

Board Special Meeting



2445 – 3rd Avenue South, Seattle WA 98134

Work Session: Superintendent 2015-16 Annual Evaluation Part 2; Executive Session: Evaluate the performance of a public employee
Tuesday, November 1, 2016, 4:30-6:30pm
Auditorium, John Stanford Center

Agenda

Call to Order

4:30pm

Work Session: Annual Evaluation of 2015-16 Board Governance Priorities and Superintendent SMART Goals Part 2

- Superintendent SMART Goals #3, 5, and 6

Executive Session: Evaluate the performance of a public employee

6:00pm*

Adjourn

6:30pm*

**Time given is estimated*



Board Work Session Materials

November 1, 2016

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

School Board Office
206-252-0040

The following pages are presentation materials reviewed at the November 1, 2016 Board work session.

List of Attachments for 2015-16 Superintendent Evaluation

- A. 15-16 Highlighted Accomplishments
- B. 2015-16 Board Governance Graphic Organizer
- C. One Pager of 2015-16 SMART Goals and Key Elements
- D. 2015-16 Superintendent Evaluation Instrument
- E. Red/Yellow/Green Legend for 2015-16 SMART Goal Rubric
- F. Goals Documents
 - Goal 1: MTSS-A (Indicator I-B)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – PLC Data Team Work Protocol
 - B – Anchor Chart Aligned to PLC Data Team Work Document
 - C – Lisa Sweeney’s Formative Practices Institute (FPI) Testimonial
 - D – MTSS Framework
 - Goal 2: MTSS-B (Indicator I-B)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – Dept. of Equity & Race Sequence of Professional Development Modules
 - B – Racial Equity Analysis Tool as prepared by Dept. of Enrollment Planning and Equity & Race Relations
 - C – West Seattle High School – School Racial Equity Team (SMART Goal & Strategies)
 - D – Link to the TRI Day videos & activities:
<https://www.thinglink.com/scene/821866345841819649>
 - Goal 3: Special Education (Indicator II-F)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – SPS Central Office Summary Report
 - B – Southwest Region MOU Final Report
 - C – Roles and Responsibilities Cover Page
 - Goal 4: Early Hiring (Indicator II-D)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – PowerPoint with data slides
 - B – Principal story (in-person)

- Goal 5: Bell Times (Indicator II-B)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – Bell Times Implementation Chart and Timeline
 - B – Implementation Data Analysis
 - Part I: Bell Times Implementation Task Force Final Meeting PowerPoint
 - Part II: First Month Student Data Comparisons
 - C – Principal Checklist and Summary Information
 - D – Implementation Communication Plan
 - E – Secondary Student Reflections on Bell Time Changes:
<https://youtu.be/14uSsjHY76Y>

- Goal 6: Customer Service (Indicator III-A)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – Community Engagement Model Training
 - B – Communications Planning Guide
 - C – Website Reports

- Goal 7: Professional Practice (Indicator IV-C)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – 15-16 Highlighted Accomplishments
 - B – Cabinet Evaluation Tools & Instruments
 - Part 1: Core Cabinet Competencies
 - Part 2: SPS Competency Library
 - Part 3: Extended Cabinet Performance Evaluation Instrument
 - C – Community Engagement model

SEATTLE ACCOMPLISHMENTS * 2015-2016 * TOP TEN

Seattle Public Schools (SPS) is committed to **Every Student, Every Classroom, Every Day**. Our strategic plan work focuses on three major goals: Improved Learning; Improved Supports; Improved Engagement. Consistent board focus and funding has enabled much greater coherence around these three goals.

1. **Improved Student Learning:** This last school year, SPS outperformed our peers on state assessments and eleven of our schools have been recognized as schools of distinction. These are schools that have shown significant progress in ensuring that each and every student is performing at high levels in English language arts and math. Nine of these schools are repeat recipients of this recognition. We have also sustained our gap eliminating progress including having the highest middle school math scores in the state for African American students and the top elementary school for eliminating gaps for students of color. Our success has been supported by the board's continued focus on our three strategic plan goals.

Goal One – Excellence and Equity

Seattle Public Schools continues to invest in and improve learning for each and every student through high-quality teaching and learning supports, innovative strategies, and targeted supports to eliminate opportunity gaps.

2. **High Quality Teaching and Learning:** * Middle school social studies text adoption * Elementary reading text adoption launched * Expanded arts pathway to 12 schools in the Southwest region * Brought coherence and clarity to Multi-tiered systems of support (MTSS) for schools and district * Summer Leadership Institute focused on equity and accountability * Changed bell times to improve outcomes for secondary students.
3. **More Services for More Students:** * All Day K for 100% of students the first time * 70 Schools conducted K assessments and parent meetings prior to start of school * 56 schools provided K jump start program ensuring students were ready * 2000 students served in summer learning program, Summer Staircase* Opened five new preschools for 160 students * Implemented smaller class sizes in grades K-3 (McCleary).
4. **Eliminating Opportunity Gaps Work:** * Board commitment for third year has resulted in greater district-wide commitment * Each school set a closing the gap goal * 20 school based race and equity teams developed * Principals committed to 12 days of equity work * EOG Steering Committee is aligning 17 initiatives focused in improved student supports * Increased diversity in teacher and principal hires * Partner with City of Seattle on EOG Summit work * Moratorium on non-violent elementary suspensions * RULER, our social-emotional curriculum, expanded to 60 schools * Students Rights and Responsibility handbook revised to provide more proactive interventions * Relationships / Climate PD for 4000 educators * Trauma informed instruction PD for 2000 educators.

***Analysis:** We continue to grow strong academic performance but aren't closing gaps as rapidly as we need to. We are investing in beliefs (fewer suspensions) and relationships (district-wide PD) and partnerships (CBOs and Summit). We are asking for school check-ins on gap goals twice during the year and 60 schools are now committed to implementing the climate survey multiple times a year.*

***Next Steps:** Clarify Executive Director of Schools scorecard for Professional Learning Communities, MTSS, and school climate. Recognition and replication of gap eliminating successes. Peer Assistance Review implementation around a clear definition of teacher quality.*

Goal 2 – Improved Systems and Supports for Schools

SPS continues to improve district systems in support of schools, staff and students.

5. **Addressed Capacity Challenges:** * 72% Voter support for BTA / Levy * Legislature provided \$10 M for emergency classrooms * Board provided \$2M in funding to minimize start of school transition * Opened five new schools on time * Created 90 new classrooms (portables; reconfigured libraries, labs, staff rooms) for: Growth in enrollment (650); Smaller class sizes in K-3; and All Day K district-wide * Changed all bus routes to accommodate later start for high schools * Handled logistics for all of the above and still had one of our smoothest starts.

