

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

Name:	Mary Skipper
Date of Completion:	May 2025
Completed By:	Mary Skipper
Educator Plan Type:	Self-Directed Growth Plan

Ratings:

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.

Opening Comments:

As I come to the end of my third school year as superintendent of the Boston Public Schools, I am proud of the work we have done so far. There is more work to be done and I remain focused on building a successful and sustainable BPS with my team.

Coming back to Boston to lead this district continues to be an honor each and every day. I began my career as a teacher in 1989 at Boston Latin Academy. I often think back to my early days in the classroom and then as the principal of TechBoston Academy when I worked directly with students. That experience helps me keep our students at the center of every decision. Recent policy changes at the national level make it more important than ever for BPS to provide all students with safe and welcoming communities, strong academic instruction, and access to incredible opportunities so they can fulfill their dreams.

When I returned to the district in 2022, BPS had just signed the Systemic Improvement Plan (SIP), a three year plan that outlined systemic reforms in eight different focus areas. The district was also in a period of transition, given that over the past seven years, there had been five different superintendents and three different mayors. In addition to leadership changes at all levels of the organization, we were also still managing the aftermath of a global pandemic. Three years later, I am proud to say that in close partnership with the School Committee, the Mayor's Office and the City Council we have built a strong and stable district that is poised for the next levels of growth.

At the end of this school year, the SIP will come to a close, marking a key milestone in the district's improvement and stabilization. While there is certainly still work to be done, this accomplishment is a testament to the systems and structures that my team has implemented, in partnership with DESE, and we are ready for the work ahead.

Moving forward, we will continue to implement our multi-year initiatives and move into the next phases of the work. We will move our Inclusive Education Plan forward through our school-based planning teams and a service mapping

strategy designed to to meet students' individual needs. We will honor the terms of the new Boston Teachers Union contract, which is redefining what inclusive practice looks like in the classroom.

We continue to expand access to native language through dual language, Transitional Bilingual Education, and multilingual programming to nine schools, the largest single-year expansion of multilingual education in BPS history.

We are building out existing and new pathways that are aligned to the Boston job market, providing support for all learner profiles and allowing students to acquire college credit and industry recognized credentials. And by setting conditions in schools that ensure students have impactful advising, post secondary planning and career connected learning we are preparing students for life after BPS.

Through the Long-Term Facilities Plan, we will continue to make the necessary but difficult decisions that will lead to overdue generational change. We will optimize the footprint of the system to ensure every BPS student has access to the academic and social-emotional supports they need in modern, accessible learning environments.

We tell our students success takes discipline and consistent progress. The same is true for our district and schools. I am confident we are moving in the right direction and my team and I are deeply committed to doing the hard work to continually improve.

I appreciate the opportunity to share with you my self evaluation for the 2024-2025 school year.

Student Learning Goals (Aligned to School Committee Priority Areas)

Goal 1: 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. (SC Priority 1: Accelerating Academic Performance)

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

Progress Toward Student Learning Goal(s)

Exceeded	Met	Significant Progress	Some Progress	Did Not Meet
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Rationale:

After years of unclear academic direction and leadership changes, the district has spent the last three years implementing a clear set of academic strategies. By consistently applying these strategies in key areas, we have effectively built the foundation for increased academic achievement in the years to come.

Adoption of High-Quality Instructional Materials

In the past year, we completed the process to ensure all schools use high-quality instructional materials (HQIM) by either using district-supported curricula or getting approval from the Teaching and Learning Department to vet their chosen materials with the same criteria. The Academics team has carefully vetted different curricula to align with the Massachusetts Curriculum Framework standards and has ensured the materials are culturally and linguistically diverse. Currently, 100% of schools are using HQIM, with 85% of schools adopting *district-supported* HQIM and 15% of schools using materials approved by the Teaching and Learning department that meet the same high quality standard.

Prior to this critical work schools were using an assortment of curricula, often low quality, not culturally responsive, and dated by decades. Ensuring there are high quality materials approved by the district using consistent criteria is critical to ensuring all students have access to grade level content and high quality instruction.

Observation Data

One way that we are monitoring the impact of the district's investment in HQIM and professional learning for our student-facing staff is through classroom observations, feedback sessions and data review cycles. 2,537 observations have been conducted this school year. The district's Inclusive Education Plan contains a number of pedagogical expectations for teachers, and the Equitable Literacy Walkthrough Tool is a consistent tool with concrete criteria to ensure consistent and high quality HQIM implementation.

- As of May 1, 2025:
 - 81% of observations said the task observed was aligned to grade-level content standards, consistent with SY23-24.
 - 70% of the classrooms observed showed student-driven active engagement (students did the "heavy lifting") compared to 66% in SY23-24.
 - Evidence of Universal Design for Learning (UDL) principles in practice increased significantly, observed in 52% of classrooms, compared to 37% in SY23-24.
 - 46% of classes observed had evidence that the learning experience included linguistic scaffolds for students in the process of learning English compared to 41% in SY23-24.

Multi-Tiered Systems of Support (MTSS) Implementation

Over the past two years, we have focused our Multi-Tiered System of Support (MTSS) work on strengthening Tier 1 instruction, as Tier 1 is the foundation of MTSS. Additionally, over the past two school years, school-based MTSS coordinators have engaged in monthly, centrally-led Professional Developments on MTSS best practices and structures, created and documented progress on school-based MTSS Goals, and have contributed to and collaborated on the development of guidance and resources for district-wide implementation of MTSS in different

domains (i.e. Literacy, Math, SEL, meeting structures, etc.). As we move forward, the focus is going to turn to the implementation and documentation of intensifying Tier 1 instruction and support in alignment with the District Curriculum Accommodation Plan (DCAP).

In SY24-25, we have continued our prior MTSS work by focusing on building educator and leader capacity to deepen five crucial actions of MTSS:

- 1.) Building mindsets around MTSS
- 2.) Establishing MTSS meeting execution and structure
- 3.) Building skills in intervention quality
- 4.) Strengthening progress monitoring
- 5.) Monitoring intervention dashboard data and systems

To track and monitor progress, a Student Success Platform (Panorama) is currently utilized as the main dashboard for MTSS. MTSS Coordinators receive ongoing training and support on building capacity in the platform during monthly PDs. In the spirit of continuous improvement, the MTSS team pulled district-wide data from the platform during the winter break to assess the system as a whole, as well as school-specific data, after the first part of the school year.

District-wide, there are a total of 10,513 intervention plans currently created in Panorama, as well as an additional 17,231 completed. These plans span multiple focus areas, including academic, behavioral, attendance, and social-emotional learning (SEL). A closer look at tiered interventions provides further insights. Academic interventions dominate the landscape, with significant numbers of Tier 2 and Tier 3 plans supporting students who require targeted or intensive support. Attendance plans, particularly in Tier 2, also see active utilization, reflecting the district's efforts to address chronic absenteeism.

Regional Model:

Over the past few years, we have been developing our regional model. This fairly new approach continues to evolve as we work to strengthen the connection between central office and schools. Each of the nine regions, led by a regional superintendent and operational leader overseeing between 10 and 14 schools, functions as a focused mini-district. These regional superintendents collaborate with department liaisons, academic coaches and specialists, regularly reviewing student outcome data in order to provide targeted support in crucial areas, particularly for students with disabilities and multilingual learners.

About once a month regional liaisons and school leaders from that region join in professional learning communities (PLC) to review student data, best practices and additional professional development. 91% percent of school leaders surveyed had a favorable response regarding their Regional School Superintendent's support in helping meet the goals of their Quality School Plan and 80% of school Leaders agreed that they have a clear understanding of how regional teams and liaisons can support QSP goals.

Emerging Evidence of Progress

The BPS National Assessment of Educational Progress (NAEP) scores in Grade 4 Reading and Math show that students have recovered to the most recent pre-pandemic NAEP scores in 2019, and are outperforming most large urban school districts across the country. Grade 4 Reading scores remained steady for BPS compared to 2022, bucking the national trend of an overall decline. Additionally, Grade 4 scores also showed an accelerated recovery in Math compared to the state and nation, with a statistically significant increase of 5.2 points compared to 2022.

Schools that have utilized all elements of the strategy for increasing access to grade-level learning are showing evidence of growth. This suggests that the strategy is on the right track and that further monitoring is needed to ensure consistent growth across all schools, progress we anticipate will be further accelerated with an increase in Tier 2 and Tier 3 interventions. We anticipate seeing similar progress in MCAS scores when released this fall. Through the regional model, we are working with all schools to ensure the strategy is implemented with fidelity, simultaneously gathering feedback from the field and fostering a more seamless working relationship among school leaders, liaisons, and department heads.

