

**PERFORMANCE SELF-EVALUATION**  
(Adapted for Boston Public Schools Superintendent)

<b>Name:</b>	Mary Skipper
<b>Date of Completion:</b>	July 2023
<b>Completed by:</b>	Mary Skipper
<b>Educator Plan Type</b>	Self-Directed Growth Plan

**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>x</b>	<b>EFFECTIVE</b>
	<b>DEVELOPING</b>
	<b>MINIMALLY EFFECTIVE</b>
	<b>INEFFECTIVE</b>

**COMMENTS:**

For this standard I will provide examples of our work related to

- Multi-Tier Systems of Support
- Equitable Literacy
- Inclusion
- Bilingual Education
- Office of Multilingual and Multicultural Education (OMME) Strategic plan
- Early College Opportunities
- Career Tech Education Expansion
- Student Support-Youth Opportunity Drop out efforts/Chronic Absenteeism work

Every student must have rigorous, standards-based culturally and linguistically responsive learning within the least restrictive environment. In order to thrive, students must be offered a continuum of

services, and have access to native language instruction in a school building that is welcoming, safe, sustainable, close to home, and offers 21st century spaces and technology.

Over these past 10 months since becoming Superintendent, I have learned and relearned a great deal about the BPS. Our Systemic Improvement Plan (SIP), Council of Great City Schools reports, EY data audit, school visits, and meetings with students, families, staff, and partners have all helped me to understand what has worked, is working and what we need to change.

Through my reorientation to BPS, I am clear that there is a great deal of work to be done both at the District level and in our schools to achieve this vision for all students. Regrounding our District in a strong vision that focuses on and accelerates academic performance and supports all schools to be inclusive settings by increasing access to native language learning opportunities for multilingual learners and increasing access to least restrictive environments for students with disabilities, including those who are multilingual, is one of my top priorities as Superintendent.

### **Multi-Tiered Systems of Support & Equitable Literacy:**

Under the leadership of Dr. Linda Chen, Senior Deputy Superintendent of Academics and Dr. Drew Echelson, Chief of Schools and Accountability, we have taken important steps to ensure every Boston Public Schools classroom has [strong tier 1 instruction](#) (slides 9 & 10) and is welcoming and inclusive of **all** students. Additionally, through our [equitable literacy work](#), we have created universal expectations and provided specific training, materials and components for staff to ensure all students, especially those who have been historically underserved, fully realize their brilliance and become a reader and creator of powerful texts.

### **Inclusion for our Students with Disabilities and Multilingual Learners:**

Specifically regarding our work with multilingual learners, we are also expanding bilingual education, access to Native language and working towards implementing our [OMME strategic plan \(plan\)](#). This year we've begun to see results from that implementation. More of our multilingual learners are receiving the services they are entitled to than previous years and while we still have a great deal of work to do, we have the highest percentage to date as part of our Department of Justice agreement of multilingual learners receiving appropriate services. We grew from 89% receiving the appropriate amount of English instruction required to now 94% of multilingual learners who are receiving the appropriate amount of English instruction required. Additional results relative to our OMME strategic plan and our multilingual learners can be found [here](#).

In terms of our work with our special education students, this past year we worked with a cohort of more than 22 schools to form their inclusion planning teams as they begin the work of transforming their schools to support inclusive practices. Taking lessons learned from this year and many of the recommendations from the [Council of Great City School \(CGCS\) report](#), we are actively working on our Inclusive Education Plan that will be submitted to DESE in August as part of our SIP. We will share that plan once it is submitted. In school year 2023-2024, we are asking all schools to have their Inclusion Planning Teams up and running so we can roll out inclusion by grade span and

provide additional professional development for our educators that will ensure staff have the training and resources they need to serve our students in inclusive settings where students have access to native language instruction and to the least restrictive environments.

