

Strategic Plan Framework Development: Discussion of Potential Initiatives

Discussion with Seattle School Board
February 25, 2008

STRATEGIC FRAMEWORK OBJECTIVE

To advance the academic achievement of every student, Seattle Public Schools, with McKinsey support, is...

- Examining the key issues facing the District and their root causes
- Prioritizing these issues in terms of impact and importance to the District and SPS' students
- Developing recommendations that inform the creation of a strategic framework

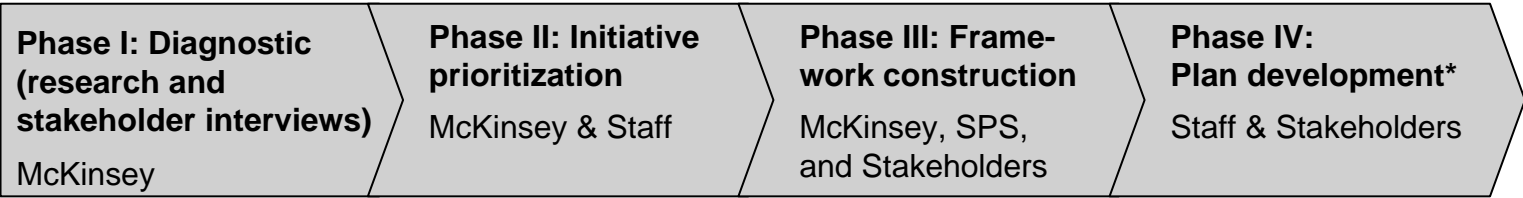
...and will...

- Prioritize recommendations from audits and reviews currently underway or recently completed
- Integrate all prioritized recommendations into an aspirational 3-5 year strategic plan, including a 15-month workplan, to prepare every student for college and work

AGENDA AND OBJECTIVES FOR TODAY'S DISCUSSION

Topic	Objective	Suggested timing
Strategic framework update	Review project timeline, diagnostic findings, work to date	4:45 – 5:00
Learning and Teaching potential initiatives	Review and discuss potential initiatives	5:00 – 6:00
Break		6:00– 6:15
Talent, Central Office and Performance Management potential initiatives	Review and discuss potential initiatives	6:15 – 7:15
Stakeholder analysis themes	Review themes	7:15 – 7:30
Potential superintendent goals	Review and discuss potential Superintendent goals	7:30 – 7:55
Next steps	Discuss next steps in strategic framework construction	7:55 – 8:00

PROJECT OVERVIEW



	Phase I: Diagnostic (research and stakeholder interviews) McKinsey	Phase II: Initiative prioritization McKinsey & Staff	Phase III: Framework construction McKinsey, SPS, and Stakeholders	Phase IV: Plan development* Staff & Stakeholders
Dates	Oct. – Dec.	Jan. – Feb.	Feb. – Mar.	Mar. – May.
Duration	8 weeks	4 weeks	4 weeks	12 weeks
Key tasks	<ul style="list-style-type: none"> Internal and external interviews (130+ interviews)** Review data (e.g. exit surveys, instructional leadership surveys, SPS data, reports, research, etc.) 	<ul style="list-style-type: none"> Identify comprehensive list of improvement opportunities Assess impact (benefit) on vision Determine implementation requirements with SPS staff Develop high priority (0-15 month) list of initiatives 	<ul style="list-style-type: none"> Clarify feasibility and resource requirements of “highest priority” initiatives Review resource availability (e.g., funds, capacity) Review “highest priority” initiatives with internal and external stakeholders 	<ul style="list-style-type: none"> Integrate completed audit results into strategic framework Stakeholder engagement Revise strategic framework as required
Key events	<ul style="list-style-type: none"> Jan. 30: Initial presentation and findings to School Board 	<ul style="list-style-type: none"> Feb. 25: Ongoing discussion with School Board 	<ul style="list-style-type: none"> Mar. 7: Presentation of proposed initiatives and priorities to School Board 	<ul style="list-style-type: none"> March – May: Community engagement on proposed initiatives and priorities; development of initial plan May: Introduction of Plan to School Board

* To be completed by SPS and to integrate all audit results and community feedback into strategic framework

** Internal = instructional staff, school leaders, and District Central Office Staff; External = families, community organizations and leaders, and other non-SPS staff

SUMMARY OF DIAGNOSTIC FINDINGS (FROM PRIOR BOARD MEETING)