Goal 2: 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. (SC Priority 2: Ensuring Access for All Students)

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

Progress Toward Student Learning Goal(s)

Exceeded	Met	Significant Progress	Some Progress	Did Not Meet
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Rationale:

As with large urban school districts across the nation, we serve a greater percentage of students with higher needs. We must ensure students receive the services they are entitled to and those services must be provided in the least restrictive environment. Previous efforts to roll out inclusive practices, while aimed at the correct mission, were not meeting our goal and it has required us to take a whole system approach to ensure all students regardless of disability or language needs, have equitable access to a high-quality education in the least restrictive environment.

We are at the beginning stages of this work, with the first full year of implementation happening this school year. As expected when first rolling out an initiative, there has been both challenges and successes. We have and will continue to codify what we learn along the way and have made adjustments where needed.

Required Professional Development (PD)

In order to ensure system-wide implementation of competencies, we worked to establish shared knowledge on Universal Design for Learning, Specially Designed Instruction, Culturally and Linguistically Sustaining Practices and academic language development. This year, departments across Academics (Schools, Office of Multilingual and Multicultural Education, Office of Specialized Services, Office of Teaching and Learning) came together to coordinate the content-development and delivery to all educators. This professional learning provides all educators with a baseline of the same knowledge. This content was also mirrored in School Leader Professional Learning Community (PLC) sessions to support them in their instructional leadership efforts. Schools were provided with different options and pathways to receive this content to ensure greater agency and ownership.

- Over 2,800 teachers from across all schools participated in the centrally facilitated courses and an additional 39 schools opted to facilitate this PD at their schools
- 84% who participated in central office training reported that they used skills and strategies they learned in their instruction in the classroom

This work will continue for SY25-26 with additional differentiated options for participants.

Expansion of programs for multilingual learners

Access to grade-level learning also includes changes to programming that are more inclusive and provide multilingual learners with subject area content alongside their peers. We have been successful in adding more bilingual and multilingual programs than in recent history in the BPS, and anticipate submitting more applications for new programs to DESE in the coming year.

- 6 programs opened in SY24-25, with capacity to serve over 300 students
 - 3 New Students with Limited or Interrupted Formal Education (SLIFE) Programs (Ohrenberger, Greenwood, Brighton High)
 - 3 New Newcomers Programs (Charlestown High, East Boston High, Brighton High)
- 9 new programs will be opening in SY25-26, with capacity to serve more than 200 students in the first year of implementation and over 1,000 students when fully implemented
 - 3 Newcomer Programs (Ohrenberger Elementary, TechBoston Academy, English High)
 - 1 Transitional Bilingual Education Program (McKay, Spanish)
 - 2 Dual Language Programs (Blackstone, Spanish; Sarah Roberts, Spanish)

- 1 Other Bilingual Program (Quincy Elementary, Other Bilingual Program, Mandarin)
- 2 SLIFE Programs (Holland Tech, Hernandez)

Additionally, the Department of World Languages supports a wide range of course offerings in 9 different languages, including American Sign Language. These course offerings exceed graduation requirements and reflect our district's commitment to ensuring pathways to bilingualism and biliteracy as our students engage as agents of change in a rapidly changing world and global society. In SY24-25, nearly 400 students met the eligibility criteria to earn the MA State Seal of Biliteracy in at least one language other than English. These students represent over 25 BPS schools and our student population's rich diversity and heritage. Over 50% of our Seal of Biliteracy Earners are multilingual learners who were considered English Learners, and have not only learned English but also made an intentional effort to maintain and develop their Native or Heritage language.

Year 1 Implementation of Inclusive Education Plan

SY24-25 was the first year of implementation of the Inclusive Education Plan, after all schools convened Inclusion Planning Teams (IPT) in SY23-24. In SY24-25, we added an additional 139 student-facing positions to support full and partial inclusion opportunities and required 12 hours of district professional development for all teachers. The professional development includes a focus on specially designed instruction and universal design for learning.

Every school has an Inclusion Planning Team that works in conjunction with their school's Instructional Leadership Team to assess the successes and challenges of each grade level roll out and provide recommendations on professional development, culture and mindset building, scheduling and staffing.

The grades implementing inclusive practices in SY24-25 were K0, K1, K2, 7 and 9. When comparing data from October 2023 to data from October 2024, the percentage of students in full and partial inclusion increased in both grades 7 and 9, by 5 percentage points and 3.5 percentage points respectively. However, the data showed a decrease for students in grades K0, K1 and K2. As a result, the team convened an early childhood working group that I met with monthly, to conduct a deep review of IEPs and closely monitor the number of placement requests. The district also continued professional learning for Coordinators of Special Education (COSE) and School Leaders related to the implementation of the new Massachusetts IEP and used the opportunity to integrate training objectives centered on developing specially designed instruction and the least restrictive environment, as well as crafting IEPs that prioritize least restrictive environments.

A critical tool for planning student services is what we call "service mapping." Service mapping allows us to look at the needs of students so that schools can plan according to instructional groupings, master schedules, and staffing to meet each student's needs, specifically for our multilingual learners and students with disabilities. Knowing who we are serving, what services are required and how to group students together to provide those services, allows each school to effectively determine staffing and scheduling.

All schools were asked to engage in service mapping as part of the FY26 budget process, which helped maximize resources and identify where additional staffing may be required to deliver services to students. This is a tool we will continue to use as we roll out inclusive education to additional grades.

Contract Negotiations with the Boston Teachers Union

In March of this year, we successfully reached an agreement with the Boston Teachers Union (BTU) for the 2024-2027 collective bargaining agreement. This is the earliest a contract has been settled since the 1970's. For a second contract in a row, we've made significant progress to ensure we are supporting our students with disabilities and multilingual students.

The last contract was about removing outdated language that limited our ability to provide inclusive opportunities across all schools. Since then, we have begun the work to roll out inclusive education. In this contract, we were able to codify what we have learned and the work that is already underway.

Our new roll-out is redefining what inclusive practices look like. The contract includes specifics regarding dual licensure requirements and ensures that no dually certified teachers will be the sole service provider for all students in their classroom. We created a new paraprofessional role that will work with special educators to support service delivery for students in accordance with their IEPs and added 10 hours of professional development for our paraprofessionals to further develop their skills.

Goal 3: 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

Progress Toward Student Learning Goal(s)

Exceeded	Met	Significant Progress	Some Progress	Did Not Meet
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Rationale:

Our Long-Term Facilities Plan work has been characterized by deep strategic planning, data analysis, and continually improving our methods for communication and community engagement, leading to difficult, yet critically important decisions that will lead to high quality seats for our students.

The goal of the Long-Term Facilities Plan is to expand access to buildings that support the High-Quality Student Experience (HQSE) as defined by our community. In 2023, BPS evaluated nearly all its school buildings and gave them a “Building Experience Score,” which measures how well a facility supports the HQSE. Out of 118 schools assessed at the time, only 46 met the criterion for supporting the HQSE (Building Experience Score of 3 or 4 out of 4). Current capital projects will increase this number by 10 buildings - or roughly 2,500 elementary and 4,000 secondary school seats - that support the HQSE, enabling 6,000 more students to have access to buildings that support the BPS HQSE.

Long-Term Enrollment Projections and 2030 Vision

As the Nation’s oldest public school district, the reality is that many of Boston Public Schools’ buildings were built for a different time, with a narrower understanding of what students need to thrive. Decades of deferred maintenance have left us with too many buildings in a physical state of disrepair that cannot support the learning and teaching environments we aspire to for our students and educators. The district has never before evaluated our buildings, our long-term enrollment projections, and the needs of our students to make strategic planning decisions. Over the last several years, in partnership with the Mayor’s office, we have published [this data on our website](#). We are taking a strategic approach to rightsize and optimize the district, disrupt the status quo, and deliver on an experience worthy of our students for generations to come.