We have also further developed and increased resources in our recruitment and retention efforts by expanding internal and pipeline programs so that we have the linguistically and culturally diverse staff, certified in special education and ESL, that we need to support our Inclusive Education Plan. Our teaching fellowship endorsed 24 first year teachers for initial licensure in moderate disabilities and ESL and our Bi-lingual Educators/Accelerated Community to Teacher Program (ACTT) brought 29 new adults into the teaching profession along with the 41 students in our Teacher Cadet Program. There are 45 candidates in the fellowship and 31 potential new teachers in ACTT for this upcoming year. In addition, we expanded the recruitment team to include an additional member of the team so that we can focus our efforts on recruiting for high need areas. We also added a licensure manager who is able to support individual candidates and schools in clarifying expectations and obtaining information about obtaining licensure. This manager's largest focus has been on licenses for Moderate Disabilities and ESL. The recruitment team has held focused fairs with the Office of Special Education and Office of Multilingual and Multicultural Education intended to attract Moderate Disabilities and ESL licensed candidates and has recruited from sources that focus on developing teachers in these areas as well.

**Early College and Career Technical Education Expansion:**

In the case of our secondary students, we want to make sure they graduate from BPS prepared for college **and** career. We [expanded early college opportunities](#) at multiple high schools, moving our footprint to 14 programs in seven different BPS high schools for 2023-24, increasing our number of students served in Early College programs from 290 to 740. We will add at least four more programs in three new high schools for 2024-25. In addition, we will launch our first Year 13 program at Fenway High School in 2023-24, with our second program to launch the next year at Charlestown High School. This program will allow students to attend their first year of college tuition-free right after high school graduation, with the likelihood that students will complete an Associate's Degree by the end of that first collegiate year.

We have also expanded career technical educational (CTE) opportunities, specifically pathways for our alternative high schools through the rollout of our new Integrated Career Training pathways. Traditionally, alternative education has been focused on getting students their diploma. This is important, but we want to also make sure students are prepared and have a plan once they graduate. By integrating career training into our alternative education programs, we are ensuring that students graduate and have a plan for their future. Also, we will launch Middle School Academy in 2023-24 at Boston Collaborative High School, which will allow short-term placements for students needing additional services in grades 7-9 to keep these students on track in these vital years.

### **Student Attendance:**

For our students to access and benefit from the rigorous and quality academic programming we are building, they must be in school and present to do so. As we recover from the pandemic, we have seen a national increase in Chronic Absenteeism. Boston is no exception to some of the attendance trends we are seeing nationally. To help address both the daily and chronic attendance problem, we have made several key investments including adding additional supervisors of attendance across our regional network model and have [developed strategies](#) including providing small incentive grants to schools this past year to help focus resources to get our students back in school. Of the 35 schools that were awarded an attendance mini-grant in SY22-23, 24 saw a reduction in their chronic absenteeism rate from SY21-22 to SY22-23 (YTD), while three remained at the same level. Of these, 17 had a reduction of at least 5% and five had a reduction of 10% or more. Overall, our chronic absenteeism fell from 42% to 37% and particular sub groups of note are special education (4% reduction), Black students (6% reduction), Latinx (4% reduction), and English learners (5% reduction).

### **Student Support:**

This past school year allowed us a deepened insight into what the social emotional needs are of our students which has enabled us to create a more comprehensive Student Support Division. In January we hired an Assistant Superintendent of Student Development and Advancement. This role has given us the ability to design and begin implementing a Peer Mediation program that has representatives from multiple schools, both at the high school and middle school levels. The creation of this role in the Student Support Division has allowed us to strengthen and further define our partnership with the Mayor's Office of Black Male Advancement. Notable events like a tour of HBCUSs in the DMV area over spring break for approximately 40 students and the hosting of the Youth Empowerment Summit for approximately 100 young male students are some of the amazing work that has been done over the past school year. We are excited to continue to expand this partnership in the upcoming school year.

For the upcoming school year we are also expanding many of our Student Support departments to match the district's regional framework. The Succeed Boston department will be adding nine regional Restorative Justice/SAWS (Safe and Welcoming Schools Specialists) and a Restorative Justice Program Director to support this important work. Within our department of Social Work, we have added a District SLIFE Social Work position along with eighteen school based SLIFE social work roles to support the mental health and social emotional needs of our newcomers and our students with limited or interrupted learning. The department of Opportunity Youth has added additional Supervisors of Attendance (SOA) to ensure we have an SOA for each region. The Athletics department is adding a Director of Compliance in addition to three regional Athletic Coordinators and the Department of Health Services is adding three regional Nursing Program Coordinators. All of these positions and ultimately the staff that is hired play a critical role in supporting our young people outside of the classroom so they can be successful in the classroom and in developing the social skills needed for life.

