

Introduction

The Seattle School Board previously approved the 5-year 2013-18 Strategic Plan. The 2016-17 Superintendent Evaluation tools are 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, if an indicator is shaded, a SMART goal and an accompanying rubric have been developed for it. These SMART goals will be the basis of the Superintendent's 2016-17 annual evaluation, to occur in June 2017.

**This instrument was initially developed in consultation with WSSDA in 2013-14, but has been modified since to match the year's SMART goals.*

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: 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 (SMART GOAL 1): Ensures the development and use of instructional tools and assessments in the fourth year of implementation of Multi-Tiered Systems of Support (MTSS).	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-C. Eliminating the Opportunity Gaps (SMART GOAL 2): Ensures the implementation and continued identification of strategies to transform adult beliefs, attitudes and actions in order to eliminate opportunity gaps.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-D. 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 (-)

Proficient

Distinguished

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

This goal includes SMART goal 1 (MTSS) and SMART goal 2 (EOG). The Board finds that the Superintendent has met the target of Proficient in MTSS. The Board is happy with the work done to build out a structure within which to implement this complex goal. And the Board looks forward to the results from the student data portal and use of the early warning indicators. While the focus on the structural aspects of MTSS is crucially important, it is also critical to remember that quality teachers are integral to success. The district's commitment to the education of every child can be reached only when structural supports are combined with high-quality instruction. With respect to SMART goal 2, the Board commends the Superintendent for making this gap-closing work a continuing priority for the district, but finds that the Superintendent has fallen short of the target. The Superintendent has verbally made this goal a priority, but the Board would like to see the Superintendent leverage his leadership to push his team towards greater performance. The Board feels that there needs to be more accountability in this goal, and a more clearly defined theory of action. Moreover, the Board would like to see implementation of a Central Office Racial Equity Team that can provide the umbrella connecting this work and carrying it through the district. Notwithstanding this shortfall, the decrease in suspensions for non-violent offenses among students of color is a point worth celebrating.

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: 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 (SMART GOAL 3): Develops and executes effective maps, plans, procedures, routines, and operational systems to support schools and provide equitable access to programs and services that support student readiness to learn.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-C. Management Systems: 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 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 (SMART GOAL 4): 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 executive leadership and Board.	<input type="checkbox"/>	<input type="checkbox"/>	X	<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 MOU with OSPI.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 (-)

Proficient

Distinguished

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

This goal includes SMART goal 3 (Program Mapping) and SMART goal 4 (Budget). The Board commends the effort made on SMART Goal 4, and finds that the Superintendent has met the target of Proficient for this goal. The Superintendent and staff have effectively engaged with policy makers to champion our students, and a strong foundation of cooperation and activism in this goal will benefit the district greatly in the coming financial landscape. For SMART goal 3, the Board feels that although progress has been made, there is still much more to be done, including the linking of the student outcomes to specific program offerings. Moreover the Board is disappointed with the length of the process given the deliverables produced. Had this project been completed in a more time-efficient manner, the data could have been a crucial tool for the high school boundary task force, student assignments, and program placement.

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

	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>III-A. Customer Service: Ensures that systems exist to provide strong customer service and engage principals and families as partners.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-B. Collaboration/Engagement (SMART GOAL 5): Demonstrates skill and commitment while developing and implementing a plan for shifting the district's culture to one of increased transparency, collaboration and continuous improvement in partnership with key stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>Overall Rating for Goal III (<i>C i r c l e o n e .</i>)</p>	<p>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.</p>
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Unsatisfactory

Basic

Proficient (-)

Proficient

Distinguished

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

The Board finds that although the Superintendent has not met this goal there has been great forward progress, and the Board looks forward to carrying this momentum into the next SMART goal cycle. Work on this goal has improved the perception of the district in the eyes of the community. There is still a large amount of work to do, as there continues to be frustration among the community in communicating with the district. However, the Board believes that the Superintendent and staff have laid the groundwork to reach community members that have historically experienced little to no collaboration with the district. There is still far to go in ensuring that all groups are represented in the district, and the Board is looking forward to pushing forward with this imperative work in the next year.

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

	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 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 <i>Distinguished</i> or <i>Unsatisfactory</i>): A SMART goal was not identified from this page for 16-17.
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