

Boston School Committee

Superintendent Mary Skipper
SY25-26 Summative Evaluation



Evaluation Co-leads
Dr. Stephen Alkins
Vice Chair Rachel Skerritt

Boston School Committee Responsibilities



- Defining the vision, mission, and goals of the Boston Public Schools
- Establishing and monitoring the annual operating budget
- **Hiring, managing, and evaluating the Superintendent**
- Setting and reviewing district policies and practices to support student achievement

Evaluation Steps



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

DESE Standards: Superintendent Evaluation



- Standard I: Instructional Leadership
- Standard II: Management and Operations
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

School Committee Priorities



Priority 1: Accelerating Academic Performance

- Utilization of High Quality Instructional Materials and/or Evidence-Based Practices
- Provide guidance, resources, and support for educators that support effective Implementation of [Multi-Tiered Systems of Support](#)
- Access to advanced coursework
- Continued educator professional learning

Priority 2: Ensuring Access for All Students

- Continued refinement of structures and processes that prioritize learning experiences for students with disabilities, multilingual learners, and multilingual learners with disabilities (interconnected to the Inclusive Education Plan)
- Expansion of programs and courses that build multilingualism and multiculturalism (e.g. Dual Language Bilingual Education , Transitional Bilingual Education (TBE), and Heritage language courses)

Priority 3: Consistency in High-Quality Learning Opportunities

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

Student Learning Goal 1



Aligned to SC Priority 1: Accelerating Academic Performance

Demonstrate progress in 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.

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 dropout rates, and increasing rates of graduation and secondary pathways enrollment.

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

Student Learning Goal 2



Aligned to SC Priority 2: Ensuring Access for All Students

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.

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

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

Student Learning Goal 3



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

Continue implementation of the district's Long-Term Facilities Plan, focused on 1) the 2030 vision for the district's footprint, 2) implementation of ongoing capital projects, 3) the implementation of previously announced closures and mergers, and 4) the announcement of new school closures and mergers.

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

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

Note: The Committee adapted DESE’s four-category superintendent evaluation rubric into a more nuanced, five-category rubric that subdivides the “proficiency” rating into “developing” and “effective.”



| DESE Rubric vs. BPS Rubric | DESE: Exemplary BPS: Highly Effective (5) | DESE: Proficient BPS: <i>Effective or Developing</i> (4) (3) | DESE: Minimally Effective BPS: Needs Improvement (2) | DESE: Ineffective BPS: Unsatisfactory (1) |
|---|--|--|---|--|
| I. Instructional Leadership | | | | |
| II. Management & Operations | | | | |
| III. Family & Community Engagement | | | | |
| IV. Professional Culture | | | | |