6. **Resource Management:** * Revised budget book to improve transparency * National recognition for budgeting process * 215 grants for \$72M in funding * Excellent Bond Rating * Special Education achieved 90+% of their OSPI Milestones * Recovered \$2.5M in SpEd funding * Continue to advocate for full funding of McCleary.
7. **HR improvements:** * Completed 250 early hires for hard to fill positions * Revised EDS job descriptions * Goal based evaluation system for district leadership * 100% of teacher and principal evaluations on time * Reduced investigations backlog by 50% * Fully staffed Office of Civil Rights (Title IX) * Created classified > certificated program with SU/UW * Hired 39% administrators of color * Increased teacher of color hiring to 21% (up 4%) * Created partnership team for Peer Assistance Review.

Analysis: *Many systems are improved – SpEd; HR; Transportation; Early hires; Budget. Cabinet is working across silos to solve problems more quickly. Cabinet goals and reporting departments are aligned around strategic plan and board SMART goals.*

Next Steps: *Program and budget review (SMART goals 3 and 4) to identify priority areas for analysis (HCC; ELL; EOG). Improved data systems that provide timely user friendly data to schools (and district). Continued system improvement goals by each cabinet member.*

Goal 3 – Community Engagement

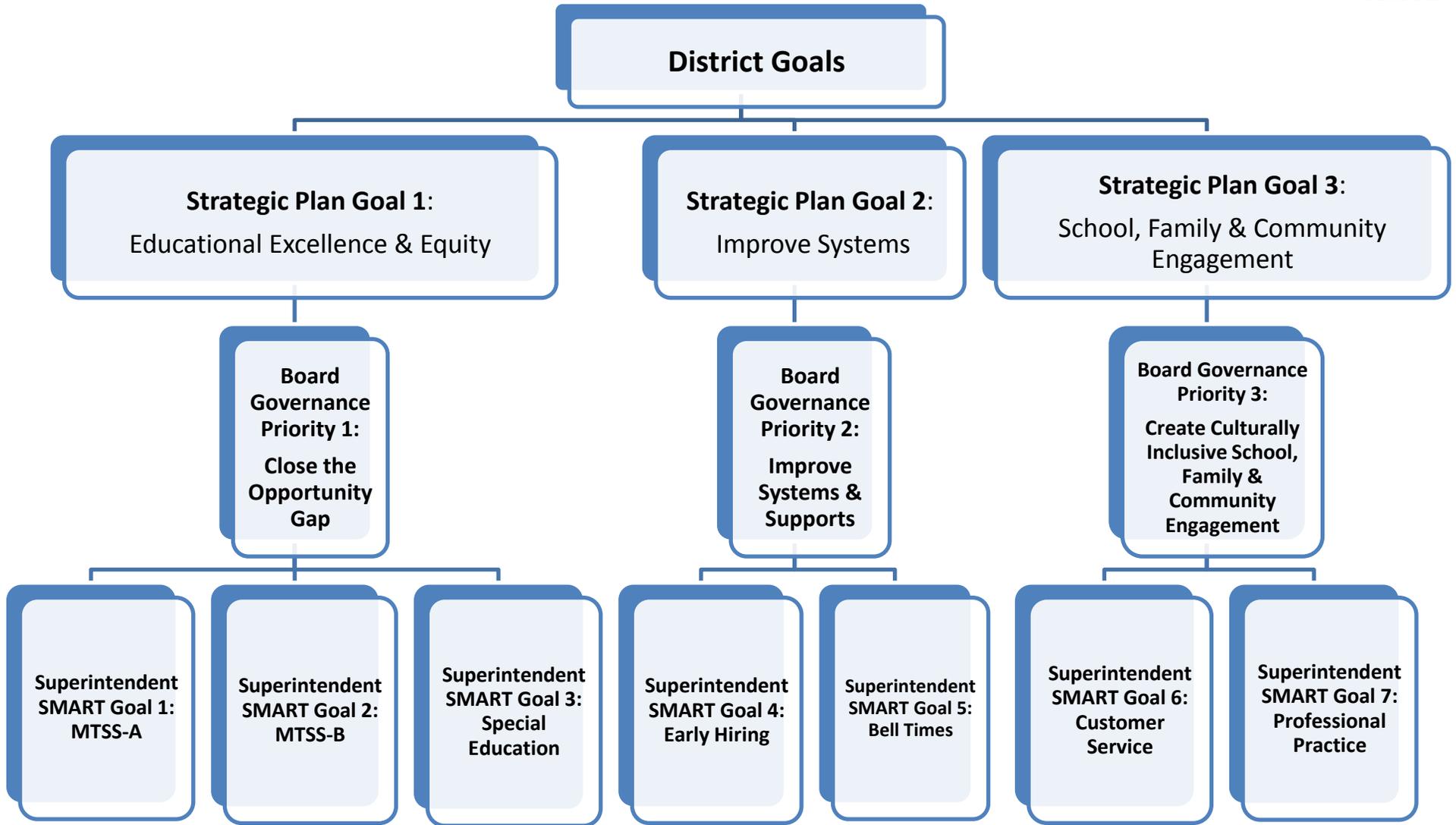
Seattle Public Schools continues to improve practices around community engagement and collaboration with both internal and external stakeholders.

8. **Community Engagement:** * Board selected engagement principles and a three stage process for: information; input; collaboration * District leadership trained in using the three-part engagement process * Extensive community engagement conducted to inform bell times decision * Creation of Community Engagement task force * Ongoing input by various Task force and advisory committees: African American Advisory Committee; 24-credits; Dual Language; Pre-School; SpEd Parent Partnership; Facilities * A dozen community boundary meetings * Board revision of program placement process * Community engagement in naming Eagle Staff and Cascadia * Launched a new internal engagement structure – our employees are our greatest asset and ambassadors.
9. **Communications Campaigns/Supports:** * Bell Times communications * Start of School communications * All Day K communications * Eliminating Opportunity Gaps communications * Attendance campaign partnership with Seattle Housing Authority * Superintendent visits to 95 schools * Enhanced Web Site; more web traffic * Resumed School Messenger; better communications with ELL families.
10. **Partnerships:** * Regular monthly meetings for our 300 CBOs * Significant increase in professional development for partners * Agreements with Seattle Housing Authority * Attendance campaign for 6000 students shared students between SHA/SPS * Labor Partner work: PAR, TRI Day, Race and Equity teams * SEA/SPS Partnership Committee * City’s Summit on Education focused on closing gaps * Mayor proposed \$1.5M in funding * Creative Advantage expanded to 12 additional schools in partnership with the City, Seattle Foundation, and arts partners.

Analysis: *We improved community engagement process with bell times resulting in greatly increased of community engagement and input for a number of key decisions. Several communication campaigns were implemented during the start of school transition resulting in reduced negative feedback despite lots of change. We have engaged more with our partners – building many strategic relationships including within our own staff.*

Needed Next: *Finalize Community Engagement plan. Select 2-way communication platform. Continued professional development for principals, Executive Directors of Schools, and district leaders. Mediation services. Timely investigations. Greater visibility for the good work being done in Seattle Public Schools.*

Attachment B: 2015-16 Board Governance Graphic Organizer



Introduction

The Seattle School Board has previously approved the 5-year Strategic Plan and the Board's 2014-15 Governance Priorities. The 2015-16 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 2015-16 Governance Priorities were selected as the focus for 2015-16 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 2016.

