

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](#)

Name:	Superintendent Mary Skipper
Date of Completion:	August 15, 2023
Completed by:	Quoc Tran, Boston School Committee Member
Educator Plan Type	Superintendent Evaluation, SY 2022-2023

RATINGS

DEFINITIONS

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:

XXX	HIGHLY EFFECTIVE
	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

In less than a year serving at the helm of the Boston Public Schools System, Superintendent Skipper managed to achieve several key successes with respect to areas outlined under this standard.

Putting the right personnel in positions of leadership, instructional models and equitable literacy became readily available to every student. Further, by steadily implementing the OMME Strategic Plan, the number of English learners receiving appropriate English instruction increased noticeably.

Likewise, in anticipation of deadlines related to the Systemic Improvement Plan submission to DESE, inclusion planning teams have been formed at various schools to make improvements in their school's inclusive practices with a focus on better serving special education students.

With respect to recruitment and retention efforts, new teachers with ESL and/or special education licensure had been hired to accommodate the increasing number of students in these classifications. Efforts to hire and retain multilingual/multicultural and special education teachers are ongoing.

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

xx	HIGHLY EFFECTIVE
	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

With years of experience in managing the public schools system, the Superintendent exhibits a keen perception and know-how when she puts key people in appropriate roles to implement and advance her plans for success. It is satisfying to acknowledge that the Superintendent's senior staff are easily accessible and ready to assist any School Committee member when requested.

With respect to the Systemic Improvement Plan, emphasis on tangible student outcomes is crucial measurement with clearly expected metrics. A five-year plan focusing on School and Student safety, Transportation, Facilities, and Human Capital was designed, implemented, and closely monitored.

The Superintendent also put in place a new organizational chart wherein she assigned deputy Superintendents to oversee and make regular status reports to her on Academics, Operations, Equity, and Family and Community Advancement. A regional model was also implemented to review school-based data and provide support for school leaders, which resulted in a 70% of school leaders' satisfaction with district office responsiveness. Of note is also the Superintendent's successful negotiation and agreement reached on all 18 existing labor contracts with unions that help BPS maintain a competent workforce.

Regarding facilities, focus has always been centralized on creating environments that are not only conducive to student learning but safety as well. Subsequent to the review of and recommendations made by the Council of Great City Schools (CGCS), an Office of Emergency Management was created to implement CGCS recommendations. BPS now has a full complement of Safety Specialists. In addition, Community Connection Coordinators were also hired to work with school and community leaders to provide a proactive focus on access to resources and support tailored to student's individual needs. Further, an Internal Communication Specialist was hired to ensure proper communication protocols with families should school safety-related incidents arise. With respect to Transportation, the district is fully staffed for bus drivers for the first time since prior to the COVID-19 pandemic. A new contract with Transdev that provides financial incentives for improved performance and liquidated damages for non-performance, aligned with BPS student-oriented transportation goals, has been reached. Overall, the Superintendent's performance under the instant "Management and Operation" Standard is highly effective.

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 Staff

	HIGHLY EFFECTIVE
xx	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Recurring issues in the Family and Community Engagement area has plagued the Boston Public Schools since time immemorial. Despite different models of communication and related improvements/enhancements instituted over time, transparency and equity remain outcries frequently heard from stakeholders, community activists, parents, and students. As a result, parents' trust in the school system and its Administration had been unfavorably eroded. Furthermore, it should be noted that, in the last decade, part of the cause of this disturbing predicament is the frequent turnover of the District leadership, trained staff shortage, and the lengthy disruption caused by the COVID Pandemic.

Recognizing the importance of tackling issues surrounding transparency, the Superintendent strengthens support for School Site Councils, hires additional community liaisons, and provides training for school staff and families. New and improved communication protocols and information sharing procedures have been implemented. A BPS HELP LINE was installed as a customer service hub to help families/guardians looking for information about the district. Since its launch, this multilingual help line has served tens of thousands school-related inquiries from the public. In addition, the Superintendent is endeavoring to work collaboratively with a soon-to-be identified community partner to develop and implement a Parent Mentoring program that will focus on building the confidence and skills of parents to actively participate in their children's education.

The superintendent had met multiple times with the Community Engagement Advisory Council, St Stephen Parent Leadership Group, Citywide Parent Council, SPEDPAC and DELAC. With respect to Community/Stakeholder partnership, the Superintendent is working with the Greater Boston Chamber of Commerce to engage business and industrial communities participation for financial and students' work-based learning support.

With respect to the ongoing and repetitive concern regarding equity, it is noteworthy from my assessment that all projects, policy recommendations, and school-related initiatives that fall under the umbrella of the Mayor's Green New Deal, proposed and advanced by the Superintendent, carry with themselves a well-researched and factually supported Equity Analysis. While I do recognize that the limit and the range of Equity parameters are perceived differently by different individuals, I strongly believe that equity analyses supporting the various large-scaled projects and initiatives advanced by the Superintendent and her staff would sustain any legal challenges should such incidence occur. Notwithstanding my own belief, equity remains one of the crucial reasons of concern raised by members of the public in opposition to a number of projects proposed by the Superintendent.

All of her ongoing endeavors under this "Family and Community Engagement" Standard should warrant a Highly Effective rating, absent the frequent public outcry and demand for transparency and/or equity voiced at School Committee's Public Hearings. I adhere the rating of Effective for the Superintendent under this Standard with the hope that I will hear less demand for Transparency and Equity from the public going forward.

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

XX	HIGHLY EFFECTIVE
	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

The Superintendent conducts herself exemplarily at all School Committee's public hearings, Executive sessions, School-related training, and retreats. I have thoroughly enjoyed and appreciated receiving and reading her Superintendent memo that she sent to us several days before each hearing. The Superintendent always comes to these meetings well prepared and armed with cogent explanations to inquiries from Committee members. When necessary, she delegates to senior staff for expert responses.

With respect to communications, the Superintendent created internal cross functional teams to ensure all key personnel and departments are part of the planning and execution of the work. This minimizes barriers to collaborative work. In response to critical incidents, communication cascades are implemented for both school and district and for large scale announcements that impact the broader BPS Community. The Superintendent establishes written protocols to ensure everyone receives the same message, in their preferred home language, from the district and not from another source.

With all the internal communication tools the Superintendent implemented, it is perceivable that all staff feel valued and part of a team. In an effort to enhance her and staff's expertise, the Superintendent and her core leadership staff 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). Furthermore, the Superintendent provided to all staff an organizational chart with

a clear structure of roles and responsibilities with a set of priorities that complements what staff have been working on. The superintendent also establishes daily meetings with her Deputies and Chief of Staff, weekly meetings with Division Chiefs, and monthly with the Executive Team. All of these close monitoring and assessment not only ensure deadlines are met but help build strong relationships with and among staff as well.

With respect to school-site leadership, the Superintendent has revamped the current principal contract aiming at attracting and retaining strong school leaders. The improved contract calls for increases in the base pay, provision of additional educational and professional opportunities, and added retention bonuses. As a result, the number of School-site leader resignations has noticeably decreased this year. Along with the new contract, School leaders are to execute Quality School Plans with priorities in Instructional Focus, Culture and Climate, and attendance.

The superintendent has demonstrated an ability to install a professional culture and climate for the BPS workforce where educational benefits will certainly redound on the students. A Highly Effective rating is noted here.

OVERALL RATING (Considers progress toward goals and performance categories)

xx	HIGHLY EFFECTIVE (Exemplary)
	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
XX				Standard II: Management and Operations
	X			Standard III: Family and Community Engagement
XX				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
Management Skills	community engagement
Culturally sensitive	
thorough preparation	