Standard I: Instructional Leadership

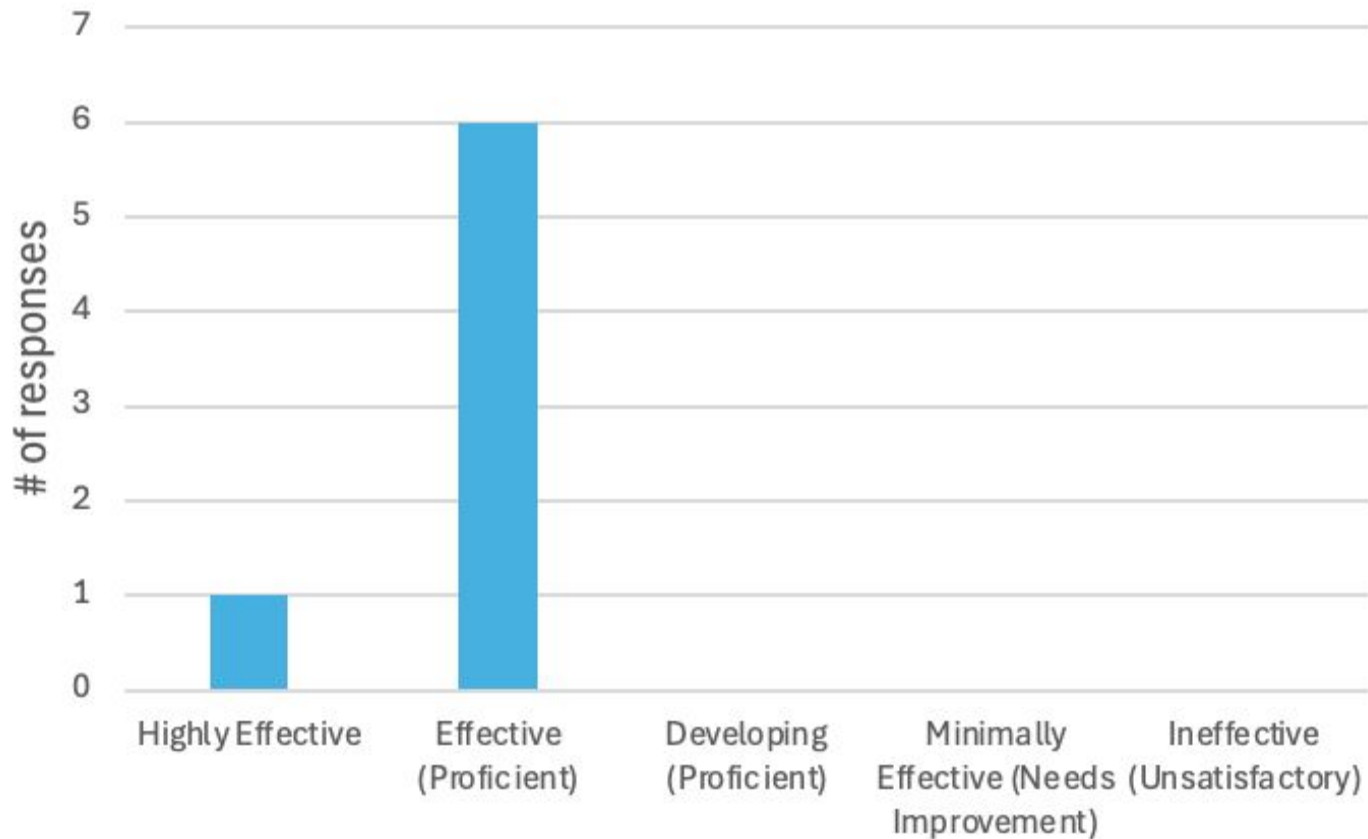


The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

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.*
- **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.*

