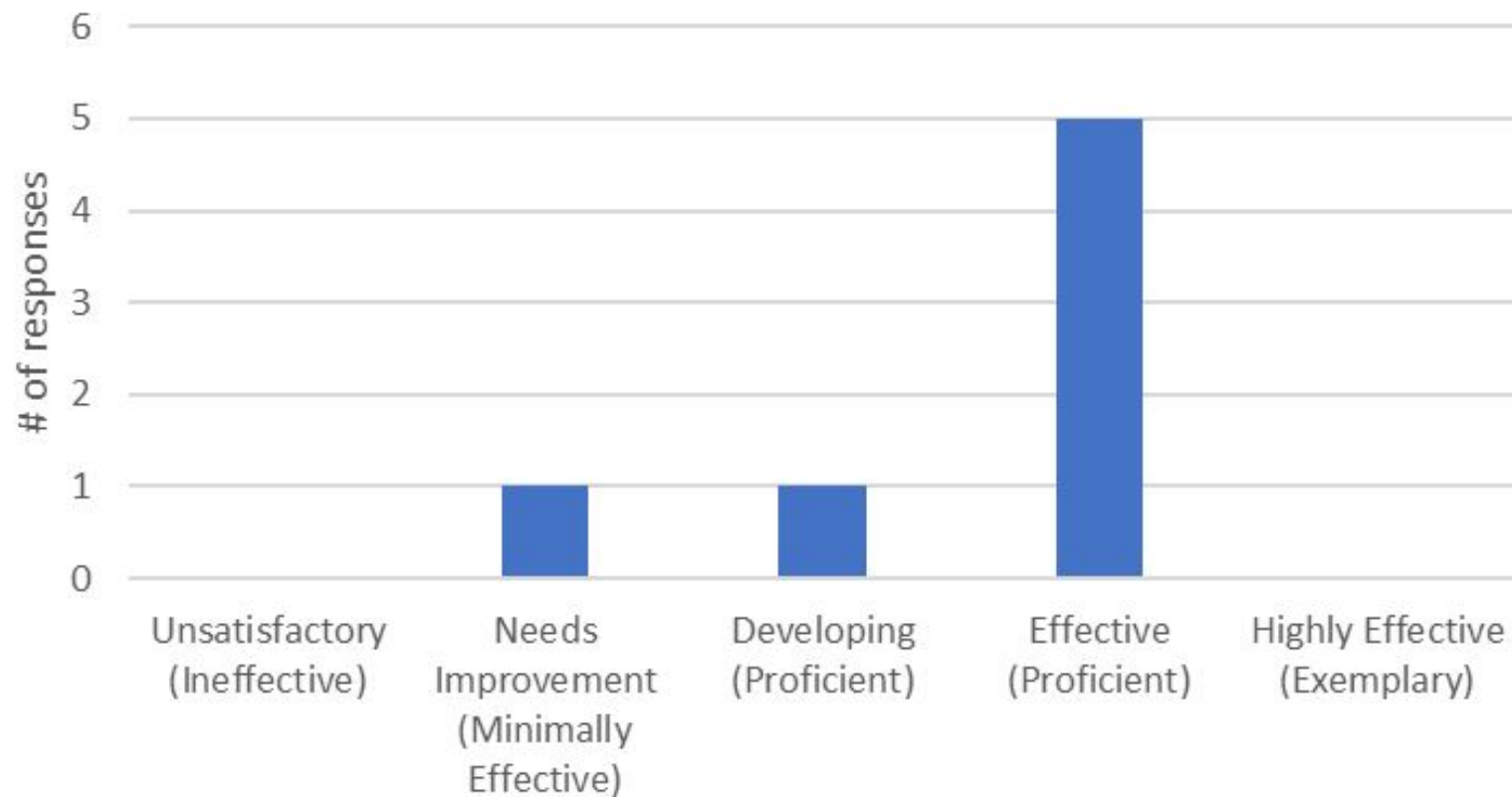
Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Feedback Themes

- Praise for BPS Helpline and Strengthening School Site Councils
- Missed opportunities for authentic engagement (around communication, timelines, school mergers, decision-making, power and authority)
 - Strong support for commitment to move BPS from a place of family and community involvement to authentic engagement
- Ensure equity as a throughline; deepen customer-service approach & continuously measure impact/satisfaction

Composite Rating: Proficient (Average Score: 3.57/5)

