

SUPERINTENDENT PERFORMANCE EVALUATION
(Adapted for Boston Public Schools Superintendent)

Reference Document: [Superintendent Skipper's SY2024-25 Self-Evaluation](#)

Name:	Mary Skipper
Date of Completion:	June 11, 2025
Completed By:	Dr. Stephen Alkins
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.

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

Comments:

Across the committee there was widespread praise for the superintendent's leadership in promoting a vision of educational excellence and access to high-quality educational experiences. Further, as a committee, we commend your execution of the district's regional model and implementation of HQIM (100% adoption) to ensure that students are engaging grade-level content and that student progress and instructional support is closely monitored (EQL observations). We applaud the closing of the Systemic Improvement Plan and the corresponding student scores showing moderate growth back to pre-pandemic scores. These improvements signal a righting of the ship and will serve as soil for deeper, more sustainable growth and the high-quality student experience.

While the committee notes such achievement, we wish to highlight the importance of the fidelity of implementation for the Inclusive Education Plan across the district as well as how and what impacts this will have on outcomes for MLLs and MLLs with disabilities. Furthermore, the committee notes that the superintendent is stewarding the district in the right direction by ensuring that the proper inputs are in place to foster student achievement; the committee, however, is in full agreement that in the next phase of the work the district must focus on student outcomes, mitigation and elimination of persistent opportunity and achievement gaps, consistent progress for MLLs. The committee acknowledges this work is in the beginning stages and we look forward to seeing future data that demonstrates how these inputs and foundational investments yield tangible, significant results for learners.

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

Comments:

As noted above, the committee was largely pleased with the superintendent's leadership to advance a vision of high-quality student experience (as determined through school committee and community conversations) where every student has access. The district's rollout of the Inclusive Education Plan is laudable, despite mixed results in implementation; the committee trusts the district has learned from its first iteration of the planning team process and will undergo a more efficient process in the future to assess needs and the impact of rollout measures across the district. The committee also expects to see more attention to linguistic and disability needs in the next rollout and, in particular, looks forward to seeing how service mapping will support such efforts.

Regarding professional development, the committee acknowledges the strides the district has made to unify a collective ethos/vision, align materials, and provide adequate training and time to develop nuanced approaches to instruction. This is evidenced by the successful BTU contract negotiation, collaborations across academic departments, PD participation numbers, which suggest everyone is onboard and committed to improving instructional leadership efforts. The committee still encourages close monitoring of PD and additional materials that support professional development that will improve MLL instruction and benefit MLL and students with disabilities outcomes.

The array of expansion programs for MLLs pushes the district forward toward its mission of eliminating opportunity and achievement gaps for MLLs and MLLs with disabilities. The committee stresses the need for the district to continue to monitor outcomes data for this, deeper investment in teacher recruitment and preparation to serve MLLs (and the broader district), and the widespread implementation of native language instruction. We know that the superintendent welcomes the engagement of the Opportunity and Achievement Gap task force in this area.

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

Comments:

Under the leadership of Superintendent Skipper the district has made notable progress in its long-term facilities planning. Across the committee there was recognition for the strong leadership and sustained effort required to take on such complex and difficult work. As well as the agreement that as a district we are moving in the right direction.

We applaud the significant increase in capital investments, including MSBA supported projects, the development of a 2030 vision, public access to the facilities data, and the decision to adopt an 18-month planning cycle which demonstrates a thoughtful and evolving approach to facilitating smooth transitions for our school communities. There is a clear commitment to undergoing the difficult process to truly rightsize the district and provide high-quality seats.

Mergers and closures are probably the hardest community engagement situations in which the district is involved and the process remains complex and challenging. While many families and stakeholders have appreciated the data-informed, thoughtful approach, others still feel caught off-guard by proposals, uncertain about the criteria used, or constrained by barriers to participation, especially for families with limited time, language access, or trust in the system. Including school leaders earlier in the proposal phase and providing more proactive supports to impacted communities would help foster trust and reduce disruption. This includes providing high-quality experiences not only in new or renovated schools but also in those that will remain unchanged for the foreseeable future.

While there is room for growth in community engagement and clarity around decisions, there is evidence of continued adjustments to improve the process. Continued investment in community-driven planning and implementation will be essential to ensuring that every change made moves us towards more students being in high-quality seats.