Another area of note is our partnership with the Boston Public Health Commission to bring more mental health clinicians and trauma informed care to our highest needs schools. Through our collaboration with BPHC and the RFP process, Franciscan Children's was chosen and will offer supervision, licensure support, salary support, and stipends to 22 early career clinicians placed in 10 BPS school sites. Schools were chosen using the Opportunity Index, also considered were the schools with the highest number of crisis responses from this past school year. Across the three years of this funding, approximately **900 BPS students** will be offered clinical support and interventions from the 22 clinicians placed at 10 new BPS schools.

In standard II, I will elaborate and detail the implementation and evolution of our [regional network](#) model, which is critical to our District transformation strategy and to ensure there is adequate support centrally and directly for our schools in all areas so that they can effectively meet the varying needs of our students. The regional network model plays a critical role in all areas of the organization, including our academic student 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

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

**COMMENTS:**

For this standard II will provide examples of our work related to

- Team Structure: Deputies
- Team Structure: Regional Model
- Facilities Planning
- Transportation
- Emergency Management Office/School Safety Planning
- Communications Systems
- Labor Contracts

Strong systems and operations are critical for a large organization like ours to succeed and it continues to be a top area of focus for me, with the understanding that many of our systems are not currently meeting expectations or at the enterprise level needed for the 48,000 students we serve and the over 12,000 staff we employ. In order to be a high-functioning district we must understand the interdependencies of our systems and work and we must collaborate across our organization both schools and departments to reach the vision of being an inclusive district that truly serves the needs of our students, families, community, and staff.

### **Systemic Improvement Plan:**

In the work of the [Systemic Improvement Plan](#) (SIP) and in the Council of Great City Schools reports on [Special Education](#), [Transportation](#), and [School Safety](#), we have begun the important cross-functional work of creating systems and rebuilding systems to meet the broader needs of BPS. Supervision and accountability of that functional and cross-functional work will be critical to getting the results and outcomes we need. We have developed portfolios of work and assigned key levers to that work to ensure implementation over the next 1-5 years on critical areas like: School and Student Safety, Transportation, Facilities, and Human Capital to name a few.

Each area has a cross-functional team with a clear organizational structure and meeting cadence to tackle complex and interdependent challenges with clear expectations and information flows. Each team and their relevant departments have also developed metrics to track implementation. As we're implementing, we must monitor the work using Key Performance Indicators that allow us to understand: *Did we do what we said? How well did we do it? Did it make a difference for kids? And how do we know?*

The work of the SIP is big and progress on our work and tangible student outcomes must be the measurement of success. We cannot fix these issues overnight and we must ensure that we have a solid foundation to build on the work. That has been our collective focus this year – building our foundation.

### **Organizational and Regional Structures:**

Beginning with our [Organizational Chart](#), I have restructured our District and leadership team with three deputy superintendents supporting specific areas of work: Academics, Operations, and Equity, Family and Community Advancement. The Deputies, along with my Chief of Staff and Senior Advisors, work closely with me to prioritize, manage and execute on the work. Our Chief of Staff, Rochelle Nwosu, is my right hand. She runs the day-to-day operations helping me stay on track and manage things as they come up. Our Senior Advisors work closely with the Chief of Staff to proactively manage and execute on big projects or bodies of work in particular priority areas. This new structure allows for sustainability and accountability in ways that haven't happened before.

In addition to the organizational chart, we have continued to assess and invest using input from school leaders and liaisons into our [regional model](#). Each of the nine regional teams operates like a satellite of the central office. The regional teams work independently and in some cases in triads to evaluate and address the challenges and needs of the schools in each region while maintaining a strong relationship to the central team for support.