DRAFT



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 (MTSSA & B): Ensures the use of instructional tools and assessments in the third year of a three-year implementation plan of Multi-Tiered Systems of Support (MTSS)-A, and the second year of implementation for MTSS-B.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.
--	---

Unsatisfactory

Basic

Proficient

Distinguished

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



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 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 (Early Hiring): 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 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.
---	---

Unsatisfactory

Basic

Proficient

Distinguished

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

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 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 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.
--	---

Unsatisfactory

Basic

Proficient

Distinguished

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

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.
---	---

Unsatisfactory

Basic

Proficient

Distinguished

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

Attachment C: One-Pager of 2015-16 Superintendent SMART Goals & Key Elements Summaries

Goal 1 - MTSS-A: Multi-Tiered Systems of Support - Academics

1. Supports formative processes, including formative assessment development and data inquiry processes
2. Develops collaboration and teacher/student self-efficacy to close the gap, reflected in the success of African American males
3. Establishes and develops MTSS processes and strategies; increases Tier II and Tier III supports

Goal 2 – MTSS-B: Transforming Attitudes, Beliefs, and Belonging to Recognize the Brilliance and Genius of Every Child

1. Establishes standards and language related to Multi-tiered Systems of Support (MTSS-B), Targeted Universalism, and Culturally Responsive Leadership and Instruction
2. Develop District and school-based implementation strategy for MTSS-B, and engages community in the identification of delivery of recommendations
3. Principals develop strategies in the Continuous School Improvement Plans to eliminate opportunity gaps and Central Office creates behavioral data collection and reporting infrastructure so school, district, and community can monitor progress and deploy supports

Goal 3 - Special Education: Successful implementation of the SPED MOU with OSPI in all five regions and central office

1. Ninety-five percent (95%) of the initial evaluations and reevaluations reviewed will be sufficient as measured by the OSPI Evaluation Review Form
2. Ninety-five percent (95%) of the student files included in school site visits will be receiving specially designed instruction and related services in accordance with their IEPs
3. Eighty percent (80%) of the special education personnel will be able to provide accurate examples of implementing at least three procedures from the SPS Special Education Procedural Guide

Goal 4 - Early Hiring at SPS

1. SPS will be competitive in our efforts to recruit teachers and principals to our schools. In so doing, we will start our recruitment efforts significantly earlier than past years.
2. We will actively manage teacher candidate pools established for elementary, hard-to-fill categories and principal openings.
3. We will work across departments (enrollment, budget and human resources) to ensure our processes are known by each contributing department and all know what needs to be done.

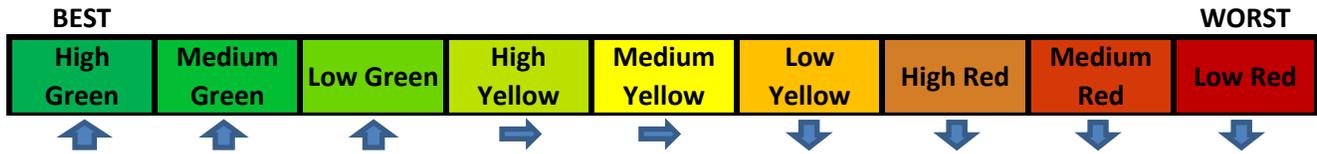
Goal 5 - Bell Times Implementation

1. Gain a deeper understanding of all implementation issues through stakeholder meetings/surveys
2. Develop a communication plan for district and school communities, community based organizations and governmental agencies
3. Mitigate as many negative consequences of bell time changes as possible

Goal 6 - Customer Service

1. Customer Service—Building a culture of customer service to support schools, parents and students.
2. Communications—Promoting clear and open communications to ensure schools and parents have the information they need.
3. Community Engagement—Developing clear and consistent processes to engage the stakeholders in decision making.

Attachment E: Red/Yellow/Green Legend for 2015-16 SMART Goal Rubric



High Green	You have already achieved/satisfied this element OR all of the conditions listed below are true
1	You have a documented plan to satisfy the element
2	Your key stakeholders have reviewed and agreed to its viability (defined scope, schedule and budget)
3	You are within scope, schedule and budget
4	You have no significant risks that are likely to impact meeting your target
Medium Green	You have not yet achieved/satisfied this element, BUT conditions #1-3 below are true
1	You have a documented plan to satisfy the element
2	Your key stakeholders have reviewed and agreed to its viability (defined scope, schedule and budget)
3	You are within scope, schedule and budget
4	You have no significant risks that are likely to impact meeting your target
Low Green	You have not yet achieved/satisfied this element BUT three of the four conditions listed below are true. (#1 <u>must</u> be true, but ONE of #2-4 may be mostly true and on track to become true)
1	You have a documented plan to satisfy the element
2	Your key stakeholders have reviewed and agreed to its viability (defined scope, schedule and budget)
3	You are within scope, schedule and budget
4	You have no significant risks that are likely to impact meeting your target
High Yellow	You have confidence that this element can be achieved/satisfied BUT <u>one</u> of the below conditions is increasing risk (i.e., the other 2 are not)
1	Planning is incomplete - only a draft or partially completed written plan exists
2	Key contributors in other departments are undertaking the necessary work (defined scope, schedule and budget) but may not have agreed to the viability of the plan
3	There are some scope, schedule or budget concerns or significant risks that could impact the project
Medium Yellow	You have confidence that this element can be achieved/satisfied BUT two or more of the below conditions are increasing risk
1	Planning is incomplete - only a draft or partially completed written plan exists
2	Key contributors in other departments are undertaking the necessary work (defined scope, schedule and budget) but may not have agreed to the viability of the plan
3	There are some scope, schedule or budget concerns or significant risks that could impact the project
Low Yellow	This element has been identified as a priority, but there are major required resources (\$ and/or people) not yet identified and/or approved upon which this element is dependent

Superintendent Evaluation 2015-16; SMART Goal Element Status Legend

High Red	You have significant concerns that this element can be achieved/satisfied - while you have a documented plan, one or more of the following conditions is increasing project risk.
1	Key contributors in other departments have not signed off that they can do the work
2	Project is late, over budget or lacking budget, over scope, under resourced
3	Known issues or risks pose a significant challenge to success
Medium Red	You have significant concerns that this element can be achieved/satisfied - one or more of the following conditions is increasing project risk AND you have no documented plan and work is underway.
1	No documented plan exists but work is underway
2	Key contributors in other departments have not signed off that they can do the work
3	Project is late, over budget or lacking budget, over scope, under resourced
4	Known issues or risks pose a significant challenge to success
Low Red	This element is not going to be achieved.