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:

X X	Highly Effective
X X X X	Effective
X	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.
- **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

Comments:

Curriculum & Instruction

The school committee strongly valued the progress made in fortifying the academic foundation of the district. The superintendent and team successfully closed out the systemic improvement plan, completed the first iteration of the Inclusive Education Plan rollout, saw NAEP scores return to pre-pandemic level, and expanded availability of AP options and College and Career Pathways across high schools. Further, the 100% adoption of HQIM across the district and the additional, coordinated professional development (12 hours) district reflects commitment and buy-in from schools. This will greatly support the district moving forward in unity toward a clear academic vision and ensuring there is flexibility and fidelity with the implementation process. The school committee also was pleased with the accountability measures that have been put in place to more deeply acculturate reflective practice (via EQL and classroom observations) and verify critical factors of student success (e.g., student engagement).

Opportunities for Continued Growth

While there is growth in the curriculum and instruction inputs that foster increases in academic outcomes, as a district we are not yet where we want to be. Of particular importance is our persistent opportunity and achievement gaps (OAGs), particularly for Black and Latine students, MLLs and MLLs with disabilities. The Inclusive Education Plan, as well as improvements in future rollouts, look to address the gaps, however the district needs a comprehensive plan to address OAGs - which will be an important part of the upcoming strategic planning. We look forward to movement on this in the future and acknowledge the reconvening of the Opportunity and Achievement Gaps (OAG) task force. Also key in strategic planning, is the continued improvement and aligned support in operationalizing the long term vision for MLLs and MLLs with disabilities. Linguistic scaffolds in HQIM, culturally responsive professional development for instructors, deeper community involvement, and innovative strategies for teacher preparation and recruitment are needed to implement district-wide native language instruction and improve the value of the high quality student experience for all BPS students.

Additional Notes

The committee is confident and encouraged that we are moving collectively in the right direction with our academic processes/inputs being vetted and evaluated consistently. We are hopeful that these investments will translate into meaningful academic strides and opportunities for our students.

Rating

Overall, the committee rates the Superintendent as “**Proficient**” in this category.

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

Comments:

Transportation

The district has made significant improvements in transportation. The Superintendent asked for Council of Great City School(CGCS) reviews in multiple areas - transportation, safety and human resources - and has been strong in the implementation of their recommendations. The district has continued to improve the bus experience for families. We began the school year fully staffed in drivers and monitors. The Zum technology has improved efficiency, coverage, and our ability to track. Morning bus on-time performance has reached 94%, the highest monthly performance in the last five years. We continue to build our electric fleet.

Our high operating costs continue to be a concern. While the district works closely with our transportation contractor to make our systems as safe as possible, the devastating loss of one of our students requires us to continue to examine our safety measures to ensure this never happens again.

Facilities

The district has made major strides in tackling facilities work. The district has increased schools with air conditioning from 32% to 92% and completed nearly 7,500 maintenance requests. We continue to move towards safer, more sustainable schools connected with our community. There are more capital projects underway than in decades past which is laudable.

However, our facilities maintenance continues to be a top priority and concern. With over 11,900 work orders submitted nearly a third remain incomplete. With so many pressing needs we need to increase the capacity and resources in this area as our buildings are key to supporting the learning of our students. The majority of our buildings are not yet able to provide the "High-Quality Student Experience." The need for closures and mergers is disruptive but essential; we must, however, continue to cultivate deeper clarity around the factors that influence decisions to give the BPS community as much notice as possible. Finally, we must operate with urgency and transparency to ensure our decisions are aligned to student outcomes.

Human Resources

The Office of Human Resources (OHR) continues to make positive strides. As mentioned above, this was an area of CGCS review where the recommendations have been implemented and, positively, done so ahead of schedule. Areas of note are the strategic realignment of OHR to foster alignment and efficiency, as well as the improvement in our

early hiring rate of school leaders and teachers, payment methods for payroll and stipends, targeted recruitment to increase the linguistic and racial diversity of our educators, and alignment to the regional model to meet the needs of schools. Also notable are this year's multiple successful contract negotiations and the proactive, staggered calendar approach to ensure all contracts do not expire in the same year in the future.

Amidst funding uncertainty, we hope programs that increase the linguistic and racial diversity of our workforce continue. The focus on recruitment is evident - a clear focus on morale and staff retention is also important. We also look forward to district-wide timely, widespread evaluations.

Fiscal Systems

The district has been strong in coming off of ESSER and navigating changing funding realities. It is commendable that BPS avoided layoffs and invested into key priorities such as inclusive education, strengthening key student services, multilingual learning, and college/career pathways. We continue to invest resources directly into schools.

Continue to strengthen alignment between budget decisions and the greater system wide goals. Clear and effective financial processes are key as we navigate the current uncertainty and is an area we can continue to hone.

Additional Notes

Also of positive note are the clear strides in all schools having safety plans, the upgrades in technology - faster, reliable internet and cyber security, a reduction in chronic absenteeism, and improvements in food and nutrition services.