Instructional Leadership



Standard II: Management and Operations

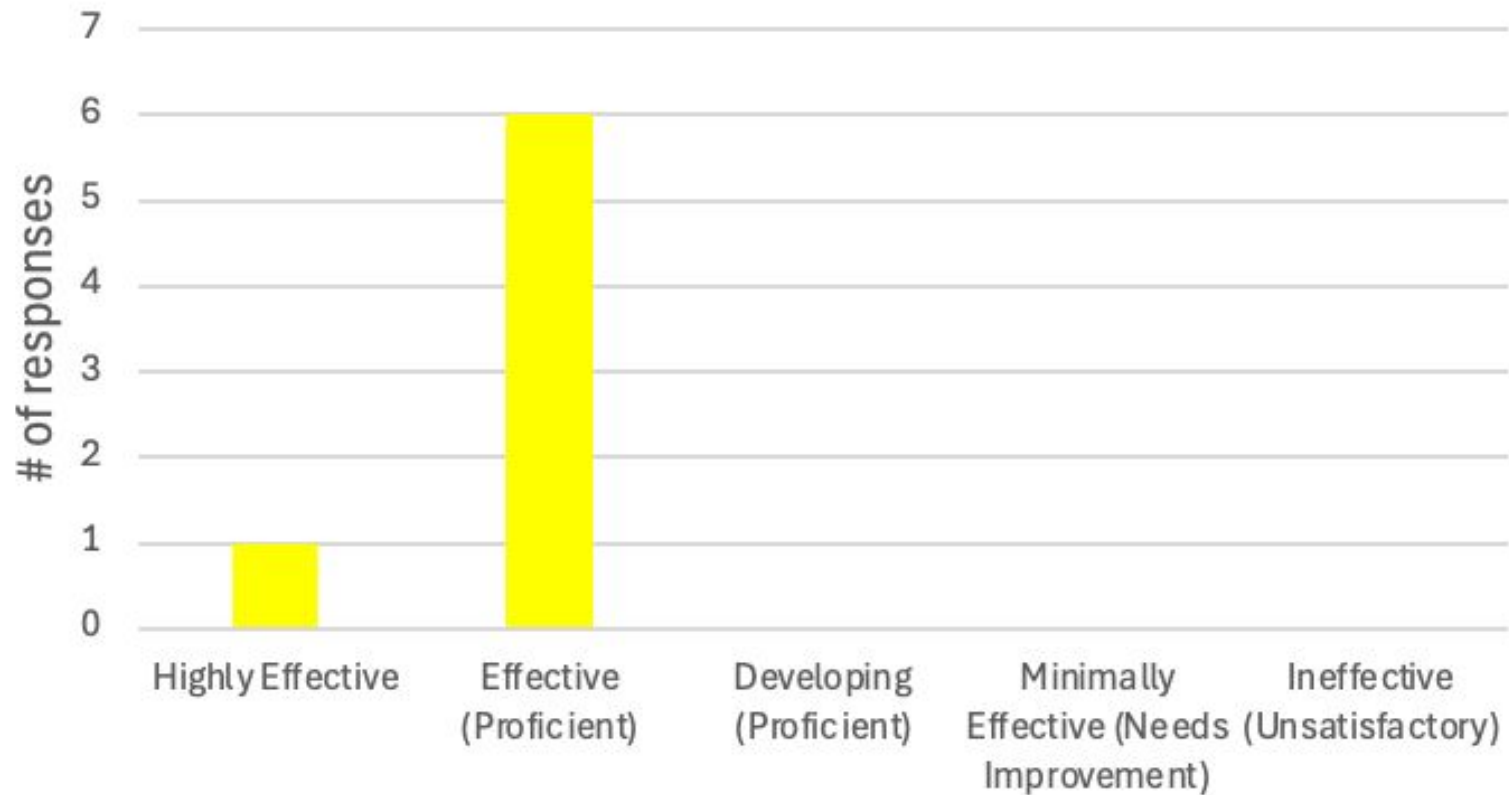


Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

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.*

Management & Operations



Standard III: Family and Community Engagement

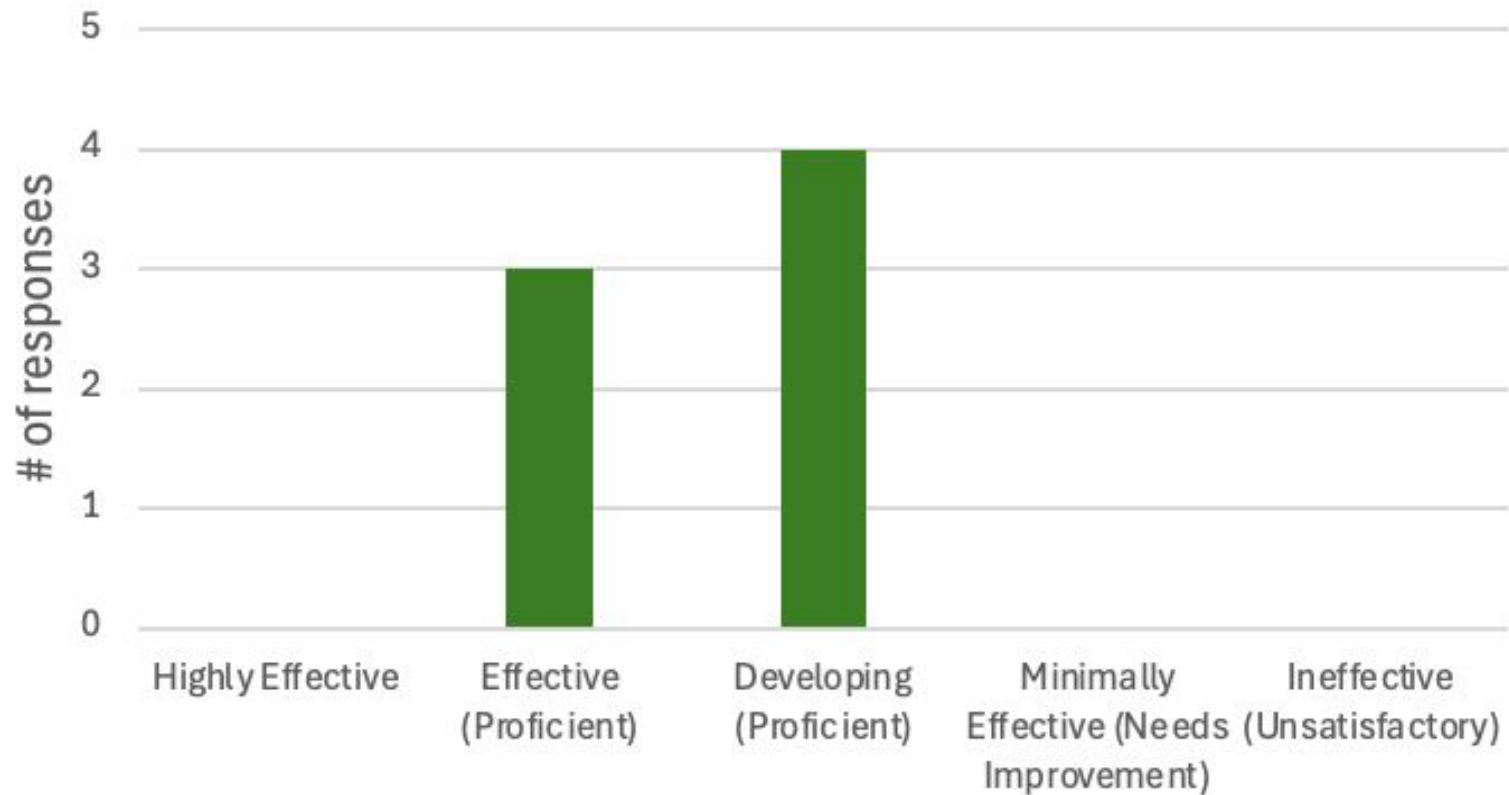


Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

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.*

Family & Community Engagement



Standard IV: Professional Culture

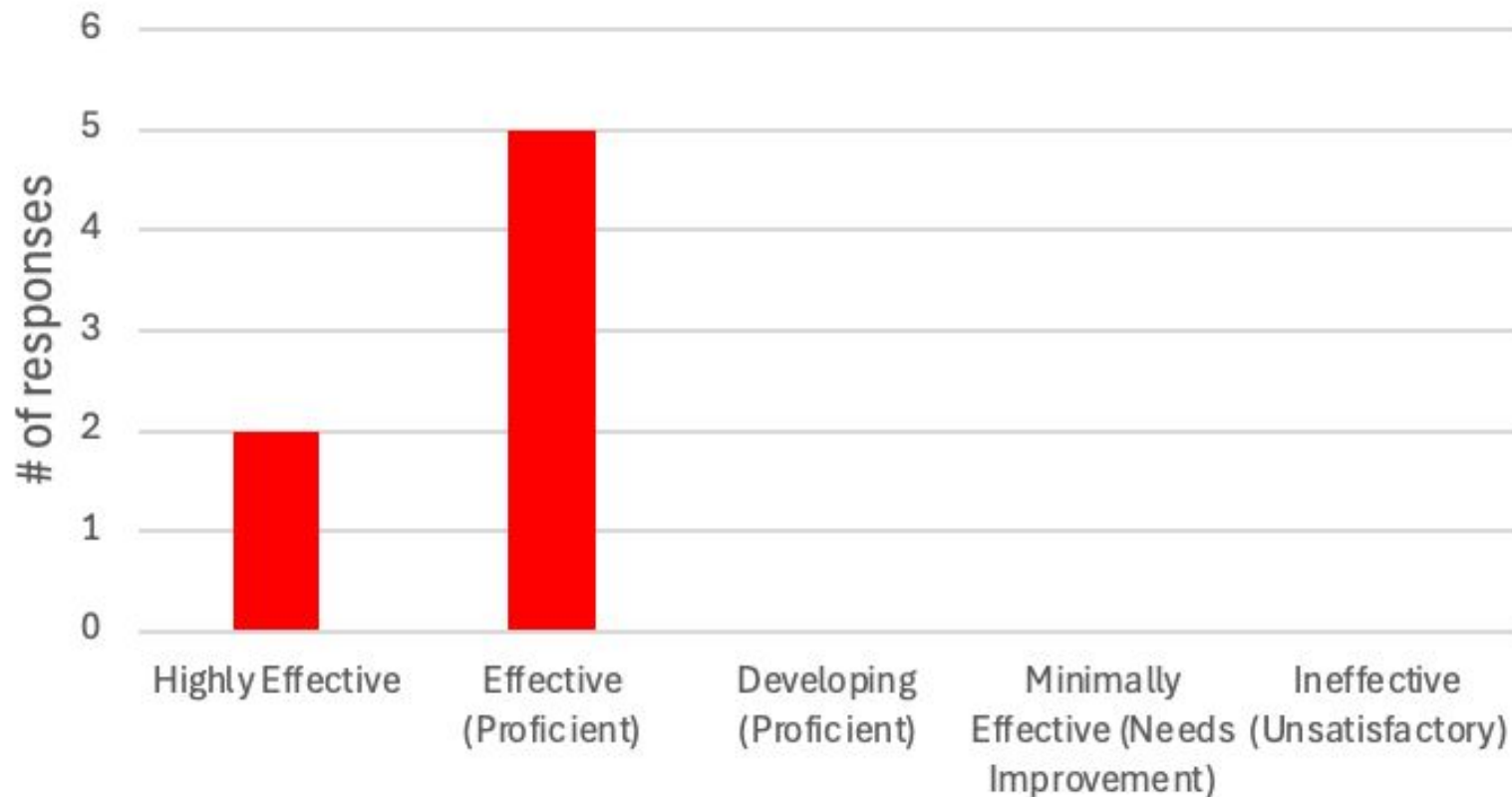


Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

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.*

Professional Culture





Overall Rating: Proficient | Avg Score: 4.0

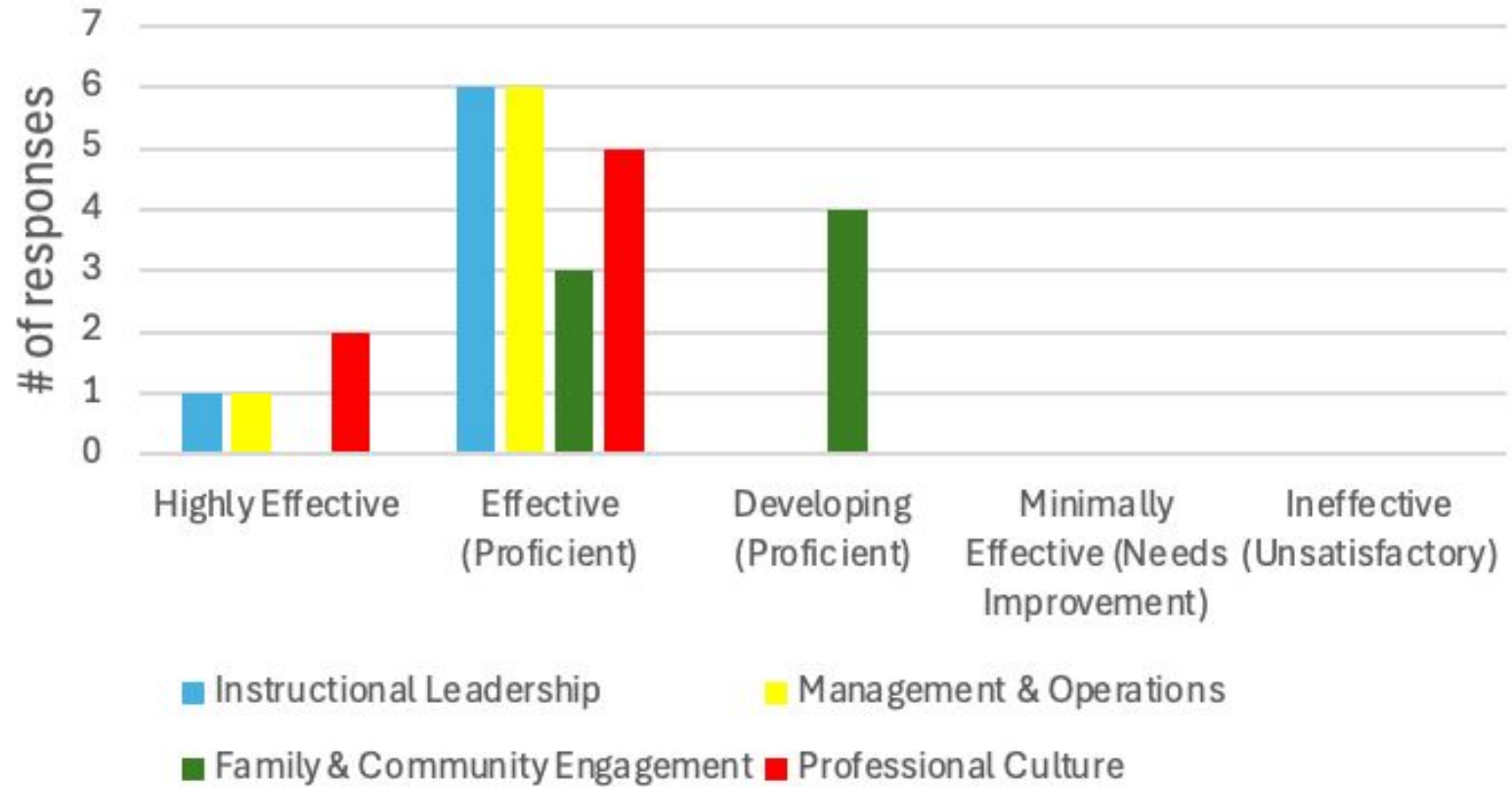
Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.