The district, in partnership with the Mayor’s Office, has taken the difficult steps to commit to closures and mergers on an 18 month cycle to rightsize the district. For the first time, we have completed and released information on long-term enrollment projections. Scenario planning ([slide 10 2030 Enrollment Projections](#)) allowed us to make strategic planning decisions to preserve flexibility for an unpredictable future while ensuring that there is appropriate physical space across Boston to educate a changing student body. BPS currently operates 112 schools (81 Elementary and 31 Secondary) and - with strategic planning we anticipate our portfolio shifting to approximately 95 schools over the next five years (69-71 Elementary, 23-25 Secondary) to meet the needs of today’s and future students. This is not a cost-saving exercise, our goal is clear: with the goal of reinvesting funds saved into increased student learning opportunities and supports.

Capital Projects: New Builds & Major Renovations

Transforming the physical footprint of our district by strategically investing in new builds and renovations creates schools with the physical spaces to support the rigorous educational opportunities we defined collectively with our students, community and educators. The district currently has 11 capital projects underway, making progress each year by completing projects and beginning new ones:

- Since May of 2024 we have:
 - Opened new Josiah Quincy Upper School
 - Opened renovated building for the Horace Mann School for the Deaf and Hard of Hearing
 - Advanced in the Massachusetts School Building Authority (MSBA) process for two new buildings/major renovation projects (Shaw-Taylor, Ruth Batson Academy) and completed an

application in April 2025 for the renovation of Madison Park

- In the fall of 2025, the following highly anticipated projects, designed to deliver the high-quality student experience for our students, will open:
 - the new Carter school
 - the renovated Sarah Roberts Elementary (formerly Philbrick/Sumner), and
 - the renovated and expanded P.J. Kennedy school.
- The district is collaborating with city partners to deliver on the following projects: White Stadium, Edward M. Kennedy Academy for Health Careers, and the Frederick Elementary School.

Implementation of Mergers and Closures

At the beginning of SY24-25, the Shaw-Taylor merger went into effect, which had previously been approved by the Boston School Committee. This merger resulted in a two campus school, and is currently one of the schools in the MSBA's Core program. The district is on track to hire an Owner's Project Manager (OPM) in fall 2025 to kick off the Feasibility Study for the future school, the first major step in the design process. At the conclusion of the MSBA process, the Shaw-Taylor School will be unified in one building.

The Capital Planning team convened cross-functional teams throughout the year to implement the following mergers and closures that will go into effect at the end of SY24-25: merger of Philbrick and Sumner into the newly named Sarah Roberts Elementary School, and the closures of the West Zone Early Learning Center and the Frederick Middle School. BPS is working closely with schools impacted to ensure that our students and staff are supported in transitions.

Announcement of Additional Mergers and Closures

The school closures and mergers announced in January 2025 were the first to follow the full process outlined in the Long-Term Facilities Plan. A cross-functional district team comprising representatives from Capital Planning, OMME, OSS, OHR, Budget, Operations, the Office of Family & Community Engagement, and the Schools Division spent the summer and fall reviewing and evaluating various scenarios based on data.

This process led to the proposals presented to the School Committee in January 2025, which were subsequently approved in March 2025. District staff engaged with impacted school leaders about the recommendations being put forward to the School Committee about their schools and collaborated on tailored communication plans to their school communities. Between the announcement and the vote, the district held 17 engagement meetings with impacted school communities, both in-person (with approximately 118 participants) and virtually (with over 350 participants). These meetings were supplemented by informal conversations, coffee hours, school tours, and email exchanges with families and staff. Additionally, a feedback survey was conducted, receiving 133 responses, 60% of which came from families directly affected by the proposals. The feedback from communities - and how their input informed implementation plans - is compiled [here](#). Prominent themes included concerns about maintaining continuity of services and learning for students through transitions; highlighting the strong sense of community at these schools; and grieving the loss of school communities—all of which the team is dedicated to addressing or mitigating through supportive implementation plans.

Following the School Committee's approval, senior project managers from Capital Planning, along with other central office staff, have begun meeting with each school community to support the transition planning process.

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.

Rating:

	Highly Effective
x	Effective
	Developing
	Minimally Effective
	Ineffective

Focus Indicators:

I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

The consistent application of an academic curriculum across the district - while identifying new tools that complement that curriculum - is key to academically thriving schools across the board. We continue to make a great deal of progress in this area.

Adoption of High-Quality Instructional Materials

The adoption of HQIM has been a priority of the district for several years, and in the past year, we completed the process to ensure all schools use high quality instructional materials (HQIM) by either using district-supported curricula or getting approval from the Teaching and Learning Department to vet their chosen materials. All materials are reviewed to ensure they are culturally and linguistically diverse and aligned to the Massachusetts Curriculum Framework. Currently, 100% of schools are using *district approved* HQIM, with 85% of schools adopting *district supported* HQIM. Below is a breakdown by subject area for district supported HQIM adoption:

- 96% of schools are using district supported HQIM in Science
- 94% of schools are using district supported HQIM in Math
- 72% (K2-8) and 45% (High school grades) are using district supported HQIM in History/Social Studies
- 91.5% of schools are using district supported HQIM in ELA

Leveraging Technology for Instruction

BPS is exploring how to integrate artificial intelligence (AI) into teacher training to support instruction, differentiate learning, and enhance implementation of HQIM and MTSS. AI training will align with UDL 3.0 and HQIM, ensuring it supplements—rather than replaces—teacher expertise. District-wide AI implementation guidance and support is being drafted and will promote equitable literacy, inclusive pedagogy, and student-centered learning. Most notably, we are exploring how Panorama Solara, an AI-powered educator assistant, can be leveraged to help staff generate intervention plans, analyze student data, and improve efficiency in case management. Approximately 500 staff had the opportunity to use Solara as a pilot program during SY24-25. In partnership with the BTU, we will continue to explore how evolving technology can enhance and support the student experience.

I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness

We are systematizing instruction across the district. The last few school years has been about lay a strong, stable foundation and we are beginning to see some initial gains.

Required Professional Development

The [instructional expectations for SY24-25](#) built upon the prior years' expectations, and included 12 hours of required professional development focused on establishing shared knowledge on Universal Design for Learning, Specially Designed Instruction, Culturally and Linguistically Sustaining Practices and academic language development. These 12 hours are in addition to the existing professional development. Schools had the option to facilitate these courses for their school communities using resources provided by the district, or have their educators participate in centrally facilitated sessions. 39 schools opted to self-facilitate for their school communities,

and for the remaining schools, over 2,800 educators participated in the centrally facilitated sessions.

As part of the new BTU contract, we also negotiated two additional student half days to the district calendar for SY25-26, one in February and one in March. These student half days will be full workdays for staff and will allow for additional professional development hours across all schools. We have and will continue to not only add more professional development but work with our school leaders, district staff and educators to ensure it's high quality and relevant to the students we serve.

In addition, we are providing classroom specific feedback and coaching through the regional model. Teams of schools staff and regional liaisons have completed 2,537 classroom observations, given feedback regarding observations, provided coaching to school based instructional leadership teams and individual staff, and completed three data review cycles to assess individual school progress and redeploy regional supports as needed.

Career Connections

We have prioritized the expansion of clear and well-supported pathways to college and fulfilling careers at all BPS high schools, including Career Technical Education (CTE), early college programs, and advanced coursework such as AP courses.

- **Early College:** In SY24-25, BPS added a designated early college program at East Boston High, bringing the number of Early College pathways to 15 across 8 schools. Additionally, we added 3 pilot programs through DESE's Early College incubator at the Margarita Muñiz Academy, Boston International Newcomers Academy, and the English High School. Over 1,000 students will be enrolled in early college programs next year, a ten-fold increase from 2020 when there were 112 students in early college.
- **Advanced Coursework:** Nearly all (26 out of 32) high schools offer either AP or IB courses. The six schools that do not are either specialized schools or alternative education high schools. In SY24-25, BPS increased AP offerings, including AP African American Studies at 4 additional schools (for a total of 14), AP PreCalculus at 3 additional schools, and AP Research at an additional 2 schools in SY24-25. Additionally, we created new professional development for AP teachers focused on AP curriculum and instruction for MLs to ensure learners with varying levels of English proficiency are encouraged and able to access AP courses.
- **Career and Technical Education:** There are more than 40 CTE programs introducing career pathways across 11 secondary schools (five secondary schools offer 30 Ch. 74 programs, including 20 programs at Madison Park, and six secondary schools offer 11 Non-Ch. 74 programs). Three alternative education schools are piloting Integrated Career Training pathways in high-demand industries including Community Health Worker, Culinary Arts, and Carpentry, and are working to increase opportunities for project-based learning. The district has received a grant from Bloomberg Philanthropies to expand CTE programming at Edward M. Kennedy Academy for Health Careers (EMK). The grant will more than double the size of the school from 375 to 800 students and will support the school by adding additional CTE pathways, increasing the number of offerings from two to five.