A
Support high quality learning and teaching

- Elementary schools outperform state average but middle and high schools slightly below state average
- Poverty and race achievement gap across grade levels, schools, and subjects
- Principals cite curriculum and assessment as highest support needed from District

B
Attract and support District talent

- Hiring process is slower than peers
- Significant stress among teachers and principals is driving attrition
- School and District leaders identify Professional Development as an opportunity for improvement
- Performance tracking and support is rarely enforced

C
Drive efficiency and effectiveness in the Central Office

- Satisfaction with Central Office is low
 - Budgeting is slow
 - HR is ineffective
 - Enrollment is complicated
- IT systems need overhaul
- Currently the District is financially sound

D
Introduce effective District-wide performance management

- School and District leaders cite lack of a performance management system
- Systematic review of targets identified as an improvement opportunity

E
Strengthen relationships with stakeholders and partners

- Need for more transparent communication and decision making

WHERE WE ARE TODAY

Phase II

- Identified comprehensive list of improvement opportunities based upon:
 - Best practice research
 - Case studies of cohort districts
 - School leader survey
 - SPS data analysis
 - Interviews with Central Office staff, external stakeholders, education experts
- Narrowed list of initiatives to undertake over the next 15 months (June 2008 – August 2009) with SPS management taking into consideration:
 - Vision of SPS Board of Directors
 - SPS Academic vision
 - Interviews with Central Office staff
 - Existing initiatives underway
- Worked with Superintendent to develop set of potential metrics to define success and prioritize initiatives

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- **Currently identified ~30 high priority initiatives and sub-initiatives for discussion**
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Phase III




- Impact and feasibility analysis of ~30 initiatives to begin in next 15 months
- Narrow to finite list of implementable initiatives over next 15 months taking into consideration:
 - Resource requirements
 - District capacity
 - Internal and external stakeholder input

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A POTENTIAL INITIATIVES – IMPROVE LEARNING AND TEACHING FOR ALL STUDENTS (1/4)




FOR DISCUSSION

-  High impact initiatives for 08-09
-  New initiatives
-  Continuing initiatives

Initiative	Description	Sub-initiatives
<p>A1 Develop standard definition of curriculum and align with state standards that create high expectations for all students, including special education, ELL, at-risk, and advanced learners</p>	<ul style="list-style-type: none"> • Curricular foundation <ul style="list-style-type: none"> – Identification of standards to align curriculum – Scope & sequence across all grade levels – Pacing and resource guides • Textbook selection • Adoption <ul style="list-style-type: none"> – Supporting materials – Initial-use training – On-going training – Tracking fidelity of implementation 	<div style="border: 1px dashed gray; padding: 5px; margin-bottom: 10px;"> <p>A1.1 Math (continue implementation in elementary and middle schools; begin development for high school)</p> <p>A1.2 Literacy/ Language Arts</p> <p>A1.3 Health/ Physical Education (development in progress)</p> </div> <p>A1.4 Science</p> <p>A1.5 Social Studies</p> <p>A1.6 Art</p> <p>A1.7 Music</p> <p>A1.8 World Languages</p> <div style="border: 1px dashed gray; padding: 5px; margin-top: 10px;"> <p>A1.9 Identify technology platform for curriculum management system</p> </div>

A POTENTIAL INITIATIVES – IMPROVE LEARNING AND TEACHING FOR ALL STUDENTS (2/4)

FOR DISCUSSION

-  High impact initiatives for 08-09
-  New initiatives
-  Continuing initiatives

Initiative	Description	Sub-initiatives
<p>A2 Develop effective service delivery models for special education, ELL, at-risk, and advanced learners</p>	<ul style="list-style-type: none"> • Effective service delivery model for special education, ELL, at-risk, and advanced learners based on audit findings 	<div style="border: 1px dashed gray; padding: 5px;"> <p>A2.1 Review audits and develop short and long-term goals on service delivery models for special education, ELL, at-risk, and advanced learners</p> <p>A2.2 Implement initiatives to meet goals</p> </div>
<p>A3 Create school performance model for SPS schools</p>	<ul style="list-style-type: none"> • School performance model that provides differentiated support, accountability, and autonomy based on school performance 	<div style="border: 1px dashed gray; padding: 5px;"> <p>A3.1 Initiate collaborative process to develop standard for school performance</p> <p>A3.2 Develop differentiated support, autonomy, and accountability based on school performance (in collaboration with stakeholders)</p> <p>A3.3 Begin implementation with first priority group of schools</p> </div>

