

**SUPERINTENDENT SUMMATIVE PERFORMANCE EVALUATION  
(Adapted for Boston Public Schools Superintendent)**

Reference Document: [Superintendent Skipper's SY2025-26 Self-Evaluation](#)

<b>Name:</b>	Mary Skipper
<b>Date of Completion:</b>	June 5, 2026
<b>Completed By:</b>	Dr. Stephen Alkins and Vice Chair Rachel Skerritt
<b>Educator Plan Type:</b>	Self-Directed Growth Plan

**Ratings:**

<b>HIGHLY EFFECTIVE (Exemplary)</b>	Performance far exceeded expectations due to exceptionally high quality of work performed in all essential areas of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of a major goal or project, or 2) made an exceptional or unique contribution in support of unit, department, or district objectives. This rating is achievable by any employee though given infrequently.
<b>EFFECTIVE (Proficient)</b>	Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.
<b>DEVELOPING (Proficient)</b>	Performance consistently met expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical annual goals were met.
<b>MINIMALLY EFFECTIVE (Needs Improvement)</b>	Performance did not consistently meet expectations – performance failed to meet expectations in one or more essential areas of responsibility, and/or one or more of the most critical goals were not met. A professional development plan to improve performance must be attached, including timelines, and monitored to measure progress.
<b>INEFFECTIVE (Unsatisfactory)</b>	Performance was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. A plan to correct performance, including timelines, must be outlined and monitored to measure progress.

**Student Learning Goals (Aligned to School Committee Priority Areas)**

**Goal 1: Demonstrate progress in district-wide strategic implementation of high quality educational experiences, as evidenced by improved student outcomes and increased student engagement in high interest and rigorous learning experiences and programming. (SC Priority 1: Accelerating Academic Performance)**

Progress will be measured by:

- Increasing student performance on state and national metrics and assessments, such as MCAS, ACCESS, NAEP, and Advanced Placement (AP).
- Increased student engagement in school, including decreasing chronic absenteeism and drop out rates, and increasing rates of graduation and secondary pathways enrollment.

**Progress Toward Student Learning Goal(s):**

Exceeded	Met	Significant Progress	Some Progress	Did Not Meet
X	X X X X X X			

**Comments:**

The committee agrees that the superintendent has met this goal of progress in implementation of high quality educational experiences, as evidenced by improved student outcomes. We commend the achievement of a historic 81.3% graduation rate, with increases for Black and Latinx students, students with disabilities, and multilingual learners, alongside a near-record low dropout rate of 3.6%. Other notable high school gains include a 38% increase in Early College enrollment, 2,500 students participating in Career and Technical Education (CTE) programs, a record-setting 68% of Advanced Placement (AP) students scoring a 3 or higher, and a surge in students earning the Seal of Biliteracy. These successes demonstrate a commitment to implementation of programs that better prepare our graduates through rigorous and high interest pathways. The committee also recognizes the proficiency increases in grades 3–8 ELA and Math MCAS, the third consecutive year of meeting chronic absenteeism targets, and improvements in ACCESS scores for multilingual learners.

While celebrating these milestones, we must work urgently to accelerate progress for the majority of our students. Most critically, the committee emphasizes that currently, only a third of BPS students are meeting or exceeding expectations on the MCAS in grades 3–8 across core subjects. To accelerate the rate of progress, the district must strengthen early education (PreK–2) literacy practices to ensure students have a strong foundation. We must also closely monitor the academic progress and engagement of students impacted by school closures and mergers. At the high school level, we must address the decline in 10th-grade MCAS scores; while we recognize this correlates with the statewide elimination of the state exams graduation requirement, the decline demands a strategic, instructionally based response to ensure that a rising graduation rate is an authentic reflection of college and career readiness. MassCore must continue to play an essential role in creating consistently rigorous academic experiences across schools. In addition, the committee expects to see all performance data disaggregated by racial, linguistic, economic, and ability subgroups to measure progress against ambitious annual targets.