Performance Data

Based on MCAS data from 2023 and 2024, the district ranked at the 19th percentile in district rankings, the second year in a row the district has been well above the 10th percentile. Prior to 2023, the district had consistently been in the lowest performing 10 percent of districts in the state since DESE began reporting this data in 2013-2014. Similar to trends at the state level, Boston's 2024 MCAS and accountability data showed that performance remains largely unchanged, following the decline in performance due to the pandemic. In the state's accountability system, the district was deemed to be making Moderate Progress Toward Targets and was not identified as requiring assistance or intervention.

The district's 2024 MCAS and ACCESS performance is similar to that of the six other large urban districts in Massachusetts. With respect to MCAS performance, a higher percentage of students met or exceeded expectations in ELA (27%) and Math (26%) as compared to the six other urban districts in MA. In ACCESS, the percentage of students making progress (33%) is consistent or higher than the other MA urban districts. The district exceeded targets for reducing chronic absenteeism in non-high school grades and met the targets for the All students group in high school. The district also demonstrated typical growth (Student Growth Percentile between 40 and 60) in English Language Arts and Math in all grade levels. The district exceeded its targets for chronic absenteeism at the 3-8 level and met its targets for English Learner proficiency at the high school level.

ESL Service Delivery

In May, the district received formal notification from the Department of Justice (DOJ) that they have closed their ongoing compliance review and terminated the 2012 Successor Agreement. The Office of Multilingual and Multicultural Education (OMME) has worked closely with the DOJ for many years on ensuring our multilingual learners receive their required ESL services. Earlier this year, the DOJ had communicated that several items within the agreement had been fulfilled and no longer required the same level of reporting from the district.

While the formal DOJ monitoring chapter is closing, it is crucial to remember that all federal and state laws protecting the rights of multilingual learners remain firmly in place. OMME will continue to provide ongoing resources to support our schools and conduct regular monitoring to ensure continued compliance and excellence in serving our students. Although the district is no longer required to submit reports to the DOJ, the systems established to support multilingual learners remain firmly in place. These include a compliance dashboard to monitor school-level implementation, a dedicated team that collaborates with schools on scheduling for multilingual learners, and targeted efforts within the Office of Human Resources to recruit bilingual, fully licensed educators.

Beyond meeting legal compliance requirements, the district remains deeply committed to supporting its multilingual learners. This commitment is reflected in continued investments and expansions in Dual Language and Newcomer programs, the development of a strategic plan to improve outcomes for Students with Limited or Interrupted Formal Education (SLIFE), and the creation of a comprehensive English as a Second Language (ESL) curriculum.

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.

Rating:

x	Highly Effective
	Effective
	Developing
	Minimally Effective
	Ineffective

Focus Indicators:

II-A. Environment: *Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.*

It's important to remember that years of leadership instability, coupled with the impact of COVID-19, had significantly disrupted our core operational systems. Furthermore, we faced a backlog of deferred maintenance. Under the guidance of skilled leaders, we've maintained a methodical, data-driven approach to rebuilding these essential systems, and we are now beginning to observe considerable improvements.

Facilities

Our Facilities team is laser focused on creating safe, efficient and supportive learning environments in all our buildings. Our Facilities Condition Assessment (FCA) documents the current inventory of assets, its remaining useful life, condition of the asset, and estimated cost to replace. The FCA is connected to our Asset Essentials Work order management system and this connection ensures the current state of systems is taken into account as repairs are made. Over 11,900 work orders were entered into the system during SY24-25, of which almost 7,500 were completed. Tickets are put in for a variety of work order issues, of which ones pertaining to safety and health are prioritized. The BPS Facilities team also partners closely with BPS Capital Planning and the City of Boston Public Facilities Department to ensure infrastructure projects are aligned with larger capital projects so that efforts are not duplicative. Facilities has also begun working with vendors who service the work orders, to close out tickets in the system as they are resolved, to avoid old open tickets or duplicative ones. In addition to the work orders, the Facilities department has completed a number of strategic projects across the district. The below is a sample of the work completed during summer 2024 and during the school year:

- Playground improvement projects at 7 schools
- Library renovation at the Hernandez K-8
- Completed bathroom renovations at 3 additional schools
- Accessibility ramps completed at 2 schools
- Outdoor classroom projects at 8 schools, anticipated to be complete this spring

Over the past three years, Facilities have successfully increased the percentage of schools with air conditioning from 32% to 92%, with 84 schools installed with window AC. For the remaining 10 schools without air conditioning:

- 3 schools are in the design phase, with construction anticipated to begin this year.
- For the remaining 7 schools, Facilities will add in portable/window units where electrical load allows, and pursue additional funding to continue the design of suitable systems to add in thermal comfort and ventilation at the remaining schools.

The following preventative maintenance work is currently planned for Summer 2025:

- 3 Bathroom projects
- 3 HVAC projects
- 11 Drinking Water Initiatives or water filtration projects
- 4 Playground projects
- 25 Radiator projects
- 2 major building envelope and/or safety improvement projects
- 3 projects partnered with the MSBA on Boiler or Window/Door projects

Transportation

In April 2025, BPS Transportation released a [2022-2025 Transportation Progress Report](#), highlighting recent progress made in transportation, current performance, key challenges, and next steps for continued improvements. Since 2022, BPS has made significant progress in addressing many of the long-standing structural issues impeding transportation improvements, including: Reforming vendor and labor contracts; Addressing staffing shortages impacting school districts nationwide; and Modernizing technology and operations, replacing a paper-based system with a real-time GPS navigation system and tracking app, Zūm.

These reforms have led to measurable improvement:

- **Staffing and Coverage:** Transportation provider shortages remain a challenge facing school districts nationwide. For BPS it is a different story, we started the 2024-25 school year fully staffed with both drivers and monitors. Through expanded recruitment efforts, the introduction of paid Commercial Driver's License training for new drivers, and changes at our bus yards to better support employees, BPS and Transdev have hired and trained hundreds of new monitors and drivers in recent years. So far this school year, ~0.12% of trips have been uncovered, compared with ~2% in 2021-22 during the worst of the driver shortage.
- **On-Time Performance:** In March 2025, BPS Transportation averaged 94% morning bus on-time performance, meaning 94% of school buses arrived at school prior to the morning bell. This represents the highest monthly on-time performance recorded at any time in the last five years.
- **Ridership Procedure:** At the start of May 2025, BPS Transportation implemented a "Ridership Procedure" for pausing student bus assignments based on non-ridership. This procedure—developed and unanimously recommended by BPS' Transportation Advisory Council—will ensure only students who use the bus are routed for transportation. Upon implementation of the Ridership Procedure, approximately 800 students who have consistently not been riding the bus this school year were opted out of transportation. Enabled by the adoption of the Zūm technology platform in 2024, which allowed BPS to systematically track student ridership for the first time, this change has resulted in a 6%+ reduction in the total number of bus stops across the system since the start of the 2024-25 school year, further improving reliability and on-time performance, while ensuring resources are allocated equitably and efficiently to the students who rely on the school bus to get to and from school.
- **Fleet Electrification:** BPS Transportation is working towards a fully electric bus fleet by 2030. Currently, 5% of the school bus fleet is electric. BPS Transportation has been awarded over \$60M in grant funding to support further fleet electrification over the next few years. 55 new electric buses are scheduled to be delivered and deployed this summer, followed by an additional 125 prior to the start of the 2026-27 school year.
- **Athletics Transportation:** Athletics transportation has historically seen similar challenges as home-to-school transportation, with ~5% of scheduled athletics trips not receiving bus coverage over the past several years. In the late fall and early winter of the 2024-25 school year, BPS undertook a number of strategies to improve athletics transportation – including fully transitioning athletics transportation into Zum, putting in place new scheduling guardrails, and improving collaboration between Athletics and Transportation in scheduling trips. These strategies have already paid off, with 100% coverage of scheduled athletics trips and field trips since the start of February 2025.