A POTENTIAL INITIATIVES – IMPROVE LEARNING AND TEACHING FOR ALL STUDENTS (3/4)




FOR DISCUSSION

- High impact initiatives for 08-09
- New initiatives
- Continuing initiatives

Initiative	Description	Sub-initiatives
<p>A4 Improve access to high quality early learning opportunities for all students in SPS through District/city/ community services</p>	<ul style="list-style-type: none"> • Access for early learning opportunities for all students residing in SPS through District/city/and community services (starting with “highest need” areas) • Partnership with families, community organizations, and city to create early learning solution 	<p>A4.1 Conduct diagnostic on existing early learning opportunities in District (e.g., materials, curriculum, facilities, providers, student enrollment, etc.)</p> <p>A4.2 Develop District strategy for earning learning(academic and operational)</p>
<p>A5 Develop and roll-out District-wide assessment tools that are consistent, user-friendly, and aligned to content standards</p>	<ul style="list-style-type: none"> • District-wide assessment tools to inform instruction • PD programs to help teachers interpret information and adapt their lesson plans to ensure instruction is informed by interim assessments 	<p>A5.1 Identify or develop formative and summative assessments (Early learning-12)</p> <ul style="list-style-type: none"> – Frequency – Grade level and subject areas <p style="border: 1px dashed black; padding: 5px; display: inline-block;">Begin with benchmark assessments</p> <p>A5.2 Create or purchase IT system to support administration and analysis of data</p> <p>A5.3 Provide professional development on data analysis and application to inform instruction</p> <p>A5.4 Create and share rubrics to standardize the assessment of daily student work</p>

A POTENTIAL INITIATIVES – IMPROVE LEARNING AND TEACHING FOR ALL STUDENTS (4/4)

FOR DISCUSSION

-  High impact initiatives for 08-09
-  New initiatives
-  Continuing initiatives

Initiative	Description	Sub-initiatives
<p>A6 Create aligned K-12 system of international schools within SPS</p>	<ul style="list-style-type: none"> • Aligned K-12 system of international schools 	<p>A6.1 Update international education work plan and complete business plan</p> <p>A6.2 Begin planning and program development for the schools that will open as international schools in 2009-10</p>
<p>A7 Continue Southeast Education and Flight Schools Initiatives</p>	<ul style="list-style-type: none"> • Implementation of Southeast Education and Flight Initiatives 	<p>A7.1 Southeast Education Initiative</p> <p>A7.2 Flight School Initiative</p>

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B POTENTIAL INITIATIVES – ATTRACT AND SUPPORT DISTRICT TALENT (1/2)

FOR DISCUSSION




-  High impact initiatives for 08-09
-  New initiatives
-  Continuing initiatives










Initiative	Description	Sub-initiatives
<p>B1 Modify hiring process and establish hiring timeline</p>	<ul style="list-style-type: none"> • Comprehensive recruitment strategy • Adjustment in hiring process to decrease school leader workload in early phases of teacher hiring • Creation of early hiring timeline to increase access to a larger talent pool 	<p>B1.1 Develop, revise, and implement comprehensive teacher and principal recruitment strategy</p> <p>B1.2 Increase size of candidate pool by accelerating the hiring process (e.g., allow hiring for percentage of projected vacancies)</p> <p>B1.3 Collaboratively adjust hiring process to decrease school leader workload in early phases of teacher hiring by shifting some responsibilities to Central Office (e.g., resume collection, background checks, initial principal interviews)</p> <p>B1.4 Advertise open positions as early as neighboring districts</p>
<p>B2 Provide additional support for teachers and principals when they need it most</p>	<ul style="list-style-type: none"> • Mentoring and coaching for new and struggling teachers/ principals • Aid for new and struggling teachers and principals to increase their effectiveness 	<p>B2.1 Scale up STAR* mentor program to address needs of all new teachers and create formal mentoring program like STAR* for new principals</p> <p>B2.2 Set aside additional time for principals to meet with and coach teachers</p> <p>B2.3 Create more meaningful interactions between principals and instructional leaders</p> <p>B2.4 Create coaching program for new teachers and principals whereby senior teachers and principals serve as coaches for teachers new to the profession</p>
<p>B3 Improve and differentiate Professional Development (PD) throughout teacher and principal career path</p>	<ul style="list-style-type: none"> • Departure from “one-size-fits-all” PD • PD that is tailored to different stages of teachers’ careers • Increased visibility into PD over the course of teachers’ careers 	<p>B3.1 Design orientation programs focused on helping teachers and principals both new to profession and to SPS in their first days and weeks</p> <p>B3.2 Automate PD schedules and tracking of PD</p> <p>B3.3 Develop targeted PD programs differentiated by needs</p>