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

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

BPS Rubric Distribution



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

BPS Rubric: "Effective"

DESE Standards: "Proficient"



| DESE Rubric vs. BPS Rubric | DESE: Exemplary BPS: Highly Effective (5) | DESE: Proficient BPS: Effective or Developing (4) (3) | DESE: Minimally Effective BPS: Needs Improvement (2) | DESE: Ineffective BPS: Unsatisfactory (1) |
|---|--|--|---|--|
| I. Instructional Leadership | | X (4.14) | | |
| II. Management & Operations | | X (4.14) | | |
| III. Family & Community Engagement | | X (3.43) | | |
| IV. Professional Culture | | X (4.29) | | |
| | Overall Rating: | X (4.0) | | |

Areas of Strength



- **Institutional Stability & Steadfast Leadership:** Superintendent Skipper has brought much-needed steadfast leadership to the district. Her exceptional 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.
- **Increases in Indicators Tied to Student Success:** 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.
- **Commitment to Equity & Cultural Competency:** 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.
- **Operational Execution & Infrastructure Improvements:** 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 transportation efficiency. As well as an infrastructure for effective educator and school leader hiring and retention which has a direct impact on student achievement.

Areas for Continued Growth



- **Community Engagement:** Transition from a culture of post-decision communication to one of early communication, developing deep understanding, and genuine co-design by engaging directly with families, establishing processes for early participation, and conducting equity analyses before announcing structural changes. Revisit systems to ensure timely and responsive feedback loops to constituent issues and inquiries.
- **Student Proficiency and Wide Performance Gaps:** 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.

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.

Areas for Continued Growth



- **Goal Setting and Accountability:** 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.
- **Preservation of Key Investments:** 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.

As a key example of district prioritization, the 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.

Evaluation Steps and Timeline



- Agreed upon goals
- Self-Evaluation by the Superintendent
- Individual Member Evaluations
- Summative Evaluation
- Vote on Summative Evaluation & Performance Rating | **July 8**