Rating

Overall, the committee rates the Superintendent as **"Proficient"** in this category.

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

Comments:

Engagement & Communication

The superintendent has adhered to her commitment to reviewing central office and district practices to better streamline processes and improve clarity for families regarding their understanding of the roles and responsibilities of BPS departments. The superintendent and team has also put forth a stronger engagement effort to illustrate their willingness to be present for critical conversations and to further elaborate on how community voice is valued and helps shape decisions and policy. This is further evidenced by additional meetings to support transitioning school communities impacted by closures or mergers, and the achievement that 110 schools now have a School Site Council, which has increased engagement around facilities changes. The structural reorganization of the Office of Family and Community Advancement (OFCA), workshops by Parent University, and hiring of staff with more linguistic capacity, especially at the Welcome Center, have allowed for deeper engagement with the diversity of families in the district and have led to 700 migrant families being supported through the BPS registration processes. Finally, this has been a year of modernization for technological services; the school committee celebrates improvements to the BPS website (e.g., more easily accessible navigation and data dashboards) and the use of ParentSquare to provide direct, bidirectional communication for families with teachers and school communities.

Opportunities for Continued Growth

Community engagement in BPS has always been a challenging task for any leader, particularly in a district where historically trust has been eroded due to a lack of transparency into processes, racist practices, decline of student outcomes (exacerbated by widening OAGs), MLL policy that has not been fulfilled in its totality, etc.. The efforts of the superintendent and administration to not only take accountability for previous and current missteps, but to also rebuild trust through transparency and community engagement is commendable.

While there has been continued refinement and improvement of engagement practices, criticism persists around authentic involvement of families and diverse communities and decision making. As we continue to improve our delivery of services we will need to continue to consider the staffing and capacity needed to execute our priorities well. Authentic community engagement in BPS processes should be the ethos across all departments and involves clear conversations of roles and the navigation of power dynamics within those roles; it centers the needs of our community and intentionally seeks opportunities for collaboration and co-design of policy. In short, we encourage continued efforts that meet families and other value holders where they are as well as increased opportunities for collaboration (includes aspects like community meetings in school). To this end, the committee sees some areas for continued growth and monitoring: (1) ensure that the district is keeping a close eye on how communities of merged and closed schools are coalescing and fairing, (2) more clearly articulate equity analyses findings (i.e., use of the REPT) to communities, (3) consider the expansion of welcome centers to include satellite centers, and (4) include families in the

the testing of BPS products (e.g., BPS website) for iterative improvement of website organization and prioritization of content.

Rating

Overall, the committee rates the Superintendent as **“Proficient”** in this category.

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:

X X	Highly Effective
X X X X	Effective
X	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.
- **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
- **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.

Comments:

Cultural Proficiency

Given the ever changing landscape, the district has made an intentional effort to focus on the needs and rights of our immigrant families and our LGBTQIA+ community. The district has provided trainings to prepare staff to adapt to a variety of different situations to best serve our students and families. The superintendent's commitment to professional development and continuous learning is evident. The district has invested in Diversity, Equity and Inclusion training for the executive team including an Inclusive Leadership Assessment with tailored individual recommendations. There is renewed focus on the Opportunity and Achievement Gaps Policy demonstrated through the addition of an experienced and knowledgeable leader and an update of the taskforce to lead the review and refresh of the policy.

Continuous Learning

The conclusion of the Systemic Improvement Plan (SIP) is a significant accomplishment. Centering the SIP work on capacity building will allow the progress to have continued impact well beyond the conclusion of the SIP. Feedback systems and data collection from school leaders and central office staff continue to be improved including moving to more actionable department level insights. The offering of multiple leadership fellowships, expanded leadership development programs, and professional learning communities demonstrate a strong focus on developing talent from within, a focus on diversity, and an emphasis on staff having opportunity to improve their practice. Superintendent Skipper models her own commitment to continuous learning with her involvement in multiple professional organizations.

Shared Vision

Superintendent Skipper and the work of the district has laid the foundation for a new strategic plan with a clear alignment to the Opportunity and Achievement Gaps policy and the School Committee's priorities.

The accomplishments of the district, above and expressed throughout this evaluation, would not be possible without the strong professional culture the superintendent has built.

Opportunities for Growth

While professional development opportunities are ingrained at levels throughout the organization, continued improvement in evaluation of the effectiveness of the training, clear metrics, and cross-departmental collaboration is needed to assess quality, sustain momentum, and ensure alignment. Professional development aimed at cultural competency and strengthening a sense of belonging, needs to be adopted consistently throughout the district, especially in schools with larger equity gaps.