* Staff Training, Assistance, and Review

B POTENTIAL INITIATIVES – ATTRACT AND SUPPORT DISTRICT TALENT (2/2)

FOR DISCUSSION




-  High impact initiatives for 08-09
-  New initiatives
-  Continuing initiatives

Initiative	Description	Sub-initiatives
B4	Create rigorous standards for promotion and performance support	<ul style="list-style-type: none">  B4.1 Clearly define roles, expectations and evaluation processes for all staff  B4.2 Develop early identification, support programs, and tools for struggling teachers and principals  B4.3 Detail criteria and steps in evaluation cycle that must be taken to move from one professional teaching track to another  B4.4 Adhere to existing contractual evaluative accountability mechanisms
B5	Set and establish salary and incentives to ensure optimal teacher placement*	<ul style="list-style-type: none">  B5.1 Create criteria for potential incentives at building level (e.g., professional development, compensation, reduced class sizes, leadership opportunities, etc.), to attract teachers to the highest needs areas (e.g., schools, subjects)  B5.2 Review compensation schedule to be competitive both with surrounding districts (accounting for cost of living) and private sector jobs in region competing for same talent
B6	Create and provide necessary support for differentiated career path options	<ul style="list-style-type: none">  B6.1 Create clear, differentiated career path options  B6.2 Provide teachers guidance on potential options  B6.3 Develop differentiated support, depending on career path chosen

* SPS in process of raising salary to be within top 5 of surrounding districts, SEA Contract specifies incentives possible
 Source: McKinsey Education Practice; team analysis

C POTENTIAL INITIATIVES – EFFICIENT AND EFFECTIVE CENTRAL OFFICE OPERATIONS (1/3)




FOR DISCUSSION

-  High impact initiatives for 08-09
-  New initiatives
-  Continuing initiatives

Initiative	Description	Sub-initiatives
<p>C1 Streamline financial planning and align resource allocation with district goals</p>	<ul style="list-style-type: none"> • Effective coordination across departments and programs to make budget decisions according to district goals • Central Office and school leaders spend less time budgeting while improving the quality of output 	<div style="border: 1px dashed black; padding: 5px;"> <p>C1.1 Shorten and simplify budget process by defining roles, expectations, and accountability</p> <p>C1.2 Begin to develop spending effectiveness measures to enable better funding prioritization</p> <p>C1.3 Continue Weighted Staffing Standards funding formula transition (work in process)</p> </div> <p>C1.4 Further refinement of budget system tools and full integration with other information systems</p> <ul style="list-style-type: none"> – Financial system (SAP) – HR system (SAP) <p>C1.5 Hold end-of-cycle budget process reviews that serve as feedback into future cycles</p> <p>C1.6 Adhere to monthly expenditure tracking</p> <p>C1.7 Establish budgets as a management tool through increased accountability</p>
<p>C2 Add leadership capacity to ensure success of large district-wide initiatives</p>	<ul style="list-style-type: none"> • Critical capabilities to manage initiatives that come out of the current strategic plan and future strategic planning cycles: <ul style="list-style-type: none"> – Analytical skills – Project planning – Organizational development – Partnership cultivation and management • Focus district’s mindset on how everyone can help reduce the achievement gap 	<div style="border: 1px dashed black; padding: 5px;"> <p>C2.1 Establish formal roles and responsibilities to build Central Office capacity in strategic analysis, project management, partnership evaluation and organizational development</p> </div>

C POTENTIAL INITIATIVES – EFFICIENT AND EFFECTIVE CENTRAL OFFICE OPERATIONS (2/3)

FOR DISCUSSION

-  High impact initiatives for 08-09
-  New initiatives
-  Continuing initiatives