Each region is led by a Regional School Superintendent who is responsible for 12-15 schools. The school superintendents use a cycle of continuous improvement to review school based data and then target supports for school leaders where areas of growth or support are needed. In a short period of time we've seen [positive feedback](#) (slide 5) from our school leaders. For example we went from just over 20% in May of 2021 to nearly 70% in March of 2023 of satisfaction with



district office responsiveness. Identical in structure, regional teams for the upcoming year have expanded and include:

- Operational Leader
- Family Engagement Specialist
- Equity Specialist
- District Social Worker
- Special Education Assistant Director
- Human Capital Liaison
- Equitable Literacy Coach
- Accelerated Improvement & Inquiry Manager
- Supervisor of Attendance
- Multilingual Compliance and Academic Supports
- Restorative Justice Specialist

For a district our size we must work as one team, but also recognize the differentiated needs of our school communities. Both the organizational structure and the regional model are critical to the foundation of our work. Building a strong team and having clear roles and responsibilities allows us to have clear accountability for the work and be outcome driven.

### **Labor Contracts:**

Furthermore, building a diverse and talented staff who see BPS as a place to work, develop, and advance in service of our students and families is keeping our labor contracts and salaries competitive and current is critical. During this past year, all of the 18 labor contracts with our unions were outstanding, some as long as 3 years. I am proud to say that in my first year, all of our contracts are now up-to-date and, working with the Office of Labor Relations, we have developed an internal cross functional negotiations team to ensure we are planning and prepared for future negotiations. We are continuing to build strong relationships and collaboration with our unions to do the critical work that is needed in the future for BPS. Each of these unions represent the staff who along with our school leaders have worked tirelessly throughout the Pandemic, doing whatever was needed, for our students and families. We now have a labor schedule that allows us each year to focus on negotiations across a few units at a time and keep our District competitive and a place where staff feel valued. When contracts are not kept current, especially over several years, staff do not feel respected or valued. In addition to ensuring all of our contracts are up-to-date we are working to reduce and resolve outstanding grievances and provide training to staff to ensure they have the skills to eliminate bias and discrimination in the workplace.

### **School and District Facilities:**

Another important part of our foundation is ensuring that all our students have safe, clean, bright and inspiring spaces to learn.

Many of our facilities are in desperate need of major repairs or complete renovations. Under the

leadership of Dr. Sam Depina, Deputy Superintendent of Operations, the district is in the final stages of development on two incredibly important and foundational tools that will allow us to create a long term facilities plan.

By the end of the summer, we will have a Facilities Condition Assessment (FCA) complete. Currently we use a [building dashboard](#) that was created by our internal facilities team to understand the condition of our buildings. While the dashboard is helpful, the FCA is a deep dive from an external vendor on the condition of our buildings. We will also use the FCA data - in conjunction with Capital Predictor and Asset Essentials - to develop a 10-year infrastructure plan. This will take into account the age, useful life, sustainability (green) and prioritization of various maintenance categories to address critical infrastructure needs.

At the end of the calendar year, we will also have completed the preK-6 / 7-12 design study. At the end of this process, we will have educational specifications, building standards, and a prioritization rubric that will enable us to accelerate the pace of school construction and renovation so that every student in Boston Public Schools can learn in a safe, healthy, resilient, and inspiring building.

[The FCA and the Design Study](#) components will help inform the district's long-term facilities plan. The district wide facilities plan will help the district prioritize capital projects and inform decisions on potential consolidations, closures, new builds, and significant renovations of school buildings across the district. We expect to share this plan early next year.

### **School Safety:**

Another important component to our facilities and operations is ensuring our buildings staff and students are safe, both physically and emotionally. The Council of Great City Schools (CGSC) provided us with a comprehensive review and [recommendations on school and student safety](#). We have begun to implement many of those recommendations, beginning with the creation and designing of the Office of Emergency Management. At the beginning of the 22-23 school year, we had less than half of our Safety Specialists filled, currently we have filled all of the Safety Specialist positions and developed new training for our specialists with a focus on de-escalation and trauma informed practices. In addition to our safety specialists we've created our Community Connection Coordinators who will work with school and community leaders to provide a proactive focus on access to resources and support tailored to student's individual needs. What happens in our neighborhoods is often brought into our schools. The coordinators will play a critical role knowing our young people and supporting them in and outside of school.