**Goal 2: Continue implementation of the goals of district’s Inclusive Education Plan, with a focus on 1) expanding inclusive opportunities to serve more students, 2) ensuring effective resource allocation to support each student (e.g. RSF and service mapping) and 3) increasing professional development opportunities for educators and school-based support staff. (SC Priority 2: Ensuring Access for All Students)**

Progress will be measured by:

- Implementation of inclusive settings in grades 1, 2, 8, and 10
- Planning completed by school-based Inclusion Planning Teams (IPTs) and completing service mapping for the next cycle of implementation
- Successful use of the Reimagined Student Funding Formula to direct funding and resources toward inclusive classrooms

**Progress Toward Student Learning Goal(s):**

Exceeded	Met	Significant Progress	Some Progress	Did Not Meet
X	X X X X	X X		

**Comments:**

The district celebrates the annual progress toward full implementation of its Inclusive Education Plan and the commitment to remain on track to complete its 5-year rollout. The committee noted the expansion of inclusive settings into additional grades, Inclusion Planning Teams in every school, service mapping efforts to align supports and resources, and opportunities for multilingual learners through the expansion of dual-language and bilingual programming, and the launch of the Reimagined School Funding formula. The committee also applauds the district’s sustained investment in HQIM (and associated professional development), and focused resources for students with disabilities and multilingual learners.

While this growth signals commitment to equitable access and inclusion, the committee stressed that successful implementation must be determined and measured by reported family experiences and academic outcomes, not solely by input milestones (i.e., growth in infrastructure supports are positive insofar as the corresponding gains in academic outcomes). Collectively, the committee named the need for greater transparency and communication around the impact of inclusive education efforts and more concrete data around classroom-level implementation and application of professional development learning (e.g., perhaps at the evaluation level). Further, there are concerns about maintaining service quality for students (and staff) amid budget constraints and additional pressures, retaining adequate staffing and educator support, reducing disproportionate placement of students in substantially separate settings, and providing families with a clearer understanding of the suite of BPS programs, supports, and expected outcomes.

**Areas of Continued Focus/Monitoring:**

- Evaluate the quality and fidelity of implementation of HQIM, inclusive practices, and professional development across schools (share learnings about major district rollout processes).
- Report on the effectiveness of service mapping and the Reimagined School Funding formula in directing resources to students with the greatest needs.

- Enhance communication and transparency regarding the goals, progress, and outcomes of the Inclusive Education Plan for families and staff (particularly relevant for school mergers and closures).
- Ensure adequate staffing (and diversity), collaborative planning time, and specialized supports to sustain high-quality service delivery.

Track student outcomes (and gap closures), family experiences, and equity indicators, including access, achievement, and placement patterns for students with disabilities and multilingual learners.

**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:

- Release of a 2030 vision and long-term enrollment projections
- Progress of capital projects in the district
- Implementation plan for school closures and mergers
- 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
X	X X X X X X			

**Comments:**

Closing and merging schools as well as negotiating new builds and major renovations is some of the hardest work the Superintendent and her team take on each year. Under the leadership of Superintendent Skipper, the district has continued to make notable gains to “right-size” the district and move toward the 2030 vision of approximately 95 high quality schools. This includes the laudable 10 capital projects currently underway and the continued refinement of programs to meet the needs of our students. The current lead time of 18 months to close or merge a school community is a thoughtful window, particularly if feedback from the community is taken into account related to how communication can be improved within that window.

While there is continued growth in the implementation of the Long Term Facilities Plan (LTFP), as a district we are not yet where we want to be regarding process clarity and community engagement. Of particular importance is the timeline leading up to public announcements and committee votes; the current window between announcement and SC vote left some affected communities expressing feelings of being caught off-guard and excluded from meaningful participation before decisions are finalized. The committee recognizes the thoughtful engagement that went into gathering feedback across the district and city, and resulted in the articulation of what students, families, and the wider BPS community saw as a high quality student experience – which serves as the foundation for the decision making criteria. The Superintendent and Capital Planning team continue to thoughtfully evolve the process. Closures and mergers will always be a difficult process. The district must continue to refine how they help families understand the criteria and the decisions made. In addition, the district must continue developing a deep understanding of how the LTFP leads to better serving our students, increasing opportunity, and improving student academic outcomes districtwide. The long-term success of this plan will depend largely on whether the affected communities feel they were true participants in the process. Finally, the committee looks forward to the district continuing to clearly and measurably expand the definition of the "High-Quality Student Experience."

