

Introduction

The Seattle School Board has previously approved the 5-year Strategic Plan and the Board's 2014-15 Governance Priorities. The 2014-15 Superintendent Evaluation is established in alignment with the Strategic Plan and the Governance Priorities.

The proposed instrument contains four overarching goals. The first three are aligned to the district's three Strategic Plan goals. The fourth is tied to the Superintendent's professional practice and core competencies. While each overarching goal within the instrument contains several indicators, the indicators that are aligned to the Board's 2014-15 Governance Priorities were selected as the focus for 2014-15 and have accompanying SMART goals.

Within the instrument, if an indicator is shaded, a SMART goal(s) and an accompanying rubric have been developed for it. These SMART goals will be the basis of the Superintendent's annual evaluation, to occur in November 2015.

Superintendent's Performance Rating for Strategic Plan Goal I: Ensuring Educational Excellence and Equity for Every Student



	Unsatisfactory	Basic	Proficient	Distinguished
<i>Check one box for each indicator and circle the overall standard rating.</i>				
I-A. Curriculum (Common Core): Ensures that school curriculum, assessment, and instructional practices are research-based and aligned, as indicated by the professional development implementation instrument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction (MTSS): Ensures the use of instructional tools and assessments in the second year of a three-year implementation plan of Multi-Tiered Systems of Support (MTSS).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Evaluation (PG&E): Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal I (Circle one.)	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.
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Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):

The language of Goal I-B (SMART Goals 1,2) refers more to the establishment than to the implementation of MTSS. This vital work lays the foundation for improved academic achievement for many students and is central to closing the opportunity and achievement gaps. The Superintendent accomplished this goal, and the foundation for the MTSS program is in place. As the Superintendent moves forward, the Board expects to see increased progress on the implementation of MTSS in year three and demonstration that all District staff share the same understanding of the meaning and scope of MTSS with the ability to articulate a common definition and set of expectations.

Superintendent's Performance Rating for Strategic Plan Goal II: Improve Systems Districtwide to Support Academic Outcomes and Meet Students' Needs



	Unsatisfactory	Basic	Proficient	Distinguished
II-A. Environment (Capacity Management): Develops and executes effective plans, procedures and systems to manage the capacity needs of the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. School Services/Supports (Bell Times): Develops and executes effective plans, procedures, routines, and operational systems to support schools and provide equitable access to services that support student readiness to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-C. Management Systems (Accountability-Stewardship/Continuous Improvement): Addresses internal and external audit findings. Develops and implements a clear plan for improving systems that support day-to-day operations and implementation of the strategic plan.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, career growth, and retention that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget process that supports the district's strategic plan; funds ongoing operating costs within ongoing revenues and ensures timely monthly and annual financial reporting to senior executives and Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-F. Special Education: Works with the Special Education department to ensure improved compliance and effective student services as measured by state reports, and as outlined in the Special Education Revised Comprehensive Corrective Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring safe, efficient, fiscally-sound, and effective learning and work environments, and has a clear plan for implementing systems and the Strategic Plan.
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Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):

The Superintendent accomplished this goal. The Board was highly impressed with the Superintendent's work on Goal II-B (SMART Goal 3), aligning bell times to research on optimal student learning. The Board recognizes that any modification to bell times will negatively impact some families while also positively impacting others. With respect to Goal II-C (SMART Goals 4,5), the January 2015 Baselines for Smart Goals 4 and 5 were "Basic minus" and "Unsatisfactory" respectively and have improved to "Basic". Substantial work remains in order to improve these functions to acceptable standards. The framework for an enterprise risk management plan is established. A plan for continuous improvement work was developed but funding was lacking. Notable improvements were made to the start of school process which resulted in fewer vacancies particularly

in Special Education roles. The Board appreciates the development of the I.T. Disaster Plan, however it was unable to identify other notable accomplishments. With respect to Goal II-F, significant progress was achieved by the Special Education Department. The Medium Yellow component of the Rubric (97% timely IEP completion rate) can be a source of significant parent dissatisfaction, however the Superintendent is to be commended for the progress in meeting 40/40 items in the R-CCAP and having OSPI issue a compliance determination for the 2014-2015 school year of Level 2 (needs assistance), down from a Level 4 (needs substantial intervention) two years ago.

Superintendent's Performance Rating for Strategic Plan Goal III: Strengthen School, Family & Community Engagement



Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Basic	Proficient	Distinguished
III-A. Customer Service: Ensures that systems exist to provide strong customer service and engage principals and families as partners.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Culture: Demonstrates skill, commitment, and compassion while developing and implementing a plan for shifting the district's culture to one of collaboration, high performance, continuous improvement, and collective impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal III (Circle one .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of integrity, collaboration, strong customer service, accountability, and high performance.
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Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):

The Superintendent made progress on this goal, moving from a baseline of “Unsatisfactory” to “Basic+”. With respect to the Customer Service component of this goal progress has been made, but much remains to be done. Continued customer service outreach is critical to the success of Seattle Public Schools, and that the Superintendent should develop a clear strategy with high expectations for individual District staff. With respect to the Culture component of this goal substantial improvement was achieved in developing infrastructure to support School-Community partnerships. The Board encourages the Superintendent to continue this work.

Superintendent's Performance Rating for Goal IV: Core Competencies & Professional Practice



Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Basic	Proficient	Distinguished
IV-A. Collaboration: Develops cooperation and teamwork while participating in a group, including with the School Board and senior staff, and works towards solutions which generally benefit all parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Awareness: 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Decision Quality, Problem-Solving, and Getting Results: Uses analysis, wisdom, experience and logical methods to make good decisions and solve difficult problems with effective solutions; appropriately incorporates multiple inputs to establish shared ownership and effective action. Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Integrity & Personal Accountability: Leads by example and communicates expectations to staff that create a culture where ethical behavior is expected. Is widely trusted; provides clear and visible leadership on ethical issues, including protection of whistleblowers. Holds self and others accountable for measuring high-quality, timely and cost-effective results; determines objectives, sets priorities and delegates work; accepts responsibility for mistakes; complies with established control systems and rules; develops and implements corrective action to address audit or other compliance findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Fiscal Responsibility: Works to ensure fiscal and reporting compliance with all applicable laws and regulations. Strengthens financial controls and accountability to protect taxpayer resources and improve efficiency of operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Professional Preparation and Scholarship: Acquires the substantive knowledge and techniques necessary to run a large, urban district and to implement a sound educational program; Regularly applies the knowledge and techniques in interactions with staff and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal IV (Circle one .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of integrity, collaboration, accountability, and high expectations.
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Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):
 The Board's evaluation here emphasizes the language of Goal IV-C "Decision Quality, Problem Solving, and Getting Results" more so than the language of Smart Goal 9. The Superintendent satisfies the review criteria in Goal IV-C with a high degree of proficiency. The Board encourages

the Superintendent to demonstrate those skills more often in public settings. The Board would like the Superintendent to emphasize the “engages stakeholders” portion of the Rubric for Smart Goal 9 as he continues to lead Seattle Public Schools.