Food and Nutrition Services (FNS)

The Food and Nutrition department launched the BPS Eats brand and a [Strategic Plan](#) to guide our work for the next 5 years. 107 out of 108 sites are cooking on site, with 99% of breakfasts are cooked on site; 96% of lunches are cooked on site; 86% of after-school meals are cooked on site. The central kitchen renovation is in progress and expected to be completed for SY 2025-26. We launched Student Global Food Choice Days, where schools serve the meals their students vote for, as well as 14 special menu days that recognize heritages and celebrations of our diverse students. To support FNS employees, we created an annual training plan and orientation program to teach staff the skills they need and prepare them for success. We also created an employee recognition plan to implement over the next three years to communicate to our staff how valued they are.

Technology

In partnership with the City of Boston, we are working to upgrade the school networks from a capacity of 1G to 10G. This will enable faster, more reliable internet connections at the school level. Upgrades at 17 schools were completed over April vacation. Equipment has been ordered for the remaining schools, and we anticipate completing those by the end of the calendar year. The IT department continues to strengthen and improve upon our cybersecurity practices, including conducting phishing simulations and training staff to increase awareness of phishing and other common cybersecurity threats.

Student Support

Our Student Support programming in schools and after school are varied and targeted to individual students' needs. Some examples of this are the Opportunity Lab, in partnership with Livius Prep, which provides out of school and weekend college and career support to BPS students. Our virtual Opportunity Lab College Coaches have engaged 71 students. We have completed 6 College Tours (450 students have taken either a HBCU Tour, State College Tour or Independent School Tour) in the last 18 months. 1,100 of our students of color have either taken a college tour, filled out a college application, attended a webinar, completed a scholarship application, received an internship, or received academic support from the Opportunity lab. 40 Students are currently enrolled in our 6WON7 Sunday SAT In person programs (max capacity). In late Spring we will have scholarship bootcamps and college essay writing night. Additional career exploratory programs like culinary, barbering, hair braiding and cosmetology, coding, sports management, driving school and urban financial literacy run through the school year and summer, and provide strong postsecondary outcomes with workforce development opportunities.

We also expanded the Win the Day pilot focused on decreasing chronic absenteeism that was launched in SY23-24. The Student Success Teams at schools continue to review chronic absenteeism data to understand root causes and identify interventions to address absenteeism. Chronic absenteeism continues to decrease at the district level across all student groups: in March 2025, the district's chronic absenteeism rate was 30.9%, a decrease of 2 percentage points from the prior year and a 6.3 percentage point decrease over two years.

Safety Services

Our Safety, Security and School Crisis Response team has a new Executive Director, hired in January. Under his leadership our Safety Services team continues to build on the work to ensure that all of our BPS buildings and schools are safe and welcoming environments for students and staff. Some of the highlights of work done over this year as we continue to implement on recommendations from the CGCS review:

- We have been able to continue to reduce student incidents through proactive engagement with students, school based staff, other central office departments and partners as demonstrated by district data.
- 100% of schools updated and submitted their safety plans for the start of school.
- Over 500 district staff participated in OEM training (Summary of PD, Safety assessments, and technical assistance is available)
- Policy Development: Revised student Data Sharing Policy. The passing of the policy will effectively end report writing by any safety specialists.
- Assessed the effectiveness of the Community Connection Coordinator model and made modifications based on stakeholder feedback.

II-B. Human Resources: Implements a cohesive approach to recruitment, hiring, induction, development and career growth that promotes high-quality and effective practice.

We are making critical structural improvements and updating policies and contracts in this area. This intentional work is leading to improvement as exemplified in our hiring rate of school leaders and teachers. Early hiring is a core focus. Data shows that educators who are hired early are more diverse and higher quality educators. The district posts vacant educator positions by March 1st. The fill rate for school year 2023-2024 as of September 1 was 93.9% for transformation schools and 94.5% for non-transformation schools. This year (SY24-25) we showed improvements with a fill rate of 96.3% for transformation schools and 96.6% for non-transformation schools.

Office of Human Resources Reorganization

Last year, the Office of Human Capital reverted to its original name, the Office of Human Resources (OHR). This change reflects our commitment to serving all school-based and central office staff members as a valuable resource while creating a welcoming work environment. The strategic vision of OHR is centered on our people and fostering a workplace where everyone feels valued and empowered. Core to our vision is retaining, recruiting, hiring, and

developing a workforce that genuinely represents the students and families we serve - racially, ethnically, culturally, and linguistically.

In the spring of 2024, the Council of Great City Schools conducted a review of OHR. Their recommendations resulted in a strategic realignment of OHR to enhance departmental alignment and foster greater efficiency. In light of the recommendations:

- We have stabilized the payroll unit with the appropriate staffing levels to keep up with the true volume of work and have improved coordination with the City of Boston HR department related to missing staff payments.
- We've simplified and clarified the workflow for stipend payments. We've reorganized the department to ensure we are tracking and monitoring stipend payments more consistently. We are correcting errors in the payment of stipends in real time as well as during the regular data review. Next school year we will create a stipend working group to deepen this work in partnership with school leaders and our unions.
- In SY25-26 we will also be re-organizing our Recruitment Managers to better support the staffing efforts of the district by following the regional model and being assigned to specific regions for support. By being dedicated to a particular region, Recruitment Managers can cultivate stronger, more collaborative relationships with principals and hiring managers within those schools. This fosters better communication, a clearer understanding of individual school cultures and requirements, and a more effective partnership in the hiring process.

Contract Negotiations

We restructured, stabilized, and diversified the staffing of the Office of Labor Relations (OLR) in order to more effectively support the district with all labor matters and contract negotiations. During SY 2024-25 we successfully negotiated new contracts, including the BTU, Bus Drivers, and Guild, and built a calendar to ensure contracts do not all expire in the same year, allowing us to negotiate contracts over time. We have been intentional about a regular schedule to begin working on contracts before they expire. Currently we have one unit that is expired, but we remain in active negotiations with the union.

Recruitment

As part of the district's Student Opportunity Act Plan, the district focused efforts on programs to increase the linguistic and racial diversity of our educator force. This includes:

- The Bilingual Educators and Accelerated Community to Teacher program (BE/ACTT) which grew by 63% and more than doubled the number of participants who are bilingual since last year.
- The BPS Teaching Fellowship (BPSTF), an accelerated program that prepares first-year teachers who have successfully completed our pre-service program in ACTT/BE ACTT. Teachers receive personalized training and expert coaching in actual BPS classrooms and complete the CAP (Candidate Assessment of Performance) portfolio for Initial License in ESL or Moderate Disabilities and 6-credits towards their graduate studies at Merrimack College.
- The BPS MTEL Prep Program, a year-round program that provides MTEL prep resources, courses, and licensure guidance to all BPS educators, including teachers on waivers and candidates within our Teacher Pipeline Programs. In 2023-2024, we supported 688 employees, and in 2024-2025, we've already connected with 748, an 8% increase.
- We are expanding our Teacher Cadet program, increasing its reach from one to three high schools. This initiative aims to provide more BPS students with a clear and supported career path towards becoming educators. The expansion year will focus on 10th and 11th graders, offering them the opportunity to earn 12 college credits in education coursework and complete a 100-hour paid education internship, all while being guided by a dedicated mentor educator.

The district's full report to the Boston School Committee regarding the results of its diversity initiatives can be found in the [December 4, 2024 meeting materials](#).

II-E. Fiscal Systems: *Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.*

Our ongoing focus is to maximize support and resources directly for our students, which means prioritizing our schools. To achieve this, we are actively identifying and implementing efficiencies within the central office to reinvest those resources back into our schools.

FY26 Budget Development

Over the past five years, we have received an unprecedented allocation of more than \$262 million from the City of Boston. This infusion of dollars allowed us to make deep, long-lasting investments that have and continue to benefit our students. The FY26 budget includes an increase of 3.5% from the city, bringing annual growth in line with a more typical level while still allowing us to build on existing investments to deliver a high quality student experience.

FY26 was about looking at what we have and how we are currently using it. In collaboration with school leaders, we carefully assessed existing dollars and closely examined the outcome of that spending. We planned for the end of ESSER dollars in a thoughtful and strategic manner that supported schools with needed resources. This helped avoid labor impacts in the form of layoffs, as other districts experienced. We identified efficiencies utilizing zero-based budgeting centrally, and we used service mapping with fidelity across all schools to maximize resources for all students, but especially our students with disabilities and our multilingual learners.

Utilizing \$22 million in new investments and \$21 million in cost savings due to reductions from closures and grade reconfigurations, it allowed us to invest \$43 million into our key priorities and initiatives. We were intentional in ensuring our investments are heavily centered in schools concentrated in priority areas to shift experiences and outcomes for students, including investing in inclusive practices, bilingual education, new classrooms, curriculum workbooks, expanding opportunities for students in secondary schools to advance their college and career goals and expanding welcome services language capacity.

