



Boston School Committee

**Superintendent Mary Skipper
Summative Performance Evaluation
SY2024-25**

Evaluation Lead:
Dr. Stephen Alkins, Committee Member

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

Evaluation Steps

- Agreed upon goals
- Self-Evaluation by the Superintendent
- Individual Member Evaluations
- Summative Evaluation
- Vote on Summative Evaluation & 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

School Committee Priorities

These priority areas were discussed during the Fall School Committee retreats.

Priority 1: Accelerating Academic Performance

- High-quality academic experiences
- Equitable literacy
- High-quality instructional materials

Priority 2: Ensuring Access for All Students

- Inclusive education: multilingual learners, students with disabilities, multilingual learners with disabilities
- Expanding programs for multilingual learners including: dual language, transitional bilingual education (TBE), students with limited or interrupted formal education (SLIFE) and newcomers
- Focus on serving our diverse population well: Socioeconomic status, race/ethnicity, geography, language

Priority 3: Consistency in High-Quality Learning Opportunities

- Implementation of the Long-Term Facilities Plan
- Access for every student to a High-Quality Student Experience
 - Rigorous and culturally affirming learning experiences
 - Wellness and enrichment
 - Supportive network of caring adults
 - Physical spaces that support learning

Student Learning Goal 1

Aligned to SC Priority 1: Accelerating Academic Performance

Demonstrate progress in the district-wide strategic implementation of grade-level learning, focused on 1) access to high-quality instructional materials (HQIM), 2) regular observation and data review cycles to respond to student needs, 3) systems and structures to support MTSS, and 4) implementation of the district's regional model.

Progress will be measured by:

- a) Data relative to the adoption rate of HQIM
- b) Observation data collected through instructional rounds using the Equitable Literacy (EQL) Tool
- c) Documentation of MTSS

Student Learning Goal 2

Aligned to SC Priority 2: Ensuring Access for All Students

Begin implementation of the district's Inclusive Education Plan, focused on 1) enhancing inclusive practices to create the intended instructional conditions, 2) expansion of inclusive programming and 3) implementing inclusive settings in grades K0, K1, K2, 7 and 9.

Progress will be measured by:

- a) Feedback from teachers regarding required professional development.
- b) Expansion of bilingual programs and programs for multilingual learners
- c) Implementation of inclusive settings in grades K0, K1, K2, 7 and 9.
- d) Planning completed by school-based Inclusion Planning Teams (IPTs) and completing service mapping for the next cycle of implementation

Student Learning Goal 3

Aligned to SC Priority 3: Consistency in High-Quality Learning Opportunities

Continue implementation of the district's Long-Term Facilities Plan, focused on 1) the 2030 vision for the district's footprint, 2) implementation of ongoing capital projects, 3) the implementation of previously announced closures and mergers, and 4) the announcement of new school closures and mergers. *(SC Priority 3: Consistency in High-Quality Learning Opportunities)*

Progress will be measured by:

- a) Release of a 2030 vision and long-term enrollment projections
- b) Progress of capital projects in the district
- c) Implementation plan for school closures and mergers
- d) Analysis and engagement to inform school closure and merger announcements

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 BPS: Effective or Developing (4) (3)	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				