Goal 1 Summary

SMART Goal #1: MTSS-A	By Oct. 31, 2016, all schools will have established a coherent, comprehensive MTSS plan with clearly identified methods for providing core, targeted, and intensive academic services and supports to every student, including progress in: 1) Using common formative assessments to identify and help address opportunity gaps for African American males and other students of color; 2) Using teaming and collaboration to implement evidence-based strategies; 3) Identifying and progress-monitoring specific interventions for students below or above grade level; 4) a data collection, validation, & application process, informing instructional decision making.
Baseline, November 2015	Basic+ (all elements of Basic and less than a majority of Proficient)
Target, November 2016	Proficient

1. What have you accomplished under this goal? Successes? Key Bodies of Work?

- **Key Bodies of Work:**

- **Formative Practices Institute:** In order to help schools develop a comprehensive MTSS A system, the Curriculum, Assessment and Instruction (CAI) department developed the Formative Practices Institute (FPI). The Formative Practices Institute (FPI) is a professional development series offered through the Curriculum, Assessment and Instruction Department and initiated during the 2015-16 school year. It was designed to support teams of teachers in Professional Learning Communities as they work collaboratively to develop a shared understanding of learning expectations, to create common assessments and to collectively plan instruction to address learning gaps. Professional development focused on helping grade level school teams calibrate instruction to standards, gather evidence and assessment of student learning, identify gaps in learning, and develop responsive instruction to support all students in MTSS Tier 1.
- **Scope and Sequence Development by Content Area**
- **Formative Assessment Development by Content Area**

- **Successes:**

- **Assisted schools in developing MTSS A through:**

- A. **Establishing a strong baseline for strong, equitable core instruction**

- a. Development of K-12 Scope and Sequence documents to provide equitable, aligned core instruction in ELA, Math, Social Studies, Visual and Performing Arts, Science, and Physical Education.
- b. The Formative Practices Institute has been instrumental in establishing the foundation for strong, equitable core instruction across Seattle Public Schools. The Institute is anchored to the four guiding questions of DuFour PLC's:
 - i. What do we want students to learn?
 - ii. How will we know if they've learned it?
 - iii. What will we do if they didn't learn?
 - iv. What will we do if they've already learned it?

The work outlined by these guiding questions provide the cornerstone for gap-closing instructional practice and strategic system-building to ensure that all students have access to high expectations, standards-based learning opportunities, and instructional supports for successful learning and achievement in Tier 1.

B. Development of Assessment and Progress-monitoring Resources, Data-based Decision-making, and Tier 1 Interventions

- a. The Formative Practices Institute, along with other professional development on the use of formative assessment across content areas, has helped to solidify curriculum and resources for core instruction, including suite of formative assessments in ELA, Math, Science, Visual and Performing Arts, and PE.

C. Providing Systematic Support for Student-focused Teaming and Collaboration in 30 Schools and Growing

- a. Teacher and principal feedback from Year One of the Formative Practices Institute has been overwhelmingly positive. For the 2016-17 school year, FPI served 30 schools; seventeen schools are returning to participate in the second year. Approximately 165 teachers will participate in the Formative Practices Institute for Year Two: 85 for Math and 80 for ELA.

2. Did you meet your Target for November 2016? If yes, please highlight the elements of the rubric that you achieved. If not, why not (i.e., what challenges did you face)? YES.

- Through Formative Practices and the other content area professional development initiatives, teachers received training and support to actively use interim and common assessments and to analyze results to design action plans in response to students who are not meeting standards. This helped teachers to develop skill in data-based decision-making. [Proficient, Criterion 1. See ARTIFACT A – PLC DATA TEAM WORK PROTOCOL].
- In accordance with criterion 2 (proficient), schools participating in Formative Practices Institute engaged in collaborative data and inquiry processes via regularly scheduled PLC professional development. [See ARTIFACT B – ANCHOR CHART ALIGNED TO PLC DATA TEAM WORK DOC]
- Combining FPI, K-2 work, and interventions some schools will have the opportunity to receive support in providing core, targeted and intensive academic services and supports to every student. FPI will also provide a method for a data collection and validation to inform instructional decision-making [See ARTIFACT C – LISA SWEENEY’S FPI TESTIMONIAL]. Schools choosing not to participate in FPI, K-2 labs, or interventions are expected to have building-centered systems of support.
- Through development of K-12 Scope and Sequenced curriculum materials, formative assessments, and the corresponding instructional tools, we have identified and promoted a comprehensive MTSS plan for Tier 1 instruction (Basic, Criterion 4). This criterion is rated basic because participating in Formative Practices Institute was optional for schools. By redesigning the MTSS goal for the 2016-17 school years we have addressed this challenge by building in common expectations for MTSS across SPS.

3. Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).

- ARTIFACT A – PLC DATA TEAM WORK PROTOCOL: This document illustrates the protocols teacher teams learned to use for analyzing standards, data and formative assessments in order to impact instructional decisions and practices.
- ARTIFACT B – ANCHOR CHART ALIGNED TO PLC DATA TEAM WORK DOC: This document gives evidence of teacher teams’ work to collaboratively develop core instruction and supports for students. Participants were asked to create anchor charts that show the progression of a standard over the course of the year.
- ARTIFACT C – LISA SWEENEY’S FPI TESTIMONIAL: This document provides evidence of impact on teachers’ ability to work collaboratively with student data and formative assessments to provide strategic, gap-closing instruction for students.
- ARTIFACT D – MTSS Framework: This document shows the different levels of intervention and support.

SMART Goal #1	MTSS-A: By Oct. 31, 2016, all schools will have established a coherent, comprehensive MTSS plan with clearly identified methods for providing core, targeted, and intensive academic services and supports to every student, including progress in: 1) Using common formative assessments to identify and help address opportunity gaps for African American males and other students of color; 2) Using teaming and collaboration to implement evidence-based strategies; 3) Identifying and progress-monitoring specific interventions for students below or above grade level; 4) a data collection, validation, & application process, informing instructional decision making.
Baseline, November 2015	Basic+ (all elements of Basic and less than a majority of Proficient)
Target, November 2016	Proficient
Committee	C&I Policy Committee

BEST				WORST				
High Green	Medium Green	Low Green	High Yellow	Medium Yellow	Low Yellow	High Red	Medium Red	Low Red