Initiative	Description	Sub-initiatives
<p>C3 Eliminate dependency on legacy IT system</p>	<ul style="list-style-type: none"> • Remaining applications are transitioned off VAX onto more flexible platform 	<p>C3.1 Commit resources to complete VAX migration</p>
<p>C4 Establish IT program governance</p>	<ul style="list-style-type: none"> • Co-ownership of initiatives for increased buy-in and accountability 	<p>C4.1 Form IT and HR steering committees (e.g., BEX Oversight Committee) to improve strategic planning and operational effectiveness by leveraging expertise of HR and IT executives in the public and private sector</p> <p>C4.2 Include revisions to technology roadmap in next strategic planning cycle as well as subsequent cycles</p>
<p>C5 Revitalize Technology Services staff and department structure</p>	<ul style="list-style-type: none"> • Capacity exists for sufficient operational support • Roles are clearly defined and match department's long-term needs 	<p>C5.1 Fill critical IT and HR staff needs with short-term contractors or loaned executives (e.g., SAP experts, systems analysts, application developers)</p> <p>C5.2 Review Technology Services department role definitions to fit long-term needs</p> <p>C5.3 Delineate capital project staff from operations staff in a way that balances capacity across the two functions</p>
<p>C6 Improve Technology Services department cost structure</p>	<ul style="list-style-type: none"> • Develop skills to engage and manage outside partnerships that match needs of SPS • Innovate internal programs and processes 	<p>C6.1 Revise approach to government, corporate, and philanthropic partnerships and funding (i.e., increase use of external expertise) in coordination with strategic planning</p> <p>C6.2 Perform cost / benefit / feasibility analysis for outsourcing data center operations (post VAX migration) as an opportunity to develop vendor management capabilities</p>

C POTENTIAL INITIATIVES – EFFICIENT AND EFFECTIVE CENTRAL OFFICE OPERATIONS (3/3)

FOR DISCUSSION

- High impact initiatives for 08-09
- New initiatives
- Continuing initiatives

Initiative	Description	Sub-initiatives
<p>C7 Infuse/upgrade Central Office talent</p>	<ul style="list-style-type: none"> • Fill department leadership positions in HR & IT <ul style="list-style-type: none"> – Continue to look to outside government and business community for support / ideas – Sustained energy to embark on long-term path to improvement • Provide support to deepen staff skills and capabilities, aligned with strategic plan 	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> <p>C7.1 Recruit permanent department leadership (i.e., CIO and Director of HR) for Technology Services and Human Resources departments</p> </div> <p>C7.2 Build formal training and development program for Central Office staff</p> <ul style="list-style-type: none"> – Strengthen leadership capabilities – Develop project management capacity within departments – Provide function-specific training
<p>C8 Stabilize Human Resources processes and support systems</p>	<ul style="list-style-type: none"> • Re-establish fully functioning HR services 	<div style="border: 1px dashed black; padding: 5px;"> <p>C8.1 WISE improvement and stability project (work in process)</p> </div>
<p>C9 Reduce principal administrative burden</p>	<ul style="list-style-type: none"> • Increase efficiency of central office services to principals in order to increase time for instructional leadership 	<p>C9.1 Evaluate PASS Workload Committee report (due in May) for additional improvements not already captured in strategic plan</p>
<p>C10 Streamline enrollment process</p>	<ul style="list-style-type: none"> • Simpler, easier to use enrollment model for families, principals, and Central Office staff 	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> <p>C10.1 Student assignment initiative (work in process)</p> <ul style="list-style-type: none"> – Investigate policy changes to improve allocation of choice seats in the district </div> <p>C10.2 Improve enrollment process following Board policy decisions</p>
<p>C11 Improve facility maintenance</p>	<ul style="list-style-type: none"> • Facilities maintenance and improvement practices are expanded to address all safety, health, and usability issues 	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> <p>C11.1 Address recommendations from facilities maintenance reviews</p> </div> <p>C11.2 Investigate solutions to maintenance funding gaps</p>

D POTENTIAL INITIATIVES – DISTRICT-WIDE PERFORMANCE MANAGEMENT

- Introduce effective district-wide performance management, e.g.,
 - Develop clear roles and responsibilities
 - Create core goals and targets
 - Develop and commit resources to professional development and interventions to ensure success
 - Develop performance-based evaluation rubrics based upon District goals in collaboration with key stakeholders
 - Develop supporting tools (e.g., performance review forms, surveys, service handbooks)

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External stakeholder themes (78 interviews)