Financial Processes Improvement

Three years ago, BPS was facing a number of audit findings around financial processes and procedures. Over the last three years we have rebuilt and revamped our team, and improved the competitive bidding process. This has led to faster turnaround times for contracts and procurement and improved troubleshooting and customer service. In addition, we are seeing improved outcomes on audit findings. This included:

- Working with the Partnerships Office and Schools Office to run Requests for Proposals for 15 categories of School-Based Partnerships from Academic Tutoring to Visual Arts both during and after school. This resulted in a menu of over 100 organizations to provide supplemental programming to students starting in School Year 2024-25.
- Working in collaboration with our Academics team to issue a Request For Proposal (RFP) for a supplier to help us update and create new library collections in schools as well as creating a new process that allowed schools across the district to easily purchase books to supplement their library and curriculum collections as needed.

This progress has been further supported by the implementation of comprehensive training programs for relevant staff on proper procurement processes, ensuring a consistent understanding and application of best practices. Moreover, a system of regular internal audits has been established to proactively monitor adherence to these procedures and identify any areas for further refinement.

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.

Rating:

	Highly Effective
x	Effective
	Developing
	Minimally Effective
	Ineffective

Focus Indicators:

III-A. Engagement: *Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.*

We continue to build our systems in this area in a way that prioritizes family and parent voice and their experience. Engagement with our families and community is the connective tissue that joins our operational and academic work.

Reorganization of the Office of Family and Community Advancement

The Office of Family and Community Advancement was reorganized to develop structures and build efficiency to ensure outcomes align with district priorities. This reorganization specifically built capacity in the Expanded Learning Opportunities team. The continued attention to building strong structures aligns to the School Committee's goal of ensuring communities and families are better prepared and are called in to participate in the academic goals of their students. To ensure we can authentically engage members of the community, we have recruited and hired more staff with different linguistic capacity to best serve our multilingual students and families.

Family-School Engagement

The Family-School Engagement Practice Team — composed of Family Engagement Facilitators and Parent Education Coordinators — leads the district's efforts to deepen family-school partnerships and ensure families are equipped and empowered to support student success. Just two years ago only 30% of our schools had a functioning School Site Council (SSC). Today, 110 schools currently have a School Site Council (SSC). From November–March (SY24–25), 75% of scheduled SSC meetings were held, signaling strong consistency and engagement. We have seen growth in schools with all five “engagement essentials” (Family Engagement Plan, Home/School Compact, SSC/SPC Rosters, SSC Bylaws, SSC Agenda/Minutes & Calendar) over the past three years.

Parent University, BPS's flagship family learning and leadership program, delivered 28 workshop sessions with 850 parents engaged across all sessions. Courses are offered in multiple languages, including Spanish, Haitian Creole and Cape Verdean Creole, on topics such as navigating BPS systems, early literacy, adolescent development, mental health and family leadership.

Community Engagement

The Community Engagement team has successfully engaged over families and community members through a variety of in-person and virtual events. These events included the first-ever book fair for schools without libraries; holiday turkey drives; and a toy and clothing drive for homeless students; Prom Project and other community-facing events that target specific support needed and requested by the community. The team also participates in a variety of events, ensuring a consistent presence in the neighborhoods we serve in events that are led by community (non-BPS). This includes attending local community meetings in Roxbury, Dorchester, Mattapan, Charlestown and Brighton, participating in the mayor's events and taking part in cultural events throughout the year.

Collaboration

In collaboration with and led by the Capital Planning Team on the Long-Term Facilities Plan implementation, we supported the school closure and merger announcement meetings, then engaged with families and school communities between the announcement and the School Committee vote. This included supporting 17 meetings

with impacted school communities, both in-person and virtual engaging over 400 impacted community members. We also continue support and communication with the family liaison of each school community.

Registration

Welcome Services hosts over 25 registration information sessions, both virtually and in person, to inform families about the registration process, school preview dates, pre-registration, and important dates, and to answer any questions they may have. These sessions are provided in multiple languages to support all Boston families.

Welcome Services supported over 700 migrant families with a focus on student readiness for learning. Wrap-around support included registration assessment and transportation coordination within 5 days of their arrival. The team collaborated with school leaders and coordinated personalized welcome sessions in our parents' identified languages; walking school buses, and on-site academic tutoring at identified shelters. These site-based supports were designed to reduce barriers and ensure that students and their families had access to meaningful learning, wellness, and recreation opportunities. Activities were tailored to foster connection, routine, and a sense of belonging while promoting early learning and engagement. These efforts were coordinated in collaboration with multiple BPS departments and city partners to ensure access, inclusion, and meaningful authentic family engagement.

In partnership with the city's Office of Early Childhood, we launched a new platform, [Great Starts](#), which increases transparency for families with Great Starts Explore -- families can now see and learn about all BPS schools, Boston PreK programs and child care all in one place. The Great Starts platform allows families to complete the application in other than English, with (490 submitted) 389 applications completed and verified by the Registration Team so far in any languages needed other than English. The ability to submit through this platform at any time and any day of the week that works best for the family. We have successfully aligned the Boston PreK application deadline with BPS deadlines and notifications to expand access to high quality preschool in all settings. With the full launch of Great Starts Apply in April, we have successfully deployed a virtual application process, and families are no longer required to come in person. We also support a high volume of families across our Welcome Center, with over 5,681 students registered in less than four months.

Summer Programming

A focus on *strategic, thematic communication with families* has emerged as one of the most valuable lessons learned from Summer 2024 and now serves as a cornerstone of our 2025 approach. In response to direct recommendations from the School Committee, all 2025 outreach efforts are now thematically organized to improve clarity and engagement. Evidence of this is our 5th Quarter: Next Level Summer website which has been fully redesigned to reflect this strategy. Coupled with personalized communications—both direct and through ParentSquare—this shift has led to a measurable increase in both communication output and family engagement. To date, we have received over 6,278 applications, with more than 3,000 students already placed and enrolled in summer programs. This summer, BPS offers a total capacity of 10,100 students, spanning 58 Community-Based Summer Learning Academies, 35 School-Based Summer Learning Academies and 25 High School Credit Recovery and Middle School Course Recovery programs. This strong early participation and enrollment underscores the impact of accessible, culturally responsive family-centered communication. By tailoring messages to family preferences and application status, we have streamlined the process, strengthened relationships, and continued targeted outreach to engage additional BPS students and families — reinforcing our commitment to equity, transparency, and expanded access to high-quality summer learning opportunities. We are focusing on the expectation to measure student outcome for students in the summer programs. In order to address this data point we are working with Academics to identify tools for collecting and assessing data.

For example, grades K-2 are assessed using DIBELS; for literacy in grades 3-6, we are using writing assessments with rubrics. We are implementing a pre and post Survey for Academic Youth Outcome (SAYO) evaluation survey across all academic programs.

We measure outcomes at the high school level by the acquisition of credits and course completion. For summer 2024 we have the following credits attempted and credits recovered:

- Across HS grades, 70% of attempted credits were recovered. Most students recovered 0.5-1 credits.
- 9th grade had the lowest credit recovery rate (64%) compared to other grades, while 12th graders had the highest (87%).
- Black, Latinx, and students of another race/ethnicity had higher rates of not recovering credits (21%-26%) compared to their peers.

- Credit recovery rates for current ELs and/or SWD were lower compared to other groups, while former ELs had the highest rates (78%).
- Credit recovery rate by economic status ranged from 70% (Eco. Dis.) to 72% (non-Eco. Dis.), while the rate by housing status ranged from 65% (unhoused) to 71% (housed).
- English & Social studies courses had the highest credit recovery rates (72% and 75%, respectively).

III-C. Communication: *Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.*

We continue to make significant operational investments in ensuring our communication is culturally proficient and ensures our families and stakeholders share their voice and experience in improving our systems. Additionally, we maintain and consistently update dashboards with current Engagement data across each of the departments within the division. The data and feedback from our constituents, informs decisions and calibrates any needed adjustments to ensure high-quality interactions with families, partner, organizations, and community members.