**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	Highly Effective
X X X X X X	Effective
	Developing
	Minimally Effective
	Ineffective

**Focus Indicators:**

**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:**

The committee agrees that Superintendent Skipper has shown effective leadership in instructional practices. The districtwide implementation of High Quality Instructional Materials across all grades and continued examination and refinement of their use is a significant step toward consistency of high quality classroom experiences. In service of strengthening teaching and learning practices, we appreciate the expansion of teacher training, especially the addition of two dedicated half days during the school year for educator professional development. This is paired with 12 hours of required training focused on inclusive and culturally responsive teaching practices. The increase in classroom walkthroughs to over 5,600 districtwide suggests increased opportunities for regular and specific feedback on curriculum implementation.

Even with this progress, high quality instruction is still not being consistently experienced by the students who require the greatest gains. While 59% of white students in grades 3 through 8 met expectations in English Language Arts MCAS, only 17% of Latinx students and 15% of Black students met or exceeded expectations, with proficiency dropping into the single digits for students with disabilities and multilingual learners. Gaps in Mathematics are the same or wider. Moving forward, the district must shift from simply tracking who attends these training sessions to measuring how the training actually improves classroom teaching and student growth. This includes using walkthrough data to make sure teachers are encouraging students to do the heavy lifting of learning, strengthening mindsets that hold truly high expectations for every child, and creating clear steps for how school and district leaders will respond with educator support and next steps when student work falls below grade level.

As the superintendent and her team work to build on the improvements to date, the committee expects district leaders to continually tie key programming and resource decisions back to teaching and learning goals. We must receive updates on literacy progress for students in grades pre-K through 2. It's also essential that we gain a better understanding of how data dashboards serve not just to monitor but to guide actions and adjustments. Lastly, we look forward to information regarding the impact that teacher professional learning has on student achievement, and we should continue to collectively interrogate what level of mastery is truly meant when we promise a high quality student experience.

***I-E. Data-Informed Decision Making:*** *Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.*

**Comments:**

The superintendent has worked diligently to make data-informed decision making a cornerstone of organizational performance. School leaders have the information they need to set and track goals against 19 district-defined metrics ranging from student achievement to school climate data points. Schools participate in formal data reviews where school and regional leaders analyze the data together to adjust resourcing and instructional support. These systems, tools, and practices resulted in the district's aggregate improvement in Quality School Plan (QSP) goals for 14 of the 19 goals being tracked. BPS has also worked to strengthen multi-tiered systems of support (MTSS) across schools, leveraging AI to support this work.

While celebrating these internal structures, the committee emphasizes that the next phase of work must focus on modeling similar data practices directly with the School Committee. While school leaders are expected to track and report on progress against a high number of indicators, the district has not yet finalized an equivalent set of metrics for regular public sharing of the rate of progress across multiple indicators. Moving forward, the superintendent and her team must utilize the wealth of available data to make more plain how the information translates into day to day instructional adjustments and individual student support. Finally, to help the committee evaluate the factors impacting our most vulnerable populations, future updates should also include data on high-leverage inputs, such as teacher and support staff diversity, educator licensure pathways, and the impact of hiring cycles on school stability.

**Rating:** Overall, the committee rates the Superintendent as "**Proficient**" for Standard I: Instructional Leadership.

**STANDARD II: Management and Operations**

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

**Rating:**

X	Highly Effective
X X X X X X	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.*

**Comments:**

Operations are successful when they remove barriers to optimal teaching and learning. Under Superintendent Skipper’s leadership there is visible progress made in stabilizing and fortifying the operational foundation of the district, resulting in one of the best starts to a school year in decades across facilities, transportation, and food services. The district team successfully launched critical policy rollouts—such as the Opportunity and Achievement Gap Policy and a forward-thinking AI policy with clear guardrails for teaching and learning. Operationally, the administration demonstrated strong execution capacity by advancing MSBA Core Projects over multiple years, securing invitations for the Accelerated Repair Program, and opening two new school buildings: the Sarah Roberts and the Carter. This school year marked an increase in bus on-time performance driven by the successful deployment of the Zum tracking application, increased athletic trip coverage, and national recognition for green initiatives such as fleet electrification and the indoor air quality monitoring system. We also commend the district’s holistic focus on student well-being, highlighted by a shift to nearly 100% of healthy meals produced in-house, safety updates that substantially decreased long-term suspensions, updated safety plans in all schools, and targeted student support programs that have begun reducing the chronic absenteeism rate, like the Opportunity Lab.