- There is currently a poor overall image of the District
- Stakeholders don't understand how District makes decisions
- District pushes information out, but lacks clear feedback mechanism
- Little understanding of District strategy/vision and uncertainty with SPS and SEA leadership
- Organizations and individuals are unclear how they can assist the district
- Some stakeholders are not sufficiently engaged through current communication channels

Internal stakeholder themes (56 interviews)

- The District undertakes multiple new initiatives but with little prioritization or focus
- SPS is not aligned with SPS Board and Unions
- Customer service training and support is inadequate
- Communication is indirect and results in lack of alignment between Central Office and building leadership

Implications of themes

- Strengthen public relations efforts
- Clearly define communication processes
- Create transparency in the decision-making process
- Simplify and automate portions of communication process
- Develop clear, constructive strategies to engage unions
- Develop and nurture strategic partnerships with external stakeholders

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POTENTIAL SUPERINTENDENT GOALS

DRAFT FOR DISCUSSION

Achievement Gap*
 Outcome of L&T, Talent, Cent. Office, and Com. Eng. drivers

		Target		
Metric*		Current	15 mos.	5 yrs
Student achievement	1. % of students meeting/exceeding standard for all grades Reading/Writing/Math/Science WASL 2. Percentage of graduating students that pursue post-secondary education and/or other areas of enrichment (e.g., workforce, tech/vocational institutions, etc.)	• Achievement gap tabs	→	
Learning and teaching	3. % of students entering kindergarten “school-ready” 4. % of entering kindergarteners having attended Pre-K program 5. Attendance rate (Elementary, MS, and HS) 6. % of students passing at least 1 AP class 7. % of students on track to graduate by HS grade level			
District talent	8. % open teacher positions by school start 9. % open principal positions by school start 10. % of new teachers with coaches 11. % of new principals with coaches 12. % of principals improving student achievement** in their schools 13. % of teachers improving student achievement** in their classrooms 14. Number of open Central Office positions			
Central office	15. Budget process on schedule 16. % of initiatives on schedule 17. % of VAX migration complete 18. % of school leaders “satisfied” or “highly satisfied” with Central Office services (e.g., enrollment, technology, finance, transportation, food, etc.) 19. Building maintenance backlog			TBD
Community engagement	20. Number of partnerships with community, philanthropic and business organizations 21. % and diversity of families (survey results) involved			

Note: All metrics are draft and require approval of SPS management and/or SPS Board of Directors

* Disaggregated to school level and by subject area

** Definition of “Student Achievement” to be determined in collaboration with stakeholders

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NEXT STEPS

McKinsey lead

- Clarify feasibility and resource requirements of ~30 initial initiatives with Central Office staff
- Review resource availability (e.g., funds, capacity, resources) with Central Office staff
- Present proposed initiatives to SPS Board of Directors on March 7, 2008
- Complete final report on March 13, 2008

SPS lead

- Make peer review findings available as they are completed
- Integrate McKinsey report and peer reviews into draft priorities
- Engage stakeholders to gain feedback and develop plan
- Engage Board of Directors for review and action

APPENDIX

A POTENTIAL LEARNING AND TEACHING GOALS (CAO)

Achievement Gap*

	African American vs. White	Chicano/Latino vs. White	Asian vs. White	Native American vs. White	FRL vs. non-FRL	SPED vs. non-SPED	ELL vs. non-ELL
							Target
							Current
							15 mos.
							5 yrs
Pre-K	<ul style="list-style-type: none"> • % of students entering kindergarten “school-ready” • % of entering kindergarteners having attended Pre-K program 						
Elementary	<ul style="list-style-type: none"> • Attendance rate • % of students meeting/exceeding standards for all grades Reading/Writing/Math/Science WASL • Additional district benchmark assessments** • Promotion rate from 5th to 6th and 6th to 7th grades 						
Middle	<ul style="list-style-type: none"> • Attendance rate • Annual drop-out rate by grade • Annual promotion rate by grade • % of students meeting/exceeding standard for all grades Reading/Writing/Math/Science WASL • Additional district benchmark assessments** 						
High	<ul style="list-style-type: none"> • Attendance rate • Annual drop-out rate by grade • Annual promotion rate by grade • % of students taking AP or IB classes • % of students passing at least 1 AP classes • % of students meeting/exceeding standards for all grades Reading/Writing/Math/Science WASL • Additional district benchmark assessments** • % of students taking SAT or ACT • SAT/ACT scores (verbal/math/writing) • % of students on track to graduate 						
Performance	<ul style="list-style-type: none"> • % of teachers on PG, PGC and Probation • % of principals improving student achievement*** in their schools • % of teachers improving student achievement*** in their classrooms • Teacher evaluation process completed on schedule 						
							TBD