Key Organizational Behaviors			
Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Fails to fulfill the responsibilities identified as basic.	LG: Identifies and adopts five best practices for use of interim assessments and professional learning communities.	HY: Actively uses interim assessments in conjunction with common classroom assessments as the basis for collaboration to help close achievement gaps for underserved populations.	Moves beyond interim assessments to design and develop common reliable and valid formative assessments that lead to the closing of achievement gaps for underserved populations.
	MG: Offers aligned definitions and exemplars of effective data teams and/or PLCs. These definitions focus on enacting standards-based instruction responsive to students' instructional needs.	HY: Ensures all school administrators and teachers engage in, and effectively capitalize on, a collaborative data inquiry process via regularly scheduled data teams and/or PLCs. This work focuses on refining instructional practice, resulting in achievement-gap closing for underserved populations.	Actively promotes exemplar models of data teams and/or PLCs at all levels for all disciplines, providing a clear purpose, process steps, and feedback loop to maximize effectiveness. This work focuses on using collaborative data inquiry to support the identification and implementation of instructional shifts at all three tiers of a multi-tiered framework, resulting in achievement-gap closing for underserved populations.
	MG: Considers recommendations from district stakeholders to support equitable student access to the MTSS plan, including intervention and acceleration supports for students below or above grade level.	LY: Adopts and uses common district decision-making criteria to ensure equitable access to the MTSS plan, including intervention and acceleration supports. Equity in access is reflected in evidence of increased student proficiency in grades 3, 7 and 10.	Monitors implementation of MTSS, adjusting policies, strategies and decision-making criteria as needed, to ensure equitable access to the MTSS plan, including intervention and acceleration supports. Reports to the public on increased student proficiency in grades 3, 7 and 10.

	<p>MY: Identifies and promotes a comprehensive MTSS plan, including assessment framework, instructional tools and interventions.</p>	<p>LY: Offers a clearly articulated and aligned MTSS plan for the delivery of the assessment framework, instructional tools and interventions. Provides evidence of successful implementation in a number of schools, including increased/improved student proficiency in grades 3, 7 and 10. Data reports are provided to the public for some schools.</p>	<p>Demonstrates successful delivery of the comprehensive MTSS plan, including assessment framework, instructional tools and interventions. Supports and extensions are based on common formative assessments - including, but not limited to, interims in both ELA and math at all grade levels. Provides evidence of successful implementation in all schools, including increased/improved student proficiency in grades 3, 7 and 10. Data reports are provided to the public for all schools.</p>
--	---	--	---

2015-2016 PLC Data Team Work

Team Members: _____

Grade: _____

Date: _____

Usage Notes: This is a PLC protocol that can be used for teams focusing on English Language Arts standards. During each PLC meeting, teams should analyze student work as a starting point to answer the four questions. During some meetings, PLCs may focus on only one or two questions, but PLCs should attempt to answer all four questions during a PLC meeting.

Guiding Question: What do we want our students to learn?

After analyzing student work, interim data, or a common assessment – select a standard or skill of focus for the upcoming PLC cycle.

Focus standard(s): _____

What texts might I use to teach this standard? _____

What lessons will I use to teach this standard? _____

If it is helpful, consider filling out a lesson plan template as a PLC to collaboratively plan lessons to teach the focus standard.

Step
1:

Activities and questions to support collaborative conversations:

- What are our targeted standards?
- What content and skills were developed in the prior year's targeted standards?
- What content and skills are new to this year's targeted standards?
- What will the anchor charts look like to teach this year's new content and skills?
- What are the text characteristics needed to teach the new content and skills for this year's targeted standards?
- What content and skills will next year's teacher look for on day one, to allow that teacher to build to mastery of the following year's standards?

Guiding Question: How will our students and we know when they have mastered the skill/strategy?

What assessment/student work products will be used to determine if students have mastered the focus standard(s)?

What will student work products look like as they are approaching, meeting, and exceeding the target skill?

Step
2:

Activities and questions to support collaborative conversations:

- Look at the evidence tables for each standard. How many evidences are there for each standard?
- Make a list of potential work products that would allow a student to demonstrate what they know and can do in terms of the targeted standards. Hint: more than one evidence may require more than one work product.
- Create and or identify formative assessments that will elicit the evidence of student learning. These may take the form of exit tickets, student work products, rubric, formal curriculum-embedded formative assessments, etc.

Guiding Question: How will we respond when some students do not learn?

If it is helpful, consider filling out an action plan template to collaboratively plan lessons to teach the focus standard to students who may not have learned the first time.

Step
3:

Activities and questions to support collaborative conversations:

- Choose one student that was highly successful and one student who struggled with a particular standard or set of standards.
- Make a quick bulleted list of the reasons these students were likely successful or not. Consider which reasons are within your locus of control and how you can change instruction to increase student learning.
- Review the items that students did well on and that they struggled with. Consider if students had the full opportunity to learn all of the content and skills that were necessary to master the standard.
- Make a list of the most essential content and skills you need to teach in upcoming lessons in order to teach these standards. (Consider how to differentiate based on high performing and low performing students)
- For students who have demonstrated mastery, consider the lessons and materials you will use to deepen student learning.

Guiding Question: How will we respond when some students already know it?

Step
4:

Activities and questions to support collaborative conversations:

- Choose one student that was highly successful and one student who struggled with a particular standard or set of standards.
- Make a quick bulleted list of the reasons these students were likely successful or not. Consider which reasons are within your locust of control and how you can change instruction to increase student learning.
- Review the items that students did well on and that they struggled with. Consider if students had the full opportunity to learn all of the content and skills that were necessary to master the standard.
- Make a list of the most essential content and skills you need to teach in upcoming lessons in order to teach these standards. (Consider how to differentiate based on high performing and low performing students)
- For students who have demonstrated mastery, consider the lessons and materials you will use to deepen student learning.

Formative Practices Institute Sample Anchor Charts K-7

Participants were asked to create anchor charts that show the progression of a standard over the course of several grades

RL.1 Grade 2

RL.2.1 Ask & Answer Questions of the Text

Ask: Who? What? When? Where? How? Why?

Answer

TEXT

keyhole

Demonstrate Understanding of Key Details

Key Details in a text ②

RL.1 Grade 3

Where do we find the answers? 3rd Grade

In the **PASSAGE**

who
what
where
when
why
how

Answer WITH **PROOF** from the text

RL.1 Grade 3

Find and refer to the evidence in the text

I'm looking for:

- quotes
- specific phrases
- paragraph #'s
- words
- events

RL 3.1

WHO? WHAT? WHERE? WHY? HOW? WHEN?

Text-Based Understanding

RL.1 Grade 4

RL.4.1

Text-Based Understanding

What the Text Says

Details

EXPLANATION

INFERENCE

RL.1 Grade 4

Readers can make inferences by paying attention to details and examples from the text

Example: Tiger Rising by Kate Dicamillo

- At school, Sistine gets in fights and acts tough. For example, when introducing herself, she calls the kids rednecks
- She opened up to Rob and cried because she wanted to let the tiger out
- She told Rob about her dad leaving and tough family situation

Inference: Sistine only opens up to people that she trusts.

grade 4

RL.1 Grade 5

5th Grade

Quote Accurately

Literature

- Explain Exact Meaning
- Refer to details
- Draw Inferences

RL.1 Grade 5

Grade 5 - RL.5.1

Readers Support their ideas by quoting the text

All of us You try it!