Our communications team has hired an internal communications specialist who has developed [protocols](#) for schools to understand when they should communicate with families, particularly around anything related to school safety. We provided training for our school leaders and other school administrators and there is now clear understanding, templates and communication that are followed when an incident occurs at a school.

### **Transportation:**

Providing safe, reliable and on time transportation is critical for ensuring our students can access their education. We will enter the school year 2023-2024 in a very different place than a year ago with our yellow bus transportation service. The district is fully staffed for bus drivers for the first time since prior to the COVID-19 pandemic. Working with Transdev, the district has hired over 200 bus drivers since May 2022, including 139 who were provided with paid CDL training (a new initiative not previously offered by the district). The district continues working with Transdev to provide ongoing CDL training for new hires and has additional drivers in queue who will complete training this summer, so that we start the school year ready to meet our transportation goals. We have a new contract in place with Transdev that builds on the progress we have made and for the first time has meaningful financial incentives for improved performance and liquidated damages for non-performance, aligned with our student-oriented transportation goals. We have redesigned our bus monitor coverage system so that all buses transporting students with disabilities will have a minimum of one monitor onboard. We continue to make significant progress in hiring bus monitors so that families of special education students do not experience the service disruptions that happened this past year. The district hired 175 bus monitors during SY22-23 and currently has 105 new monitors in queue. We anticipate starting the 2023-24 school year with over 700 monitors and will continue working to recruit, hire, and train additional bus monitors. Looking at the data from last year, as a system we improved On Time Performance (OTP) and resolved a greater percentage of missing GPS data as the year progressed. On our Transportation Hotline, the district added a dedicated “bus monitors” hotline queue for families of students with disabilities in SY22-23, in addition to our existing multilingual staff, to improve communications with families. Wait times for families averaged under 2 minutes, our target, across the English and Bus Monitors queues for January to June 2023. We continue working to bring down wait times on the dedicated Spanish language queue, where wait times averaged 3:30 from January to June 2023. Although we finished the year below the 95% OTP that is in our Systemic Improvement Plan (SIP), we have made significant operational improvements to improve on-time performance every month, ensure all routes are covered on a daily basis, and provide families with real-time communications about any delays or service challenges through our Transportation Hotline.

**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:**

For this standard III will provide examples of our work related to:

- Restructure: Elevating Equity, Family and Community Advancement
- School Site Council Improvements
- BPS Family Helpline
- Expansion of Parent Mentoring
- Business Partnerships

Upon entering this year, I found that almost all groups of stakeholders that I met - families, students, community partners, nonprofits and the business community felt disconnected from BPS and frustrated that they had no avenue to be heard or understanding as to how to meaningfully engage. This particular reality felt in stark contrast to the BPS I knew 7 years ago and I imagine has been exacerbated by the frequent turnover of leadership and staff in the District and the Pandemic. Additionally, in key areas of work such as Family and Community engagement, our District has been understaffed both at the District and school levels.

**Elevating Equity, Family and Community Advancement and School Site Councils:**

I firmly believe, as does our leadership team, that our families are our greatest partners in this work and that we must move forward from a model of Family and Community involvement to one of authentic engagement. As part of our reorganization and to signify the importance of making this

work a through line of the organization, I have elevated the Equity, Family and Community Advancement division and created a Deputy Superintendent position, led by Dr. Ana Tavares. Under Dr. Tavares' leadership, we have increased support for our School Site Councils—adding a liaison for each region and, beginning next year, will deliver on mandated training for school staff and families so they understand the important role of our [School Site Councils](#) and the collaboration needed to support our students. Traditionally this training has been voluntary and that has caused inconsistencies in the practice and quality of our SSC. In working with our various District-wide Parent Councils and the Joint Steering Committee, it has become clear that we need to do a reset and invest deeply in the training and support of our school leaders and parents so that SSC's can in fact be places where parent and family engagement happens fully.