STANDARD I: Instructional Leadership

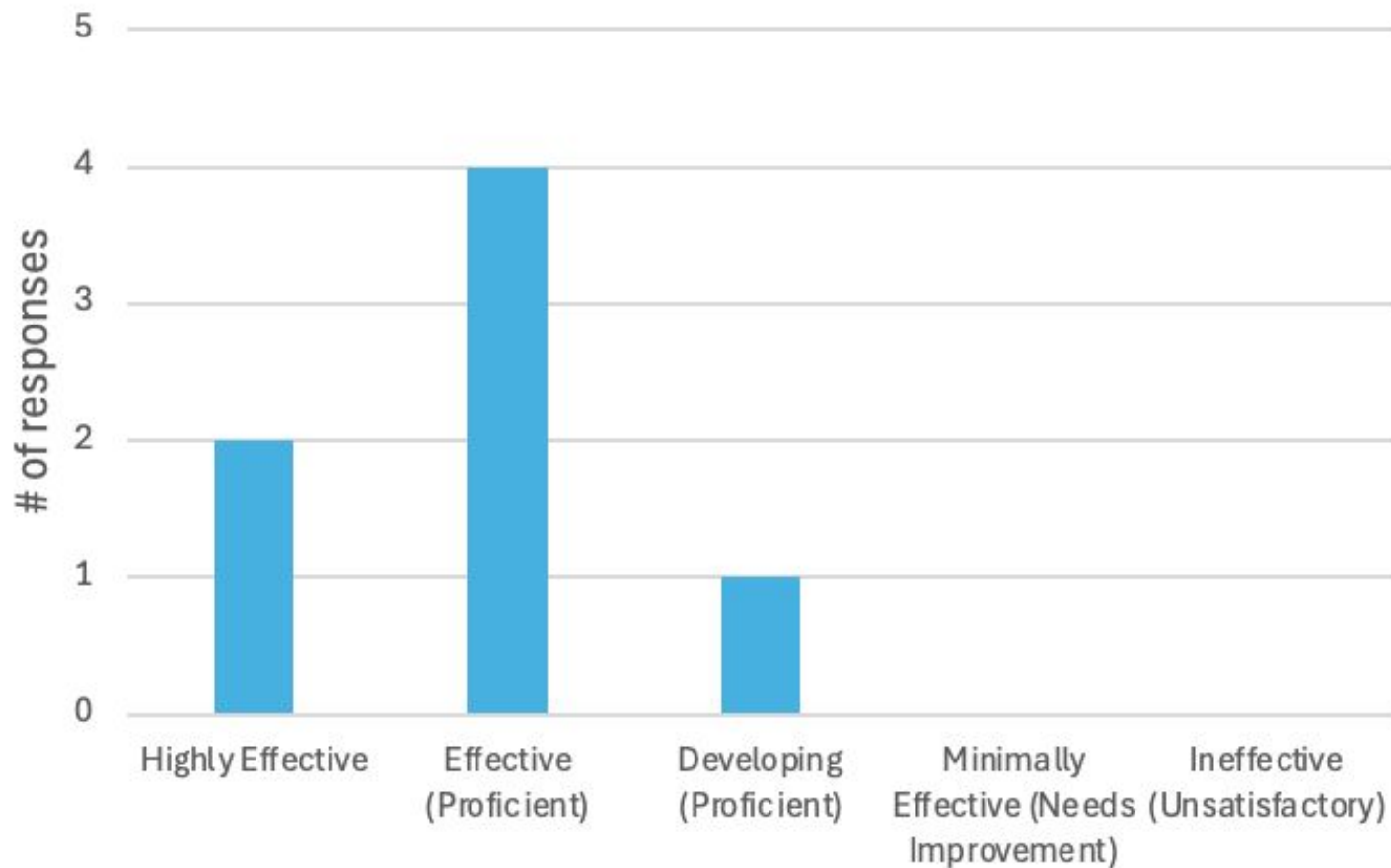
The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Feedback Themes