Feedback from school leaders shows a wide variation in perceptions of central office support indicating inconsistent experiences and the needs for ongoing development in relationships between central-office and schools. School leaders need to be supported in creating accountability systems that are flexible enough to give teachers ample opportunities to adapt practice, but also allow school leaders to make staffing changes that more quickly support students. As we continue to strengthen the regional model we must make sure liaisons in the regional structure are equipped to make positive contributions.

There is a continued need to better highlight successes and to communicate the impact of central office work suggesting a gap between internal progress and public perception. Consider creative ways to involve the media in communications and spotlighting the work of the district.

Rating

Overall, the committee rates the Superintendent as “**Proficient**” in this category.

OVERALL RATING (Considers progress toward goals and performance categories)

X X	HIGHLY EFFECTIVE (Exemplary)
X X X X 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 (4.14)			Standard I: Instructional Leadership
	X (4.14)			Standard II: Management and Operations
	X (3.57)			Standard III: Family and Community Engagement
	X (4.14)			Standard IV: Professional Culture

The Boston School Committee rates the Superintendent as Effective (Proficient) (4.0)

The Effective (Proficient) rating is defined as "Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met." As a body we rated Superintendent Skipper Effective (Proficient) in her 2023-24 evaluation. We wish to note, across the board in the individual standards ratings we each rated Superintendent Skipper higher in this year's 2024-25 evaluation.

Under Superintendent Skipper's leadership the district is simultaneously taking on system level, transformative change initiatives. Considerable accomplishments were made this year in moving forward the Long-Term Facilities Plan, district wide implementation of High-Quality Instructional Materials and instructional observations, and the reorganization of the Office of Family and Community Advancement to more effectively serve our families. We recognize the difficult work Superintendent Skipper and her team are taking on and deeply commend their sustained and targeted efforts.

As members of the Boston School Committee we are committed to the continuous improvement of the Boston Public Schools and to providing equitable access to rigorous and inspiring education for each of our students. As a district, we are not yet where we want to be. A strong foundation to better serve the students, families and staff of BPS has been laid under the leadership of Superintendent Skipper and the actions of her team. We all recognize, Superintendent Skipper included, there is more work to do.

We have complete confidence in Superintendent Skipper's leadership and her ability to move forward the difficult work the district is undergoing. We applaud the work that has been accomplished so far and look forward to the continued improvement that is needed.

Note: Our comments throughout this summative and in individual member evaluations are in response to the contents shared in the Superintendent's Self-Evaluation as well as areas that each of us would like to be on the superintendent's radar in the future. We will continue to hone the superintendent's evaluation process. Ultimately the process should serve as a reflection at the end of the current school year and a productive guide for the upcoming year.

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
Strong, district-wide adoption of High-Quality Instructional Materials (HQIM) and Tier 1 instructional focus paired with aligned professional development and classroom observations to support effective implementation and ensure students do the heavy lifting.	A strong foundation for progress has been laid. The district is showing areas of improvement, however overall student outcomes remain largely unchanged and progress is uneven across schools. As we move forward, increased focus on accelerating student outcomes and closing opportunity and achievement gaps is needed. This includes: <ul style="list-style-type: none">• continued focus on strengthening Tier 1 instruction and increased focus on Tier 2 and 3 supports• clear metrics and evaluation processes to measure the effectiveness of our implementation and investment choices on student outcomes
Strong foundation laid for long-term academic quality - Implementation of a district wide Inclusive Education Plan, increased Multi-Tiered Systems of Support (MTSS), expansion of bilingual and multilingual programs. Clear focus on staff development to increase alignment in achieving district goals.	Structural progress in the Office of Family and Community Advancement is evident. As we move forward, continue strengthening our systemwide approach and responsiveness to the input of our families. Continue building practices that are intentionally shared across departments and facilitate our families being well-informed and able to effectively navigate our systems.
Measurable progress in core operations which has resulted in significant outcomes that has led to stability after years of leadership and operational instability. <ul style="list-style-type: none">• Improved transportation outcomes - on-time performance at a five-year high, recruitment efforts have resulted in staffing improvements• Thoughtful implementation of facilities improvements and “right-sizing” the district - largest capital planning and facilities modernization effort in decades with a clear foundation laid to continue the work.• Improved financial management - stabilization of payroll, avoidance of layoffs despite the end of ESSER funding• Conclusion of the Systemic Improvement Plan and Department of Justice (DOJ) oversight• Investments in educator pipelines and professional development to ensure students have talented educators able to serve their diverse needs	The committee looks forward to the renewal of a strategic plan in the upcoming year. Ensure the plan includes key implementation goals, intentionally aligned to resources, as they will anchor the district to our core priorities. Continue to hone and strengthen aligned implementation practices.