Explicit Evidence

Inferred Evidence

Refer to Details

START THE ENGINE

1 Go back to the story and look for explicit passages in the text that supports your answer to the question.

2 Include the passage from the text when supporting your thinking as you write your answer to the question.

RL.1 Grade 5

QUOTE ACCURATELY FROM THE TEXT

According to the text...

Based on the text...

Refer to Details

START THE ENGINE

1 Go back to the story and look for explicit passages in the text that supports your answer to the question.

2 Include the passage from the text when supporting your thinking as you write your answer to the question.

RL.1 Grade 7

RL.7.1

What is the text saying?
What is the key idea in the text?

The boy

EVIDENCE

Explicit Examples (quotes from the text)

Inferences (text + me!)

RL.1 Grade 7

GRADE 7 RL.1

READERS CAN FIND MORE THAN ONE PIECE OF EVIDENCE FROM A TEXT TO SUPPORT THEIR IDEAS.

① WHAT'S OUR IDEA: SOME IS WEAK

② EX. OF EVIDENCE IN QUANTITY

- SHE BLAMES HERSELF FOR ABUSE
- CALLS HERSELF "STUPID, NO GOOD, NOTHING GIRL"
- REFUSES TO ASK FOR HELP

③ THIS MAKES ME THINK

RL.2 Grade 3

Office DEPOT

Key Details in a Text

① **LOOK** for the most important thing or the central message

② **EXPLAIN** how it is conveyed in the text

- What the author wrote
- One detail...
- Another detail...

③ **TELL** how these key details help readers understand the central message

Third grade
RL.3.2

RL.2 Grade 5

GRADE 5 - RL.2 Text type: Poetry

Readers can determine a theme using details in a text, including how the speaker in a poem reflects upon a topic.

At last I follow him outside.
We call that snow, he says.
Isn't it beautiful?
Do you like the cold?

I want to say
No, this cold is like claws on my skin!
I look around me.
Dead grass peeks through
the unkind blanket of white.
Everywhere the snow
sparkles with light
hard as high sun.
I close my eyes.
I try out my new English words.
How can you live
in this place called America?
It burns your eyes!

Questions readers ask themselves

- Who is the speaker?
- What is the topic?
- How do we notice when a speaker is reflecting?
- How do these questions help us determine a theme?

RL.2 Grade 5

GRADE 5 - RL.2 Text type: Story or drama

Readers can determine a theme using details in a text, including how characters respond to challenges.

EXAMPLE "The Giver" In My Own Text

In "The Giver" Jonas is chosen to be the Receiver. All of a sudden he no longer has to follow the rules.

He begins to notice that people treat him differently and he feels isolated.

For the first time in his life he begins to question his life and the life of his family.

We begin to understand that being an individual can sometimes be very difficult.

Detail

Challenge

Response

Theme

GRADE 5 - RL.2 Text type: Poetry

Readers can determine a theme

October 2, 2016

To Whom This May Concern,

As a member of the formative assessment data team, I would like to share my experience and why I feel that this would be a great program to continue for teachers and students. As a third year teacher participating in this formative assessment PLC, I found every aspect to be powerful! As a team we discussed not only the purpose of a PLC, but what a purposeful and functional PLC should look like. We were held accountable to each other and our students by our norms and the work we were engaged in with our students. We met weekly, took notes, delegated tasks and took the time to ask questions. Throughout the year there were times when we had to stop and revisit the best practices we were using or not using. We watched each other teach and also watched master teachers teach. We brought our growth mindsets to the table and worked towards bettering our instructional practice for the students. One of our biggest aha moments was learning how to effectively teach our first graders a make 10 strategy, outlined in the CCSS 1.OA.6. We pre-assessed, taught, assessed and taught some more. Our first graders were really struggling with this concept. As a team we researched best practices that Number Talks and Counting Collections and went back to the mathematical practices of the Math Common Core State Standards. We realized how powerful student voice was in our classrooms and encouraged our students to share their thinking more often. We celebrated mistakes and accepted challenges together. Our classrooms didn't become my first graders and your first graders but our first graders. Through our PLC we talked about what worked and what didn't and it showed through our students' work. The formative assessment data team and I learned how to rely upon my colleagues as tools for my teaching, ask questions, and be willing to try new things. We came to embrace the idea that analyzing student data can actually be fun! Thank you so much for allowing me to be part of such an amazing PLC, it couldn't have come at a better time in my teaching.

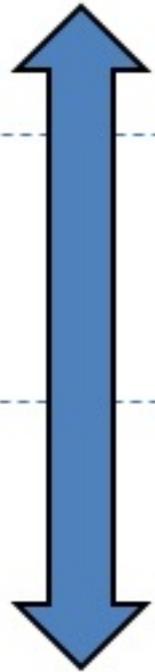
Best, Lisa Sweeney

Kindergarten Teacher

Pathfinder K-8

MTSS

- Positive Beliefs
- Positive Relationships
- Positive Learning
- Positive Partnerships



Fluidity and flexibility in grouping, and individualizing instruction and behavioral supports