BPS Helpline

The BPS Helpline is a resource and resolution center for the Boston Public Schools community, often referred to as the '3-1-1' of BPS with additional service, connection, and follow-through. Our multilingual team of 7 specialists connects students, families, staff, and collaborators, promoting transparency, accountability, and trust through case management and a data-driven tracking platform. Helpline staff provide language support and communication expertise to departments across the organization. Additionally, the specialists collaborate to support school-based events throughout the academic year. With two months left in the year, the Helpline has already surpassed the number of touchpoints from the prior year (32,172 thus far in SY24-25, compared to 30,496 total in SY23-24 and 22,667 SY22-23).

Language Access

In SY24 TranslateLive devices were provided to every school. This allows direct access to over 100 languages, providing unlimited opportunity for families to engage with school staff in their preferred language. Additionally, the Office of Language Access processes over 23,000 requests each year for translation and interpretation services. We support families across over 49+ languages.

The Language Access Team is grounded in four values of family engagement:

1. **Accessibility & Equity:** Schools must ensure access for all; two-way communication is a priority, not an afterthought, and should be woven into the design of all programs and service.
2. **Accountability & Transparency:** The language access program and decision making processes at all levels should be open, accessible, and usable to families; proactive, not reactive; continuously improved based on ongoing feedback from families and staff; and regulated by a clear and just complaint process.
3. **Responsive Culture:** Schools must be a safe, compassionate place where each family's opinions are heard, needs are met, and contributions are valued. School staff must be humble and empathetic toward families.
4. **Focus on Relationships:** Schools must seek to relate to families on an individual level, building trust through respectful relationships that recognize the unique strengths that each family and student possesses.

New District Communications Platform

The adoption of ParentSquare as the main district communications platform allowed for more modern ways of communicating directly with families, provided the district with data and information about family engagement, and gave families a choice about how they receive communications.

- We are now able to measure contactable families. With this information, we can see specific families whose contact information is outdated and can work with School Leaders and their teams to continue driving that number up. We have increased the number of contactable families from 90% at implementation to 93% as of May 2025.
- We launched the BPS Beyond the Bell Newsletter, which averages 25,000 email engagements every week.
- District Stand-alone Communications shared with families received an average 30,000 email engagement.
- ParentSquare has also allowed us to simplify processes for distribution of critical notices beyond district-wide communications:
 - Extended School Year Enrollment (leading to increase in enrollment of early applicants)

- MCAS Results Report
- Highly Qualified Teacher Notices
- Transportation Notices (Private, Parochial, Charter, Out-of-district special education schools)
- Providing necessary student information to families for 5th Quarter Summer Enrollment
- Allowing families to choose their method of communication has resulted in 56,800 users who opt to receive emails, 14,088 opt to receive texts, and 11,789 users opt to receive notification through the app.
- Even if a family does not have the ParentSquare app, the BPS Communications Office and Schools can still send messages directly to them in the form of emails, texts and phone calls.

Website Redesign

The year-long project resulted in an audit of content and the development of a plan to prioritize areas for content updates based on user data. The new design also provides an improved user experience, including ADA accessibility feature, building a search function for superintendent circular, interactive content areas, and an enhanced mobile layout for easier use on the go:

- More than 1 million website views from February-April 2025, consistent with quarterly numbers prior to the website redesign.
- More than 340,000 active users from February-April 2025, an increase of about 90,000 compared to quarterly active users prior to the website redesign.
- While our view count has remained relatively consistent on average, our engagement rate has increased, meaning more people are navigating through multiple sections of the website or are visiting the website for the first time on a new device.
- This design overhaul has also provided the district with a dynamic homepage that updates frequently to highlight information such as enrollment deadlines, available summer programming, news and celebrations across BPS schools, and an “Important Update” banner that can be utilized for school vacation and holiday reminders or for unexpected closures due to inclement weather.

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

Rating:

	Highly Effective
x	Effective
	Developing
	Minimally Effective
	Ineffective

Focus Indicators:

IV-B. Cultural Proficiency: *Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.*

Celebrating and recognizing our student and staff diverse backgrounds and identities is core to who we are and is critical in creating a sense of community and belonging. This is particularly true and important given the national tenor attacking communities we care deeply about and it is why we are so focused on supporting our most vulnerable students, staff and families.

BPS has over 11,000 employees, with the majority of those positions at schools working directly with students. We have worked hard over the last few years to recruit and retain staff that reflect our student body. All staff are expected and trained to celebrate the diverse experiences of our students. We create space within our schools and among staff across the district to share more about their different identities. The wide variety of backgrounds and experiences among both our students and staff is what makes us a strong community.

Supporting Impacted Communities

If we want students to succeed academically we know they have to feel safe, welcomed and celebrated for the different life experiences they bring into our BPS community. Given the drastic change in the federal landscape and narrative we have focused on ensuring our immigrant families know their rights and there is a plan in place should something happen that impacts a particular student, family or school. We formed a working group with internal and external groups that provides a cascade of support for the whole family and student. We have trained principals, staff and families so they know what to do in a variety of different situations.

We have also connected with our LGBTQ+ community members to provide information on the rights of students and staff, pending state legislation, and changes in Title IX applicability to gender expression and identity. We have documentation and cascade communications

We will continue to work closely with community partners, city agencies and schools to monitor any changes that may impact our students, families and staff including any changes to funding. We remain committed to funding and supporting specific programs that may be impacted by changes in funding at the federal level.

Training for the Executive Team

Based on feedback from our senior leadership, we have invested in professional development for the executive team to further develop their skills. We have contracted with Paradigm to provide a series of six workshops designed to equip the team with skills and approaches to refine their leadership through a Diversity, Equity and Inclusion lens. Each session focused on a specific topic aimed at fostering an atmosphere of belonging, objectivity, voice, and growth mindset. The workshops also included an Inclusive Leadership Assessment, with personalized reports and tailored recommendations for each leader. The sessions will conclude in June, marking the completion of a targeted and strategic learning arc for the team.

Opportunity and Achievement Gaps Policy

The School Committee originally passed an Opportunity and Achievement Gaps (OAG) Policy in 2016. In SY24-25, we welcomed Dr. Colin Rose back to the district in the role of Senior Advisor for Strategy and Opportunity Gaps.

Under his leadership, we have initiated a process with the OAG Task Force to review and refresh the policy, which will be closely linked to the district's strategic plan. The OAG Task Force membership is being updated to ensure a fully engaged group that represents stakeholders with different positions and expertise across the BPS community. To do this, we have clarified the charge and responsibilities for members, gained commitment from and held two Task Force meetings with a group of returning members, and recruited and interviewed a slate of new candidates that will be sent to the School Committee in June.

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice

Continuous learning and improvement must be a core part of our culture, and we are making steady progress towards this goal.

Conclusion of the Systemic Improvement Plan

The Systemic Improvement Plan (SIP) was signed in June 2022 as a three year plan and outlined 33 commitments in 8 focus areas to address operational challenges that had been identified through the 2022 District Review. The SIP will formally conclude on June 30, 2025, which is a testament to the relentless efforts of our educators, school leaders, support staff, and district leadership. Over the three years, we have made notable progress in addressing systemic barriers and have enhanced our operational capacity in the eight areas: transportation, facilities, safety, special education, multilingual learners, transformation schools, data and accountability. Achievements from each area are outlined in [this letter](#) to the Department of Elementary and Secondary Education.

Staff Development

The Dr. Carol Johnson District Leadership Fellowship, a collaboration between Boston Public Schools and Boston University, empowers BPS staff and leaders for future leadership roles through a 14-month program. The fellowship is designed to empower BPS district staff and school leaders to excel in their current roles and prepare them for a future of leadership in the Boston Public Schools. Twelve fellows complete 8 graduate credits, including a transformation project, to earn a Certificate of Advanced Graduate Studies. More details are available [here](#).

BPS currently has four employees participating in DESE's Influence 100 program. Influence 100 is a two-year leadership development program that was designed to increase the racial and ethnic diversity of superintendents in Massachusetts, create more culturally responsive districts and leaders across the Commonwealth, and promote better outcomes for students. Fellows have the opportunity to shadow me during critical times of the school year, including sharing the budget with the city council, as well as receive professional development and coaching through the program.

The Office of Leadership Development continues to provide support and professional development to school leaders, aligned to the administrator evaluation rubric. All school leaders participate in professional learning communities with their region, as well as all leader professional development. The Leadership Development team also provides first and second year leaders with specific learning sessions, mentoring and coaching to ensure leaders can be successful in their first years leading a school. Additionally, administrative team members at schools participate in just-in-time operational training, focused on topics like evaluations, investigatory meetings, MCAS administration, scheduling and school-based rules, as well as an instructionally-focused professional learning community to support them in being effective instructional and operational leaders within their school.