Family and Community Engagement



STANDARD IV: Professional Culture

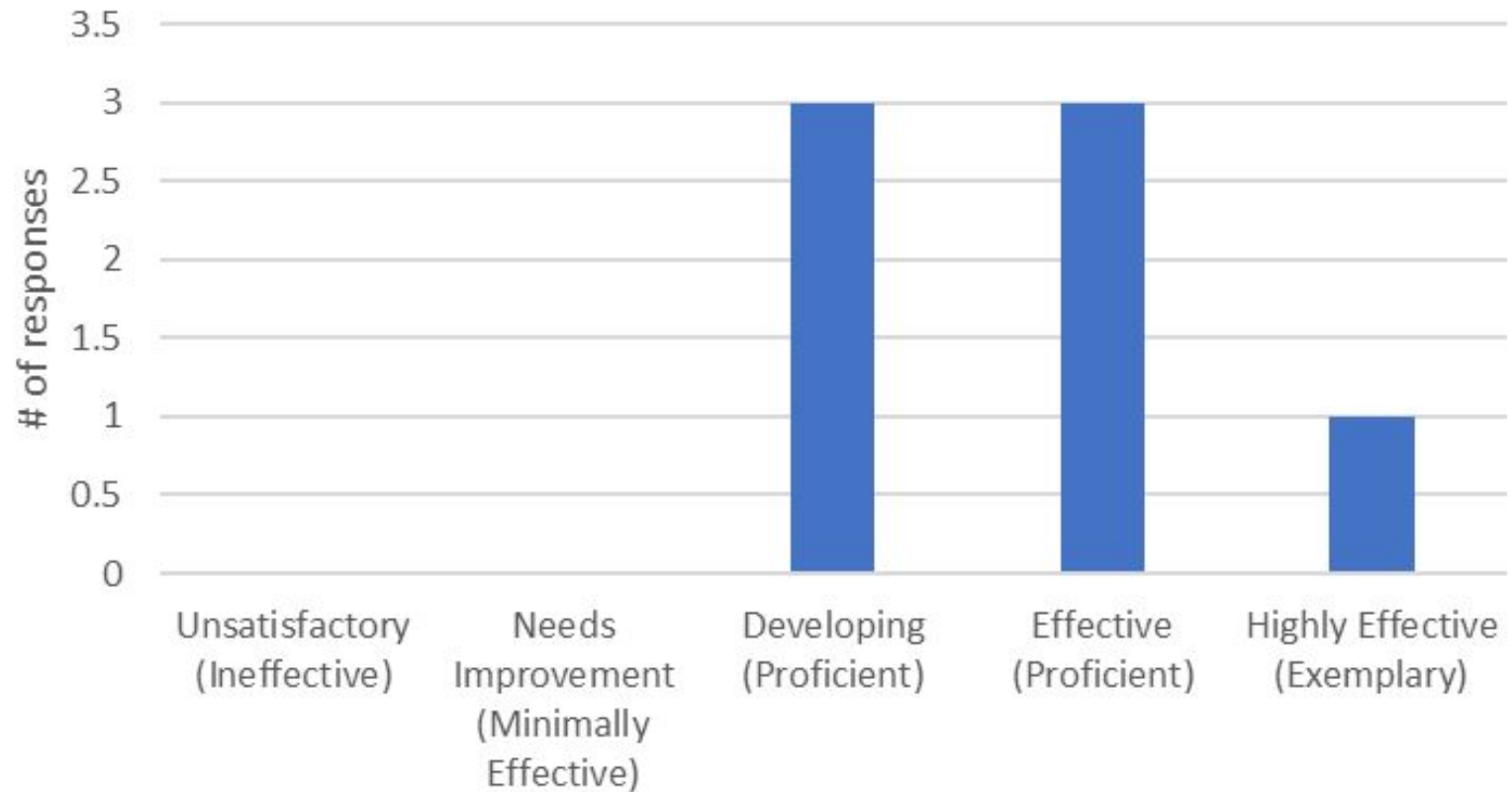
Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Feedback Themes:

- Strong commitment to cultural proficiency, high standards, and continuous learning (engaged with support via professional development)
- Praise for stabilizing principal core
- Continue to build relationships and measure impact
- Assessment of all changes, their efficacy, and accountability, must be brought to the forefront

Composite Rating: Proficient (Average Score: 3.71/5)

Professional Culture



Final Overall Rating: Proficient

Standards Ratings

DESE Rubric vs. BPS Rubric	DESE: Exemplary BPS: Highly Effective	DESE: Proficient BPS: <i>Effective or Developing</i>		DESE: Minimally Effective BPS: Needs Improvement	DESE: Ineffective BPS: Unsatisfactory
I. Instructional Leadership	X	XXX	XXX		
II. Management & Operations	X	XXXX	X	X	
III. Family & Community Engagement		XXXXX	X	X	
IV. Professional Culture	X	XXX	XXX		

Overall Rating: Proficient

DESE Rubric vs. BPS Rubric	DESE: Exemplary BPS: Highly Effective	DESE: Proficient BPS: <i>Effective or Developing</i>	DESE: Minimally Effective BPS: Needs Improvement	DESE: Ineffective BPS: Unsatisfactory
	X	XXX XXX		

Employee Development Plan

Areas of Strength

- Taking the steps to understand in depth the challenges faced by the district through external reports and working in multiple areas to effect change
- Developing a regional network and building systems for improvement in a variety of areas, including curriculum and instruction (with more detail), labor relations, transportation infrastructure, etc.
- Creating a culture of high expectations, clearly articulating values, and striving for continuous improvement while being culturally responsive and inclusive.

Employee Development Plan (*cont'd*)

Areas for Continued Growth

- Move from a place of family and community involvement to authentic family and community engagement
- Continue to develop buy-in on a shared mission and commitment to high standards from all staff with a shared focus on improving student outcomes and closing gaps, using data assessment to measure impact, and fostering a customer service mentality ^{**}(e.g., explicitly naming systemic biases contributing to challenges, finding novel ways of assessment for most vulnerable)^{**}
- Develop a coherent master plan that is fair, equitable, and understandable, particularly by impacted communities

For Discussion: Are these the right goals?

Next Steps:

September 13: School Committee votes on final performance rating

Fall 2023: Committee and Superintendent co-construct
Superintendent's goals for SY 2023-24



Questions?