Of particular note to the committee is the escalating fiscal impact of our transportation system; it continues to be a large part of the total operating budget and impacts resourcing other core priorities. Additionally, while improved, there continues to be lingering service frustrations for families experiencing chronically late or missing buses. While the district continues to make improvements, the chronic absenteeism rate, 30.9%, remains high. Capital repairs have accelerated; however, over 3,000 work orders remain unaddressed. As shared above, the district has made gains in providing healthy meals district wide. Still, with rising food costs, food insecurity, and decreasing school meal participation, it is important to understand who is and is not taking part in school meals and exploring ways to improve participation.

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

**Comments:**

Under the leadership of Superintendent Skipper, the district started the 2025-2026 school year with 96% of teachers and counselors hired - a positive indicator of planning and recruitment. We commend the historic, five-year high of 43.4% in racial and ethnic diversity among educators, alongside an expansion in linguistic representation, where 42.7% of staff now speak a second language. Intentional planning and recruitment, including "grow your own" pipelines and the MTEL Support Program, demonstrate a scalable commitment to building a representative workforce.

Of particular note to the committee is the impending reduction of staff positions and the potential impact to the diversity gains made. While there is clear operational growth in expanding our human resources inputs, as a district we must protect these gains amid an increasingly tight fiscal landscape. Additionally, while the successful conclusion of recent contract negotiations represents a positive step forward, the district must carefully weigh the cumulative impact of these agreements on our long-term fiscal forecast, ensuring that upcoming negotiations with the BTU deliberately incorporate strategies to protect and retain our diverse workforce. The committee advises the district to develop a clear plan to prevent losing gains, continue exploring licensure barriers and employ measures to increase staff diversity, and develop a routine to provide updates to the committee.

***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:**

Facing the expiration of federal ESSER funds and a projected \$53 million deficit, the superintendent and her team demonstrated strong operational leadership by executing an array of real-time mitigation efforts, including strategic spending pauses, central office efficiencies, and a hiring freeze, all while ensuring critical services for students remained funded and the continued implementation of inclusive education, bilingual programming, and equitable literacy. We commend the successful rollout of the Reimagine School Funding (RSF) formula, replacing the Weighted Student Funding model and developed through 18 months of community engagement. By anchoring school budgets in instructional needs rather than enrollment alone, this new model establishes a more equitable distribution of resources.

While the committee appreciates the transparency and fiscal management, the emergence of a mid-year deficit underscores the urgent need to strengthen our early fiscal warning systems and ensure long-term structural sustainability. Sound fiscal management does not simply respond to deficits when they materialize; it anticipates and prevents them. In partnership with the city, the district must analyze if the forecasting mechanisms possess sufficient agility to anticipate and prevent budgetary imbalances before they materialize. Moving forward, the city and district must closely monitor the escalating costs of transportation, health care, and utilities to ensure rising costs do not compromise student-facing services and staff and our ability to achieve district level priorities.

**Rating:** Overall, the committee rates the Superintendent as "**Proficient**" for Standard II: Management and Operations.

**STANDARD III: Family and Community Engagement**

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

**Rating:**

	Highly Effective
X X X	Effective
X 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.*

**Comments:**

The district has made measurable progress toward family and community engagement by strengthening participation structures, increasing touch points, creating more opportunities for involvement. The committee members consistently highlighted the solidification of School Site Councils (SSCs) across all schools, increased SSC participation, the creation of the Community Engagement Advisory Collective, expanded Parent University offerings, community-based events, summer programming, and more comprehensive multilingual family supports. Most notably, there have been significant improvements to family engagement around school closures and mergers as compared to prior years.

That said, committee members also noted a gap between participation opportunities and families’ perception of how that participation influences decision-making. While engagement structures have expanded, the community remains deeply concerned and skeptical about transparency, participant representation, and the degree to which its voice is integrated into district decisions, which erodes trust. Multiple responses emphasized that engagement must evolve from informing and collecting input to demonstrably shaping outcomes, especially during high-impact decisions impacting schools and communities.

**Areas of Continued Focus/Monitoring:**

- Encourage and increase SSC engagement and shared decision-making at the school level.
- Provide clearer feedback loops to illustrate how family input informs district actions.
- Continue vital programming like Parent University and other engagement opportunities.
- Focus measurement on areas of participation quality, representation (who is responsive and who do we still need to hear from), and participant satisfaction.
- Continue fostering trust through earlier, more transparent engagement around major district decisions, including closures, mergers, and long-term planning initiatives.