Note: All metrics are draft and require approval of SPS management and/or SPS Board of Directors

* Disaggregated to school level and by subject area

** Beginning with Math and Reading/Language Arts

***Definition of “Student Achievement” to be determined in collaboration with stakeholders

B) POTENTIAL TALENT GOALS (Director of HR)

		Metric	Current	Target	
				15 mos.	5 yrs
Instructional staff	Hiring	<ul style="list-style-type: none"> • % of offers accepted by teachers • % of offers accepted by principals • % of teacher positions filled by June 1st • % open teacher positions by school start • % open principal positions by school start 	}	TBD	
	Training/development	<ul style="list-style-type: none"> • Average PD hours per year for teachers • Average PD hours per year for principals • Average PD hours per year for staff • Average hour principals spend doing observations per month • Principal survey ratings of PD effectiveness • Teacher survey ratings of PD effectiveness • % of new teachers with coaches • % of new principals with coaches • Teacher retention rate by subject area 			
	Satisfaction	<ul style="list-style-type: none"> • % of teachers satisfied or very satisfied with school • % of teachers satisfied or very satisfied with District • % of principals satisfied or very satisfied with school • % of principals satisfied or very satisfied with District • Retention rates of teachers (by school, grade and subject area) • Retention rates of principals by school type (elementary, MS, HS) 			
	Content expertise	<ul style="list-style-type: none"> • % of teachers with National Board Certification • % of teachers with Professional Certification • % teachers with alternate certification • % of teachers with degree in field • % of teachers with degree in education 			
	Central Office talent	<ul style="list-style-type: none"> • Number of open positions • Results of staff classification and compensation studies • Central Office staff training hours by month per department • % of staff satisfied or very satisfied with District 			

Note: All metrics are draft and require approval of SPS management and/or SPS Board of Directors

© POTENTIAL CENTRAL OFFICE GOALS (CFOO)

	Metric	Current	Target	
			15 mos.	5 yrs
Fiscal efficiency / effectiveness	<ul style="list-style-type: none"> • Budget process on schedule • Adherence to budget projections • % of initiatives on schedule • % of initiatives under/on budget 	}	TBD	
Information Technology	<ul style="list-style-type: none"> • % of VAX migration complete • % of IT projects on schedule • % of IT projects under/on budget • IT spend per student • Help desk wait time • Systems reliability 			
HR operations	<ul style="list-style-type: none"> • % of teacher offers filled before June 1 • % of positions filled by school start 			
Services	<ul style="list-style-type: none"> • % of school leaders “satisfied” or “highly satisfied” with Central Office services (e.g., enrollment, technology, finance, transportation, food, etc.) • % of school administrative assistants “satisfied” or “highly satisfied” with Central Office services 			
Transportation	<ul style="list-style-type: none"> • Number of bus service incidents per month (e.g., significantly late or missed pickups) • Transportation customer complaints per month (principal, family, etc.) • Average customer service response time 			
Facilities	<ul style="list-style-type: none"> • % of buildings rated “meets standard” or above • Building maintenance backlog 			

Note: All metrics are draft and require approval of SPS management and/or SPS Board of Directors

④ POTENTIAL COMMUNITY ENGAGEMENT GOALS (Director of Communications)*

Metric	Current	Target	
		15 mos.	5 yrs
Partnerships/Funding	}	TBD	
<ul style="list-style-type: none"> • Number of partnerships with community, philanthropic and business organizations 			
Family involvement			
<ul style="list-style-type: none"> • Enrollment • % of students attending public school • % and diversity of families (survey results) involved in their children's education (e.g. helping with homework, parent/teacher conference, etc) • % and diversity of families involved in school activities (e.g. parents night) 			
Communications			
<ul style="list-style-type: none"> • Community members who feel informed about SPS • Media score/month** 			

Note: Themes from stakeholder analysis only; Pyramid Communications to develop community engagement plan and detailed recommendations

* All metrics are draft and require approval of SPS management and/or SPS Board of Directors

** Positive media stories per month less negative media stories per month