### **Family Communication and BPS Helpline:**

To address the concerns around communication that parents and families have shared, and in an ongoing effort to build trust with BPS families, we have also implemented streamlined protocols and procedures to communicate important information to families and school communities as quickly and accurately as possible in their home language. The expanded communications team works closely with my leadership team, school leaders, and our city partners to keep our families up-to-speed on a wide variety of topics, including incident communications. By providing parents and care-givers with reliable and consistent communication channels including robo calls, emails, texts and social media updates, we will increase their confidence in the district and our commitment to transparency. This year we developed clear [communication protocols](#) for our schools so that information is quickly shared with families. We will continue to build and enhance our communications team so that we can mobilize and respond to any situation.

Additionally, we also launched the [BPS Helpline](#) last year as a customer service hub to help families/guardians looking for information about the district. Similar to City Hall's 311 system, the Helpline opened in May, 2022, and has supported 24,016 members of the BPS Community including parents, schools, community partners and operational departments to get information, access resources, navigate challenges, address concerns and support larger impact engagements like district-wide meetings or school emergencies.

The Helpline managed more than 20k touches to support the needs of the BPS Community (parents, educators, school staff/leaders, community partners and concerned citizens). Here is a breakdown:

- 14,371 inbound calls / 7,899 outbound calls to support the inbound inquiries, support requests, concerns and complaints
- 1,592 emails
- 154 walk-ins (conservatively, tracking walk-ins started in Dec., 2022)
- Future opportunities include developing our chat feature

The Helpline characterizes its work into 4 Levels of Service:

- Tier 1 (not tracked by FreshDesk) - General Support that does not require in-depth technical

assistance (general navigational information, transfers, resource navigation, etc). They will be including tracking codes this school year to get better data on the general types of calls.

- Tier 2 - Technical Assistance required (tracked by Freshdesk) - Support with functions like forms, how to better connect with schools, etc.) 1,975 calls fit in this category
- Tier 3 - Concerns/Complaints. This category includes 525 complaints.
- Tier 4 - Broader District support (call in/out when something important happens to answer community questions)
  - Involves inbound/outbound call support, meeting engagement, event attendance, etc.
  - Gives greater capacity to schools when they are expecting an influx of calls
  - Can support emergency management communications when needed
  - Can partner with other departments or initiatives to improve communications (like Green New Deal)

Open weekdays from 8:30 am to 5:00 pm, Helpline staff field a wide variety of questions. Subject matter varies throughout the school year but the main areas of support are:

- Special Education (IEP navigation, Assignments, Navigating processes)
- Transportation (Monitor/Door-to-Door Concerns, Escalation calls)
- School-based questions/concerns (back-to school logistics, how to get things done at school, incident/code of conduct/safety/bullying support)
- Family Resource support (P-EBT/SNAP, housing, affordable access to family needs)
- Summer (work permits, program sign-up, understanding the different Summer opportunities)
- Extended Welcome Services support Registration and Transfer process (understanding Discover BPS, how to navigate the process, exam schools, UPK, timeframes for eligibility, etc.)
- We are working on re-calibrating the system to give us more specific data on the life cycle of each subject matter

At present, the Helpline consists of a Constituent Service Director that leads a staff of five Specialists who speak six represented languages of the district including: French, Arabic, Cape Verdean Creole, Portuguese, Somali, and Spanish. The Helpline expects to add two Specialists in the coming weeks and a BPS Manager. The leading candidates speak Spanish and Haitian Kreyol to add to the Helpline's language capacity. In the fall, the Helpline expects to add four more staff to meet the volume of calls

The Helpline uses FreshDesk software, which allows staff to effectively manage and track issues and inquiries as they are resolved. We will continue to build on the success of the family Helpline, but have seen great satisfaction for families to have a "one stop shopping" place to go and as a result of the tracking system have seen an increase in responsiveness to their requests. Some of the improvements under consideration include piloting FreshDesk portals to allow schools to use the power of our system for trackable family concerns, questions and information sharing sharpening the programming of FreshDesk based on what we have learned to look into developing public

dashboards. It could also include participating in expanded outreach opportunities (like resource fairs, events, meetings, etc.) to provide service in the field where families need us while engaging with their school communities and it allows us to develop a knowledge base for our community to share information on matters that our community generally seeks help on and/or school communities would like to share.