SEL Curricula

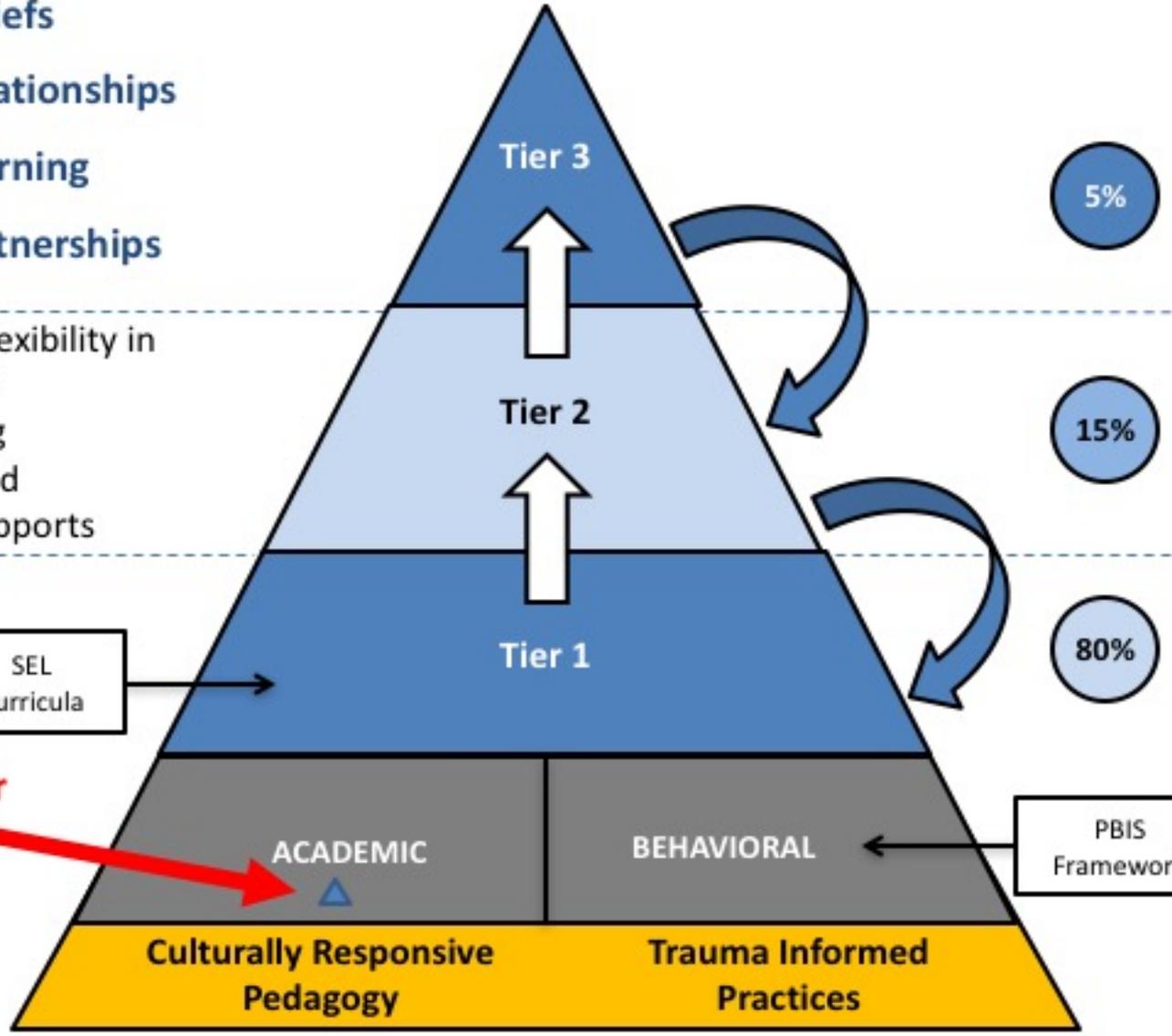
Drill deeper



ACADEMIC

BEHAVIORAL

PBIS Framework



Goal 1 Evidence of Progress

<u>SMART Goal #1: MTSS-A</u>	By Oct. 31, 2016, all schools will have established a coherent, comprehensive MTSS plan with clearly identified methods for providing core, targeted, and intensive academic services and supports to every student, including progress in: 1) Using common formative assessments to identify and help address opportunity gaps for African American males and other students of color; 2) Using teaming and collaboration to implement evidence-based strategies; 3) Identifying and progress-monitoring specific interventions for students below or above grade level; 4) a data collection, validation, & application process, informing instructional decision making.
Baseline, November 2015	Basic+ (all elements of Basic and less than a majority of Proficient)
Target, November 2016	Proficient

1. Did you meet your Target for November 2016? What evidence or data demonstrates the color provided on each row and box of the rubric?

- Row 1: We are currently Proficient. The evidence that demonstrates this includes ARTIFACT A – PLC DATA TEAM WORK PROTOCOL. Participants in the Formative Practices Institute (FPI) learned how to use interim assessments in conjunction with common classroom assessments as the basis for collaboration to help close achievement gaps for underserved populations. Through Formative Practices and other content area professional development initiatives, teachers received training and support to actively use interim and common assessments to design action plans in response to student need. This work also focused on helping teachers build capacity in data-based decision making. FPL met 8 times across the 2015-16 school year providing 24 hours of professional learning and collaboration time to teachers with one track for Math and another for English Language Arts. 22 teachers participated in the Math strand and 58 teachers participated in the ELA strand.
- Row 2: We are currently Proficient. Participants in the Formative Practices Institute focused on ensuring that school administrators and teachers had training and built systems to effectively capitalize on a collaborative data inquiry process via regularly scheduled data teams and/or PLCs. ARTIFACT B - ANCHOR CHART ALIGNED TO PLC DATA TEAM WORK DOC shows evidence of teacher teams working together to unpack a standard across several grades. Exit slip data from FPI participants show a positive impact on teacher teams building capacity to refine instructional practice. (Standards Unpacking and Alignment Across Grades 3.83 out of 5.0).
- Row 3: We are currently Proficient. ARTIFACT D – MTSS Framework shows the different levels of intervention and support within the MTSS system. This framework was used with both teachers and administrators in various professional development venues (FPI and Leadership Learning Days).
- Row 4: We are currently Basic. Through development of K-12 Scope and Sequence curriculum materials, formative assessments, and the corresponding instructional tools, we have identified and promoted a comprehensive MTSS system. We are well positioned to move to Proficient with revised 16-17 MTSS goal language combining MTSS A and MTSS B for the 2016-17 school year.

Goal 2 Summary

SMART Goal #2: MTSS-B (Attitudes, Beliefs and Belonging)	By Oct. 31, 2016, finalize and begin initial implementation of a comprehensive theory of action and strategies to improve the system to positively impact outcomes for African American males and other students of color. Successful strategies learned from this process will be applied to support the learning of each and every student, as needed.
Baseline, November 2015	Basic - (majority of Basic elements)
Target, November 2016	Proficient

1. What have you accomplished under this goal? Successes? Key bodies of work?

- We established the second cohort of 10 School Racial Equity Teams (total of 21 schools) and provided them with the Ensuring Educational and Racial Equity Saturday Institute. We included a whole day of training on Adverse Childhood Experiences and Trauma Informed Practices. We also co-partnered with the Black Child Development Institute Conference to offer workshops on Black Identity Development and reducing disproportionality in discipline in our schools. Each School Racial Equity School teams developed SMART Goals to reduce disproportionality in Discipline in their schools and strengthening culturally responsive instruction.
- Developed the “eliminating the opportunity gaps” framework and have successfully brought awareness to the concept. Constantly using Targeted Universalism as a strategy to focus sphere of work on targeted student population (i.e. African American Males & other students of color.)
- Established the African American Male Advisory Committee to the Superintendent and held our first two meetings.
- The Equity and Race Advisory Committee worked in strong partnership with the Department of Student Discipline to revise the Students Rights and Responsibilities document for the 2016-2017 school year and has finalized a recommendations report for the Superintendent.
- Provided training and professional development in schools, central office and with principal leadership focused on: Implicit Bias, Racial Awareness/Consciousness, Micro-aggressions, Culturally Responsive Teaching, and the Racial Equity Analysis Tool.
- Established the Equity Initiatives and Outcomes department and hired its Director. Envisioned, developed, and implemented the Eliminating the Opportunity Gap steering committee.
- Provided training and professional development to the Dept. of Curriculum & Instruction focused on: Implicit Bias, Racial Awareness/Consciousness, Micro-aggressions, Culturally Responsive Teaching, and the Racial Equity Analysis Tool.
- Provided Racial Equity as well as Adverse Child Experiences and Trauma Informed Practices professional development to the Department of Curriculum and Instruction.
- Hosted My Brother’s Keeper Symposium in partnership with Seattle Alliance of Black School Educators (SABSE).
- Implemented a sequence of 10 modules which focus on Culturally Responsive Instruction/Leadership as well as transforming adults’ attitudes, beliefs, and behaviors toward students of color in order to improve our practice.
- Established reference of the 10 principles of authentic community engagement as recommended by African American Think Thank.
- Consulted with the Dept. of Enrollment Planning to use the Racial Equity Analysis Tool for the Student Assignment Plan in the Northeast Region. (Cedar Park, Olympic Hills & John Rogers.)
- A team from SPS attended Oakland African American Male Achievement Symposium.
- Provided Racial Equity induction for all new employees.
- Established a Behavioral Health Services program to support the Elementary Behavior Moratorium for non-violent disciplinary offenses.