- Curriculum
- Instruction

Composite Rating: Proficient | Avg Score: 4.14/5

Instructional Leadership



STANDARD II: Management and Operations

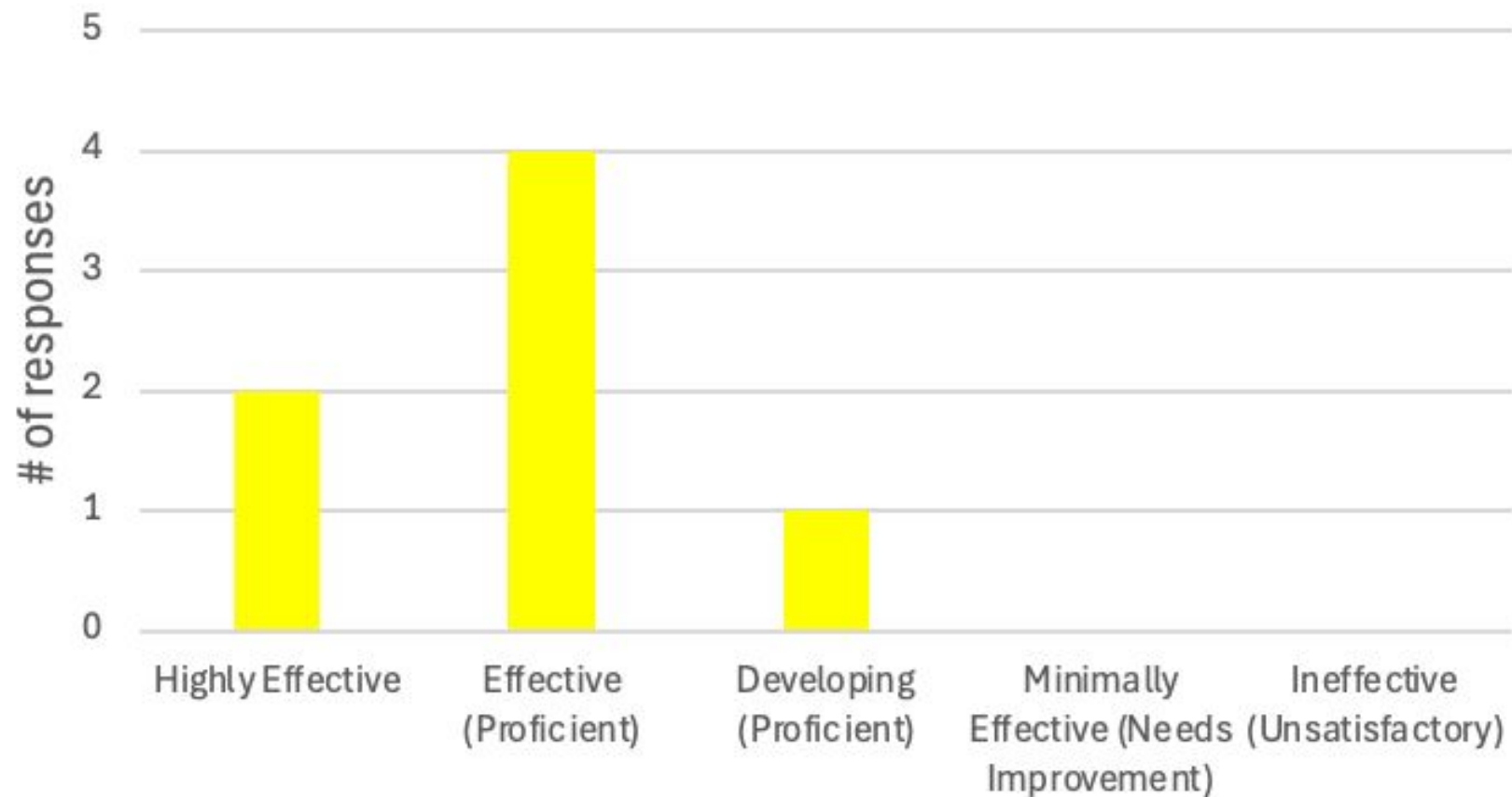
Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Feedback Themes:

- Transportation
- Facilities
- Human Resources
- Fiscal Systems

Composite Rating: Proficient | Avg Score: 4.14/5

Management & Operations



STANDARD III: Family and Community Engagement

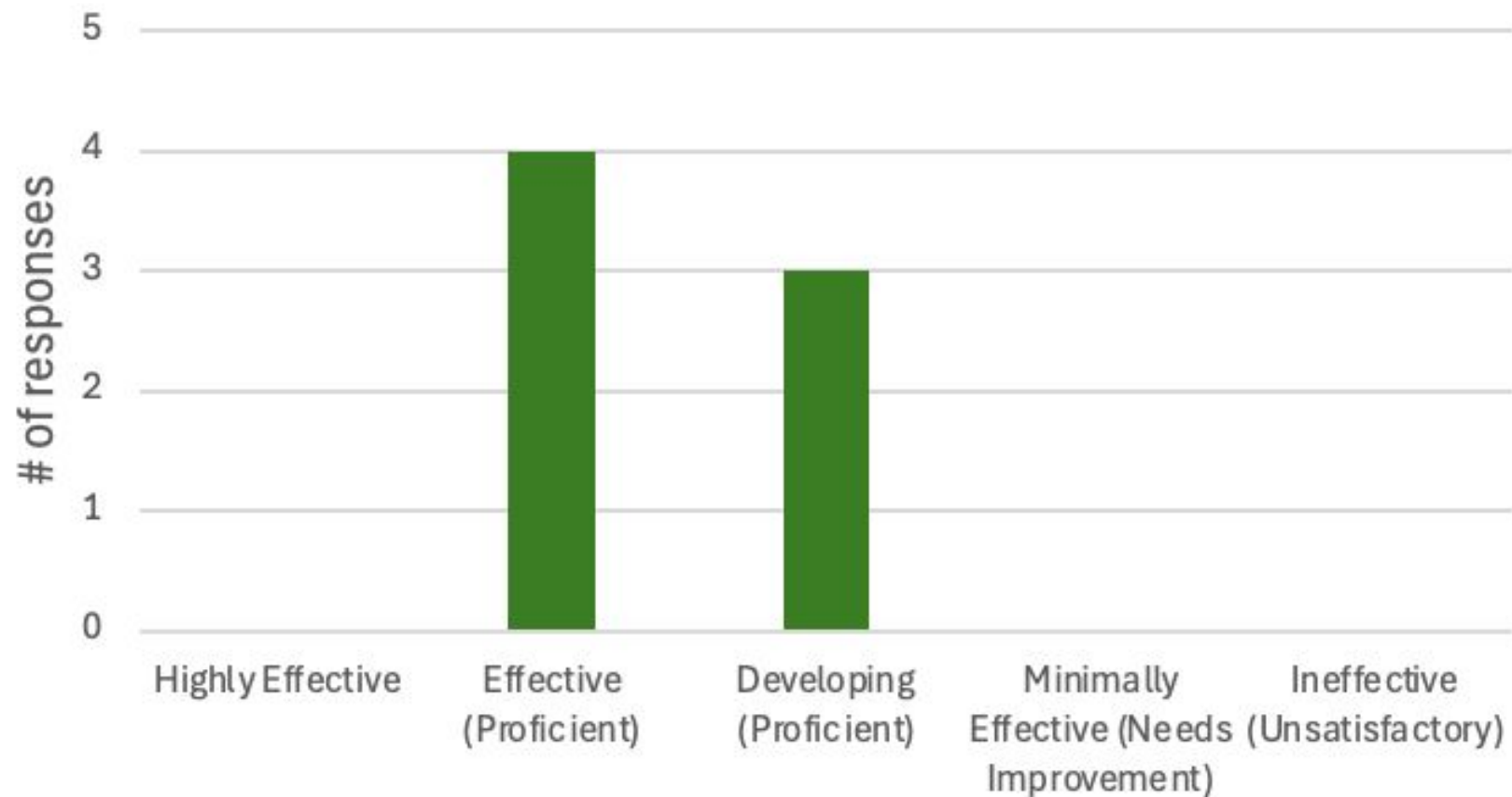
Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Feedback Themes:

- Engagement
- Communications

Composite Rating: Proficient | Avg Score: 3.57/5

Family & Community Engagement



STANDARD IV: Professional Culture

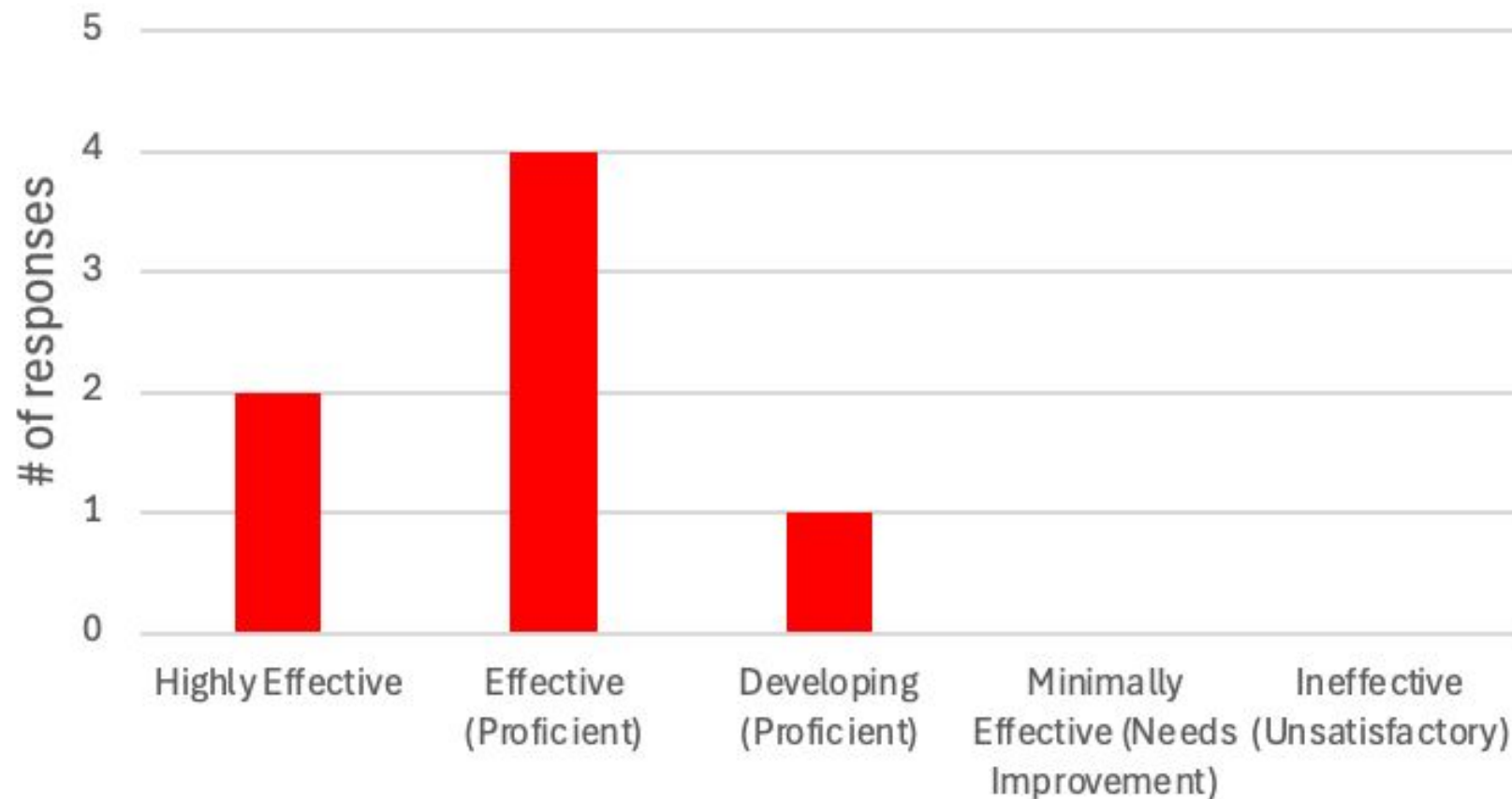
Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Feedback Themes:

- Cultural Proficiency
- Continuous Learning
- Shared Vision

Composite Rating: Proficient | Avg Score: 4.14/5

Professional Culture



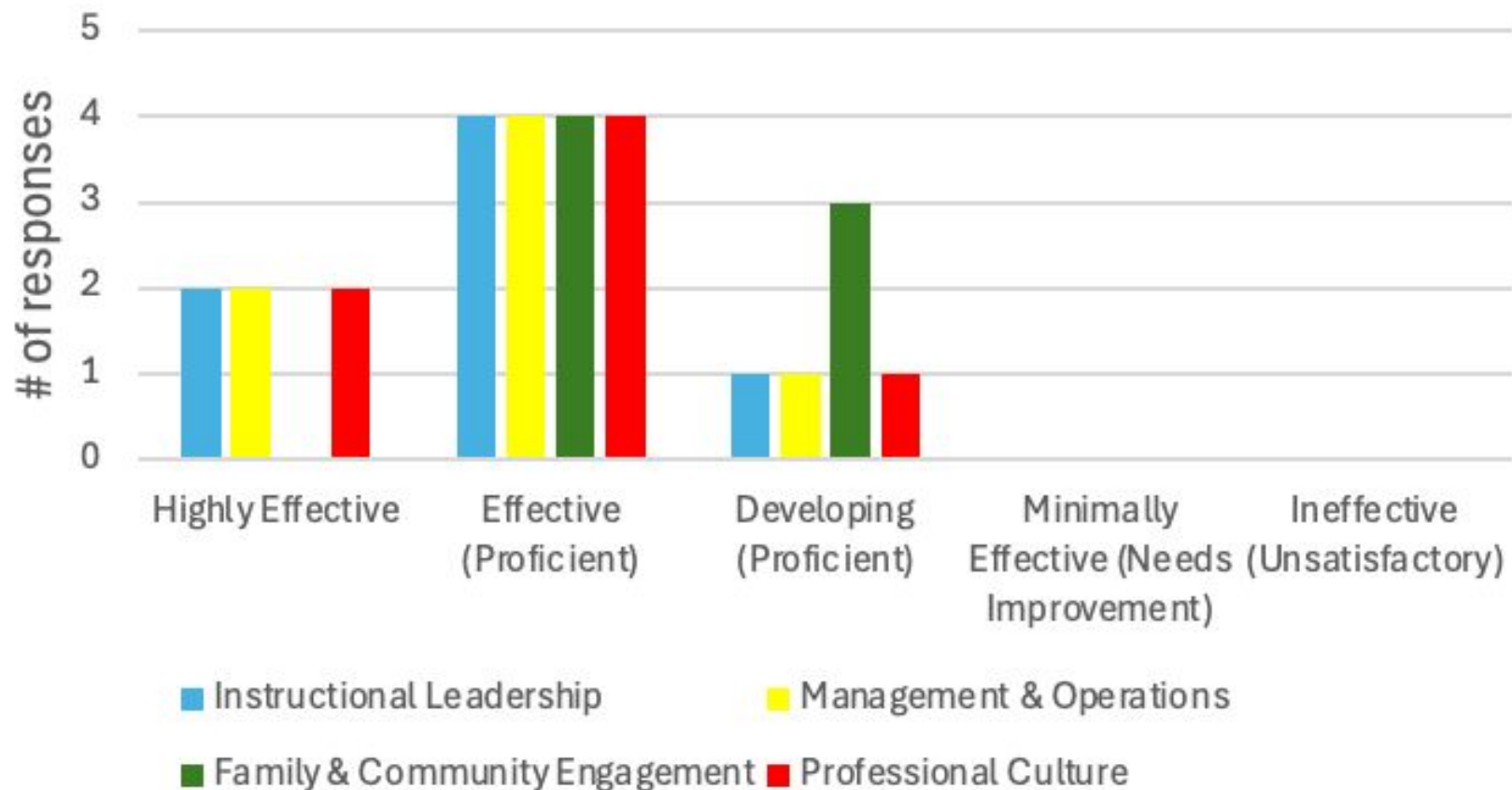
Overall Rating: Proficient | Avg Score: 4.0

Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.