### **Parent Mentoring:**

In addition to ensuring our families have a place to call and ask questions, we also want to support and increase their involvement in our schools. We released an [RFP](#) to identify a community partner who can to develop or utilize a ready made Parent Mentoring program that both builds the confidence and skills of parents to be active in their children's school life and further creates conditions in which schools demonstrate the valuable role parents play as partners in their school community and their students' learning. We expect to award a contract by the end of the summer and our partner will begin next school year.

In addition to our parent mentoring program I also meet regularly with many of our parent groups so I can hear directly from our families. This year I met multiple times with the Community Engagement Advisory Council, St Stephen Parent Leadership Group, Citywide Parent Council, SPEDPAC and DELAC. Strong relationships with our families is critical to our students' success. It's a priority for me to build on the work we've done and develop deeper and more authentic engagement with our families in the coming years.

### **Business Partnerships:**

And finally, we are developing a partnership with the Greater Boston Chamber of Commerce to increase the level of partnership between the business community and BPS. We are currently researching examples of this work across the country to implement a system in BPS where industry partners are able to support our schools financially and developmentally in ways that align with the visions of their companies and allow BPS students access to industry resources including work-based learning opportunities. We have so many incredible businesses and industries right here in Boston. So many of them want to support and see our students thrive and they understand the value of building their pipeline of talent. This is a win-win and I am excited to see this work grow over the next year.

**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>x</b>	<b>EFFECTIVE</b>
	<b>DEVELOPING</b>
	<b>MINIMALLY EFFECTIVE</b>
	<b>INEFFECTIVE</b>

**COMMENTS:**

For this standard IV will provide examples of our work related to:

- Internal Communications
- Professional Development Focus
- School Leader Contract
- Meeting Structures

**Team and Meeting Structures:**

Leadership change over the past seven years and the return and continued impact of the pandemic have been a challenge for our organization. It has been incredibly important to me to build a culture of stability, passion and joy for our hardworking staff. Providing an [organizational chart](#) with a clear structure of roles and responsibilities and a set of priorities that complements what staff have been working on was critical to keeping momentum. Establishing a regular cadence of communication and focus through daily meetings with my Deputies and Chief of Staff, weekly meetings with our Division Chiefs and monthly with the [full Executive Team](#) is helping to build strong relationships, a sense of team, and healthy communication about vision and details.

Our weekly meetings with the Division Chiefs provides us the opportunity to update each other on our work, grow as a team and as colleagues, and dive deep into specific topics related to our priorities. Our monthly Executive Team meetings provide an opportunity for School Superintendents and Division Chiefs to assess school level data and/or discuss a strategy and plan for rolling out or expanding on a particular program. These meetings are critical to professional growth, and support regular communication and feedback, in addition to the more organic



collaboration and communication that happens every day.

School Superintendents play a critical role between our schools and central office. Leading our regional teams, the School Superintendent conducts monthly student outcome data reviews, which allows them to understand the needs of each school. In addition, they provide coaching and mentoring to our school leaders on everything from instruction to leadership. We've seen a [significant increase](#) (slide 5) in the understanding and appreciation from our school leaders regarding the support they receive from the central office staff. This is because of the clear understanding the School Superintendents have of their role and the additional investments we have made in the regional model so not everything falls on to one person. Ensuring that our School Superintendents and central leadership team work collaboratively and see our District as one and not a collection of 119 schools is essential to meeting the needs of all of our students.

### **School Leader Contract:**

Since day one I have said that we can not have a great district unless we have a strong and stable school leadership corps who understand the academic work, know how to support that work operationally and support the whole child, and respect and engage with their staff and families. I come together monthly with our School Leader cabinet and Deputies so that school leader voice and thought are prioritized in small and big decisions that we make. We also worked this past year with our school leader cabinet to make changes to the current principal contract. Attracting and retaining strong school leaders is essential to our success. We increased the base pay, provided them with more educational and professional opportunities and added retention bonuses. This new contract was long overdue and this year we saw a significantly less turnover rate of our School Leaders than the previous year. Last year 14 school leaders resigned without taking another position in the BPS. This year only 5 school leaders resigned.