School Leader Feedback

In SY22-23, we launched the district's regional model, consisting of nine regions of schools, led by a Regional School Superintendent and supported by a team of central office liaisons. As part of the regional model, we regularly seek feedback from school leaders and the regional teams on what is and isn't working, and work to make adjustments from there.

In previous years, school leader surveys of central office were conducted with questions in general terms of responsiveness, effectiveness and accountability of central office. This data, however, has not been useful in pinpointing ways in which departments can improve their support to schools.

This year, I directed my leadership team to collect more precise data to understand the perceptions at the

department level. This allowed us to see the range of school leader perceptions across departments, from a low of 32% to a high of 98% in responsiveness, with an average of 66%, and pinpoint which departments are providing high levels of customer service and support to school leaders and which departments have areas to improve upon. The deputy superintendents are currently conducting focus groups with school leaders about specific departments to go deeper in understanding the current state and identifying ways to improve. This will result in an action plan for improvement in customer service, with actions for both individual departments as well as the central office as a whole, to be implemented before the beginning of next school year. Additionally, we are working to refine the theory of action for the regional model, incorporating lessons from the first three years of implementation, as well as provide role clarity and codify intended impact for each liaison role. Together, we believe that this work will result in a strengthened regional model and improvements in the relationship between school leaders and central office departments.

Regular Cadence of Meetings:

As we continue to build out the systems and structures to sustain our district, I have a series of regular meetings I host to stay hands-on with the work. I meet and engage with the Deputy Superintendents and Chiefs every day. We have different formal meeting structures throughout the week, but I am in constant communication with my senior team about the day-to-day work. I meet monthly with the School Leader Cabinet, Regional School Superintendents, and Regional Operational Leaders. In each of these meetings we discuss different issues and topics often looking at data, specific goals and student outcomes to monitor our work. In addition to these formal spaces I have strong relationships with each group and there are many more informal ways I stay connected to the work. I am also out at schools on a regular basis to meet with staff and see the work in real time, sometimes traveling with one of our City Councilors or School Committee members so they can understand the incredible work happening every day in our schools. Staying connected and engaged with what is happening on the ground is incredibly important to me and something I will continue to expand on.

Central Office Employee Spotlight and Communications

Employee feedback has informed the intentional work we have done to shift the culture of our Central office. We have been intentional about more proactive communication to share information about how employees can connect with one another through affinity groups or heritage celebrations. Our new central office newsletter highlights different programs and initiatives that our central teams are working on and over the past two years we have created a central office employee spotlight to highlight specific employees' valuable contributions. We have recognized 32 individuals so far which has helped to boost morale and recognizes their valuable contributions, supporting our commitment to schools and students. This popular initiative allows staff to nominate impactful colleagues, celebrating the essential work happening across our district, both visible and behind the scenes.

Involvement with Professional Organizations

Continuous learning and contributions to the education ecosystem are personal and organizational priorities. Personally, I serve on the Council of Great City Schools (CGCS) Executive Committee and participate in various CGCS meetings and events; participate as a member in Chiefs for Change (CFC), which includes monthly meetings to share best practices and mentoring, and the CFC Women's Leadership Group, which also meets monthly; and participate in the District Management Council activities. District leaders engage with role-alike peers through CGCS monthly meetings and conferences and participate in programs such as Broad Center's Fellowship for Public Education Leadership to share best practices and foster learning. These activities are important for BPS staff to build networks of professional colleagues doing similar work in other organizations and bring those lessons back to the district to continue to improve our practice.

IV-E. Shared Vision: *Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.*

As the district's prior strategic plan expires, we are initiating a new process centered on the concrete implementation of goals. This plan will anchor our priorities within the School Committee's focus areas amidst ongoing challenges in the federal education landscape.

Parent Mentoring

As part of our commitment to families, we engage with partners, one of them is St Stephen's Parent Mentors, to build the language capacity of classrooms through parent mentoring. Parent Mentors work two hours a day

supporting student learning in classrooms by leading small-group breakouts and working one-on-one with individual students. Our parents speak the language of our students, and their support within the classroom is vital to providing native language access to our multilingual learners. These programs also provide pathways for parents to finish their own education and prepare for job opportunities, including within BPS. In SY24-25, the parent mentoring program worked with five schools. In SY25-26, the district has allocated \$250,000 in addition to school-based funding to continue supporting the parent mentoring work.

Autonomous Schools

The creation of the Assistant Superintendent of Autonomous Schools role strategically engaged Governing Boards in deep systems work across these schools, now almost a third of the district. To amplify their impact, the district prioritized aligned annual trainings, fostered stronger central office partnerships for streamlined support, and invested in robust governing board development, empowering these innovative schools to drive enhanced student outcomes district-wide. Strong governance underpins this success, 24 out of 27 autonomous school governing boards meeting consistently.

Strategic Plan

We are currently creating the vision and priorities for the strategic plan in alignment with the Opportunity and Achievement Gaps (OAG) Policy, which is simultaneously being updated with the OAG Task Force. I have committed to attend the Public Education Leadership Project (PELP) at Harvard University with my senior leadership team this summer to align this important work as we lay the foundation for the next five-year strategic plan. The strategic plan will likely focus on a small set of impactful objectives over the next several years, developed in the context of School Committee's focus areas and the district's priorities, such as:

- Increasing literacy through effective and equitable strategies.
- Improving the experience and outcomes for multilingual learners and students with disabilities through more effective, inclusive and asset-based settings, strategies and supports.
- Increasing student attendance and readiness to engage in grade level learning through holistic systems of support.
- Growing access to a high quality student experience through improved programming and facilities.

Key performance indicators that represent our universal targets and context-informed implementation goals, vetted by the OAG Task Force, will ultimately accompany these objectives. Implementation will be an all hands on deck approach with the key drivers being schools, central office and the surrounding BPS community. The plan will speak to the aligned systems, structures, culture and resources necessary to ensure collective impact, mutual accountability, and continuous improvement.

OVERALL RATING (Considers progress toward goals and performance categories)

	HIGHLY EFFECTIVE (Exemplary)
x	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	Standard
	X			Standard I: Instructional Leadership
X				Standard II: Management and Operations
	X			Standard III: Family and Community Engagement
	X			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
Making generational change: As noted throughout the evaluation, we have more capital planning projects in the works than in the past 4 decades, more bilingual and MLE programming than ever before, and have begun execution of the Inclusive Education Plan to ensure more students have access to the least restrictive environment.	Implement Tiered Supports with Fidelity: The next phase of the district's academic strategy is focused on implementing tier 2 and tier 3 strategies to support students, after multiple years of focus on strengthening tier 1 instruction. We are continuing to build out MTSS across all schools to support students' academic and social emotional growth. Alongside MTSS, we will continue to focus on strategic scheduling and service delivery to ensure our students with disabilities and multilingual learners receive all required services without limiting their opportunities to enroll in elective or speciality classes.
Investing in evidence-based programming and centering our schools and students: We are continuing to add strategically to our portfolio of alternative education, secondary programs that offer all students the opportunity for early college and pathway experiences, increasing native language opportunities across the district through the implementation and expansion of programs for multilingual learners and ensuring students with disabilities have access to the least restrictive environment.	Continued Diversification of Staff: We need to continue increasing the racial and linguistic diversity of our staff at all levels. This includes strengthening our internal recruitment and cultivation efforts, as well as identifying new partnerships and initiatives. While also providing pathways for leadership opportunities across the organization to support with retention and development of current staff.
Laying the foundation for strong academic growth: After multiple years of focus, we are consistently using high-quality instructional materials across all schools. We continue to strengthen Tier 1 instructional practices through instructional walkthrough, coaching and professional learning focused on UDL and consistent	Highlighting Success: There is extraordinary work happening day in and day out at many of our schools. We need to do better highlighting the gains of our students and schools (e.g. some of our transformation schools) to help the district learn from within and also to help the public see a more accurate picture of BPS.

academic language. We see emerging signs of progress in student outcome data at schools that are implementing all aspects of our academic strategy and will continue to focus on strong fidelity of implementation at all schools.

Using public dashboards on key indicators is one tool we are working on. Additionally, we can do better in helping our families and public understand how our budget and work generally at central leads to strong student outcomes.