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

**Comments:**

The committee broadly agrees that the district has strengthened its communication efforts and infrastructure to enhance access to information for families. Noteworthy accomplishments include the successful implementation of ParentSquare, increased multilingual communication support through the Office of Language Access, improvements to the district website, responsive family support systems such as the BPS Helpline, and focused outreach efforts that have increased the district's ability to connect with families. Committee members noted examples of improved family perceptions of communication and the district's commitment to culturally responsive engagement.

As with engagement, the most critical area of concern centers on communication surrounding major strategic decisions, particularly school closures, mergers, and programmatic changes (e.g., school choice and assignment). The committee consistently reported that families often perceived communications as occurring too late in the decision-making process, lacking sufficient transparency, clarity, or opportunities for meaningful input. The committee emphasizes that effective communication must move beyond information-sharing toward authentic two-way dialogue, timely responsiveness, and partnership with families before decisions are finalized.

**Areas of Continued Focus/Monitoring:**

- Proactively communicate with transparency during significant district changes.
- Strengthen timely responsiveness and accountability for follow-up inquiries from families and value-holders.
- Share results of family feedback surveys and clearly communicate any actions that result from responses.
- Continue improving clarity around complex district initiatives and district decisions (e.g., academic requirements).
- Use existing communication platforms to support earlier engagement and ensure adequate representation, trust-building, and collaborative problem-solving with families and community partners.

**Rating:** Overall, the committee rates the Superintendent as "**Proficient**" for Standard III: Family and Community Engagement.

**STANDARD IV: Professional Culture**

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

**Rating:**

X X	Highly Effective
X X X X 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.*

**Comments:**

Under Superintendent Skipper’s leadership, cultural proficiency continues to be a priority. This is highlighted by the revised 2026 Opportunity and Achievement Gaps (OAG) Policy, developed through the OAG taskforce and Senior Advisor for Strategy and Opportunity Gaps Dr. Colin Rose, to serve as a “North Star” for the district. The administration oversaw the expansion of bilingual programming by launching four new offerings—including the nation’s first-ever Cabo Verdean Kriolu program. Teachers and school staff continue to build their cultural competency through the Culturally Linguistically Sustaining Practices Continuum (CLSP). Equity-centered design and evaluation of BPS policies and programs has been advanced through the continuous use of the Racial Equity Planning Tool (REPT). The committee also commends the ongoing success of the St. Stephen’s Parent Mentoring program in meaningfully engaging parents, building classroom language capacity, and creating new professional pathways.

In regards to the OAG policy, the 'North Star' metaphor only carries weight if it serves as an operational compass that explicitly links policy commitments to impactful implementation and aligned budgetary decisions. As we expand bilingual programming, a continued emphasis on recruiting and retaining qualified educators will be essential. While the REPT continues to guide our design for equity, we must continually analyze the impact of our tools and deploy them earlier in the design process. Some families continue to express the desire to see more consistent implementation and greater opportunities for cultural and linguistic communities to participate in a sustained manner in decision-making. Consistent mechanisms for participation and accountability could further strengthen trust and sense of belonging within the district.

**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.*

**Comments:**

Under the superintendent’s leadership, central office successfully established a robust feedback structure, driven by the superintendent’s personal participation in monthly meetings with Regional Superintendents, Operational Leaders, and the School Leader Cabinet—allowing for quick responses and continuous

improvement. We applaud the successful rollout of broad-reaching professional learning, including an additional 12 hours of district-wide professional development. The district's strong focus on leadership and teacher pipeline developments, notably through the Dr. Carol Johnson Leadership Fellowship, DESE's Influence 100, and the BE/ACTT cohort program, all serve as effective tools for talent development and staff retention. Superintendent Skipper remains committed to her own professional learning and growth as a leader and models this commitment through active involvement in national professional organizations such as the Council of Great City Schools Executive Committee and Massachusetts Urban Superintendents Network.

With professional development as a core priority, the district must continue to build a safe, inclusive organizational culture built upon mutual trust and respect to sustain continuous learning and ensure educator voices are heard and encouraged. Professional learning should be aligned to practical classroom conditions and the needs of educators. While difficult to do, meaningful district progress requires alignment between professional development and evaluation practices to understand how learnings are showing up in substantive ways and contributing to student outcomes.