### **Clear Expectations, Training and Professional Development:**

The team, in particular the schools division and academic team, has developed and coordinated meaningful professional development for our schools leaders and educators. For our school leaders we have focused on their [Quality School Plans](#) (slides 6-9) and the [universal expectations](#) and three priorities of: (1) Instructional Focus, (2) Culture and Climate and (3) Attendance. In addition, we have [provided training and clear expectations](#) around strengthening tier 1 instruction across all our schools.

We are also providing additional hours of professional development for our educators (mandatory for teachers, paraprofessionals are invited) around the implementation of inclusive education. We are asking our educators to think differently about how we are serving our students. It's incredibly important that we provide them with the knowledge and training they need to be successful. This professional development will be conducted at the beginning of next school year and will be something that is incorporated throughout the year.

### **Internal Communications:**

Lastly, it has been a focus of this year to improve our internal communication. We are a large organization with many responsibilities. Ensuring that staff all have a clear understanding of our priorities and how their work relates allows them to have confidence to execute on the work. One of the first things I observed since returning to the district is that our teams are excellent at planning and strategizing but really struggle with execution and implementation. I used the analogy of 80/20 which is driving down the field with beautiful plays but then in the last 20 yards not being able to score the points.

Having clear structures, good communication lines and empowering leaders and teams at all levels to make decisions is critical to ensuring we remove single-point failures and potential bottlenecks so that the work can continue to happen and be completed. Additionally, we have created many internal cross functional teams so that all key stakeholders and departments are part of the planning and execution of the work. This has helped different departments understand their role, develop accountability for the work and see the deep interdependencies that exist in a district our size that previously created barriers to the work moving forward.

As was noted in CGCS's report on School Safety, this breakdown of ownership and execution also was happening across schools and district departments in response to critical incidents. We have developed communication cascades to address this issue for both school and district critical incidents and for large scale announcements that impact the broader BPS Community. We have written protocols to ensure everyone receives the same message, in their preferred home language, from the district and not from another source.

All of this work—meeting structure, clear understanding of roles and responsibility, professional development, and clear communication play a critical role in making staff feel valued and part of a team. In addition to our school based professional development, I've prioritized creating time and space for PD for my executive team. We participated in Harvard's Public Education Leadership Project (PELP) and several of the meetings and trainings hosted by the Council of Great City's Schools (CGSC). This is hard work and we can only be successful if we are all rowing together in the same direction. We will continue to build and strengthen our team, but every single day I have the honor to watch our staff do incredible things. As a leader, it's important to show appreciation for that hard work and to jump in to solve a problem when we hit a roadblock. Having a strong professional culture and a team who has a successful history working in BPS and is committed to work together over the long term has been a challenge in the past but it is something that is shifting in the right direction and it is critical that this remains a focus so we can deliver on the work.

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

	<b>HIGHLY EFFECTIVE (Exemplary)</b>
<b>X</b>	<b>EFFECTIVE (Proficient)</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>Standard I: Instructional Leadership</b>
	<b>X</b>			<b>Standard II: Management and Operations</b>
	<b>X</b>			<b>Standard III: Family and Community Engagement</b>
	<b>X</b>			<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
Developing a strong inclusive academic vision for ALL students, with a particular focus on secondary programming.	Developing a vision beyond Family and Community involvement to one of authentic Family and Community Engagement.
Developing both macro and micro systems and structures in operations to help build a high functioning district supportive of a strong inclusive academic vision.	Continuing to and evolving a communications strategy and plan that is proactive not reactive, inclusive of and for all stakeholders, and both effective and dynamic.
Creating a culture and mindset of high expectations and professionalism grounded in data informed decision making that reinforce a team mentality and inclusive of external stakeholders.	Working to develop strong working partnerships with the School Committee, City Council, the Mayor, city agencies, state agencies and the Boston business, post secondary, and community-based and non-profit partners to maximize resources and opportunities across BPS priority areas.