Overall Rating: Rubric Distribution | Avg Score: 4.0/5

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I. Instructional Leadership	X X	X X X X X		
II. Management & Operations	X X	X X X X X		
III. Family & Community Engagement		X X X X X X X		
IV. Professional Culture	X X	X X X X X		

BPS Rubric Distribution



Overall Rating: BPS Rubric | Avg Score: 4/5
BPS Rubric: “Effective”
DESE Standards: “Proficient”

DESE Rubric vs. BPS Rubric	DESE: Exemplary BPS: Highly Effective (5)	DESE: Proficient BPS: Effective (4) or Developing (3)	DESE: Minimally Effective BPS: Needs Improvement (2)	DESE: Ineffective BPS: Unsatisfactory (1)
I. Instructional Leadership		X (4.14)		
II. Management & Operations		X (3.57)		
III. Family & Community Engagement		X (4.14)		
IV. Professional Culture		X (4.14)		
Overall Rating:		X (4.0)		

Areas of Strength

- Strong, district-wide adoption of High-Quality Instructional Materials (HQIM) and Tier 1 instructional focus paired with aligned professional development and classroom observations to support effective implementation and ensure students do the heavy lifting.
- Strong foundation laid for long-term academic quality – Implementation of a district wide Inclusive Education Plan, increased Multi-Tiered Systems of Support (MTSS), expansion of bilingual and multilingual programs. Clear focus on staff development to increase alignment in achieving district goals.
- Measurable progress in core operations which has resulted in significant outcomes that has led to stability after years of leadership and operational instability.
 - Improved transportation outcomes – on-time performance at a five-year high, recruitment efforts have resulted in staffing improvements
 - Thoughtful implementation of facilities improvements and “right-sizing” the district – largest capital planning and facilities modernization effort in decades with a clear foundation laid to continue the work.
 - Improved financial management – stabilization of payroll, avoidance of layoffs despite the end of ESSER funding
 - Conclusion of the Systemic Improvement Plan and Department of Justice (DOJ) oversight
 - Investments in educator pipelines and professional development to ensure students have talented educators able to serve their diverse needs

Areas for Continued Growth

- A strong foundation for progress has been laid. The district is showing areas of improvement, however overall student outcomes remain largely unchanged and progress is uneven across schools. As we move forward, increased focus on accelerating student outcomes and closing opportunity and achievement gaps is needed. This includes:
 - continued focus on strengthening Tier 1 instruction and increased focus on Tier 2 and 3 supports
 - clear metrics and evaluation processes to measure the effectiveness of our implementation and investment choices on student outcomes
- Structural progress in the Office of Family and Community Advancement is evident. As we move forward, continue strengthening our system wide approach and responsiveness to the input of our families. Continue building practices that are intentionally shared across departments and facilitate our families being well-informed and able to effectively navigate our systems.
- The committee looks forward to the renewal of a strategic plan in the upcoming year. Ensure the plan includes key implementation goals, intentionally aligned to resources, as they will anchor the district to our core priorities. Continue to hone and strengthen aligned implementation practices.

Evaluation Findings & Recommendation

The superintendent has consistently demonstrated annual growth. We are confident Superintendent Skipper is the leader to continue moving the district towards transformational change.

Recommendation: School Committee Chair enter into contract renewal discussions with the superintendent

Evaluation Steps + Timeline

- Agreed upon goals
- Self-Evaluation by the Superintendent
- Individual Member Evaluations
- Summative Evaluation
- Vote on Summative Evaluation & Performance Rating | July 9