***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:**

Under Superintendent Skipper's guidance, the district launched a comprehensive process to develop the new BPS Strategic Plan, serving in tight alignment to the revised Opportunity and Achievement Gap (OAG) policy.

Moving forward, the district must ensure that families, students, and stakeholders clearly understand how their valued perspectives and lived experiences actively drive the content and implementation of the Strategic Plan and are active partners in supporting the vision.

**Rating:** Overall, the committee rates the Superintendent as "**Proficient**" for Standard IV: Professional Culture.

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

X	HIGHLY EFFECTIVE (Exemplary)
X 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 (3.43)			Standard III: Family and Community Engagement
	X (4.29)			Standard IV: Professional Culture

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

**Comments:**

As urban districts across the country navigate ensuring that their students are ready for a rapidly evolving world and workforce amidst a precarious federal funding landscape and declining enrollment, we are grateful for Superintendent Skipper’s steady, clear, and committed leadership. She has the Committee’s full support and belief in her and her team’s ability to accelerate outcomes for our city’s students, and we look forward to presentations and updates to this committee and the public in the 26-27 school year that reflect annual measurable goals and are tied to data that provides meaningful windows on progress toward student growth and proficiency. We look forward to the superintendent and her team continuing to work openly with the committee, students, and families to co-create and operationalize the shared vision for the district. We are confident that the superintendent will use the strengths in this evaluation to build on prior success and immediately respond to areas for continued growth.

**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
<b>Institutional Stability &amp; Steadfast Leadership:</b> Superintendent Skipper has brought much-needed steadfast leadership to the district. Her exceptional	<b>Community Engagement:</b> Transition from a culture of post-decision communication to one of early communication, developing

<p>work ethic, vision-driven commitment, and strategic direction provide the critical institutional stability necessary to resist reactionary shifts and keep the district firmly on a long-term course toward improving student outcomes.</p>	<p>deep understanding, and genuine co-design by engaging directly with families, establishing processes for early participation, and conducting equity analyses before announcing structural changes.</p> <p>Revisit systems to ensure timely and responsive feedback loops to constituent issues and inquiries.</p>
<p><b>Increases in Indicators Tied to Student Success:</b> Under Superintendent Skipper’s leadership, the district has achieved historic graduation and dropout rates, reduced chronic absenteeism, and demonstrated tangible structures for academic improvement by instituting districtwide high-quality instructional materials (HQIM) and aligned observation practices.</p>	<p><b>Student Proficiency and Wide Performance Gaps:</b> The district is showing areas of improvement; however, overall student outcomes remain largely unchanged and progress is uneven across schools. We must accelerate academic outcomes and close persistent achievement gaps for multilingual learners, students with disabilities, and historically marginalized student groups.</p> <p>We look forward to the superintendent’s updates and progress on many of the key indicators named in the proposed OAG policy, including preK-2 literacy and numeracy, a highly effective and diverse educator workforce, and developing relational trust where students and families are partners in ensuring student success.</p>
<p><b>Commitment to Equity &amp; Cultural Competency:</b> Superintendent Skipper has demonstrated a deep commitment to workforce diversification and culturally sustaining practices, moving the district’s curriculum, programming, and staffing to be reflective of the diverse identities and languages of our student population.</p>	<p><b>Goal Setting and Accountability:</b> Establish long-term measures and targets to be reported annually, consisting of one set focused explicitly on student outcomes as indicators of progress, and a second set tied to key inputs and investments to track whether the district is successfully moving the strategic levers identified to drive student outcomes.</p>
<p><b>Operational Execution &amp; Infrastructure Improvements:</b> Superintendent Skipper has successfully executed critical operational upgrades, including more equitable school funding in the Reimagined School Funding model, a supportive regional model, and improved</p>	<p><b>Preservation of Key Investments:</b> Work closely with the city to carefully manage and forecast escalating operational costs in transportation, healthcare, and utilities to limit the impact on student-facing resources and district priorities.</p> <p>As a key example of district prioritization, the</p>

transportation efficiency. As well as an infrastructure for effective educator and school leader hiring and retention which has a direct impact on student achievement.

superintendent and her team must execute a deliberate strategy to protect and retain the gains made in workforce diversity amid shifts in staffing and upcoming contract negotiations.

As the district heads into SY26-27, the superintendent and her team must actively gather feedback on the newly implemented Reimagine School Funding formula and partner with the School Committee and wider BPS community to identify areas of improvement and additional investment.