- Conducted professional development district-wide, site-based as well as with central programs and community-based organizations on Adverse Childhood Experiences (ACEs) and Complex Trauma.
- Provided regional professional development on building-directed TRI days to over 1100 staff which provided further information on ACEs and complex trauma along with breakout sessions that included challenging classroom behavior strategies, de-escalation, attendance strategies, relationship building, and *Paper Tigers*.
- Revamped the *Student Rights & Responsibilities* to include student, staff, and community voice.
- Launched *Positive Behavior Intervention Support (PBIS)* framework in 15 preK-12 schools.
- Collaborated with *Partnership Committee (SEA/PASS/Central Office)* to develop and implement a four-hour District-directed TRI day with the theme *Relationships and Resiliency*.
- Established as an outcome for the District-directed TRI day and school culture and climate goal to be included in all schools' 2016-17 CSIP's.
- Developed a PowerSchool module to collect behavior data and missed instructional time. To be piloted first semester 2016.
- Convened at central office team to complete District Capacity Assessment for PBIS readiness.

2. Did you meet your Target for November 2016? If yes, please highlight the elements of the rubric that you achieved. If not, why not (i.e., what challenges did you face)? YES

SMART Goal #2: MTSS (B) – Targeted Universalism

- Consistent District-wide use of targeted universalism as a strategy to more effectively serve our African American male students and set goals for their achievement in each school's C-SIP.
- The Department of Equity and Race Relations has an abundance of evidence of the effectiveness of trainings (PD & Racial Equity Institute), yet we have identified the tracking of implementation has been one of the areas in which the department can improve by intentionally collaborating with Curriculum and Instruction Department and the Research and Evaluation Team.
- The Behavioral Health Services program conducted trauma informed professional development and rolled out of the PBIS framework as well as the MTSS whole child framework.

SMART Goal #2: MTSS (B) – African American Male Scholars:

- Built a common language and knowledge base to focus on eliminating opportunity gaps for African American Males; adopted the four P's: Positive Relationships, Positive Beliefs, Positive Learning and Positive Partnerships as the four signature strategies to eliminate opportunity gaps. Used the Positive Outlier School report to highlight best practices research and interviews with exemplar schools and districts to cultivate system-wide engagement to capture and create a model of learning and teaching; identified learning goals and principles that underlie the learning process to support African American males and other students of color in each of our schools.
- We are seeing a strong focus on strengthening African American male achievement District wide.
 - Principals & District leaders are enacting alignment strategies in their Collaborative Equity Inquiry Groups in relationship to improving Cultural Responsive Teaching & Leadership in order to maximize equitable outcomes and eliminate opportunity gaps.
- Created a half-day professional development opportunity for all staff that became the foundation for the District's 2016-17 focus on Relationships.

SMART Goal #2: MTSS (B) – School Racial Equity Teams:

- Department of Equity and Race Relations has successfully convened 21 School-Based Racial Equity Committees and proposed the development of a central office racial equity leadership team. Racial Equity Teams have worked to transform their school’s culture to decrease disproportionality in discipline and strengthen culturally responsive instruction.
- Through the Cycle of Inquiry process, Phase I & II School-Based Racial Equity Teams have developed Theory of Actions, SMART Goals & Strategies in order to maximize Culturally Responsive Teaching/Leadership and eliminate the disproportionality in discipline in their respective buildings. School-Based Racial Equity Teams have shared strategies, experiences, successes and challenges with each other. We are currently in the process of recruiting for Phase III Teams as the implementation schedule calls for at least 30 teams by the end of the 2016-17 school year.
- Convened the Partnership Committee as a component of fulfilling the CBA agreement to screen applications and select the schools for Phase II of the School-Based Racial Equity Teams.
- School Racial Equity Teams are functioning as leaders as they forward culturally responsive professional development in their schools and facilitate EOG alignment at staff/school meetings about disaggregated data and how to improve outcomes and reduce discipline disproportionality for African American males and other students of color.

SMART Goal #2: MTSS (B) – Cultural Competency:

- Department of Equity and Race Relations has a clear and shared definition of cultural competency and has provided extensive professional development in schools and central office.
- Department of Equity and Race Relations has an abundance of evidence of the effectiveness of trainings (PD & Racial Equity Institute), yet we have identified the tracking of implementation has one of the areas in which the department can improve by intentional collaboration with C&I and the Research Team.
- Evidence of schools embracing *Relationships & Resiliency* focus through individual staff commitment cards, school culture and climate goals, as well as through anecdotal comments from central office staff visiting schools and principals, teachers, and support staff.

SMART Goal #2: MTSS (B) – Continuous School Improvement Plans (CSIPs):

- Established clear guidance for academic and behavior targets for African American males and other students of color that were stated in C-SIP plans for 2015-16 school year; developed scorecard for tracking key performance indicators of initiatives supporting African American males as part of the Eliminating Opportunity Gaps Executive Committee work; in order to more effectively support this work the Office of Equity Initiatives and Outcomes was created to manage each initiative and project.
- Department of Equity and Race Relations is on track of meeting this important goal. However, this work continues to inform the work that needs to take place during the 2016-2017 school year. Last year and again this year, Principals have been tasked to identify African American male students and other students of color as well as each and every student who is below grade level in their academic achievement to set goals for improved outcome. In addition, Principals are also participating in Collaborative Equity Inquiry Groups throughout this school year to study and identify specific strategies for improving culture, climate, systems and structures that not only result in increased academic achievement for African American students but for each and every student within the school.

SMART Goal #2: MTSS (B) – Community Engagement:

- Partner with the Seattle Alliance of Black School Educators to offer the My Brother’s Keeper Summit with the objective to build the capacity of families, community and staff on how to more effectively serve our African American males.
- The African American Family Convening, which was started by one of our Parent Advisory Committee Leaders and serves as a hub for African American families, triplicated their attendance. District leaders and staff participated in these community lead meetings to support our families.
- Family Connectors University cohorts were offered in a culturally responsive manner to meet the educational needs of our African American families and community.
- We established the African American Male Scholars Advisory Committee to the Superintendent to provide recommendations on how to best and more effectively support our African American male scholars.
- Department of Equity and Race Relations has provided excellence and leadership in engaging broader constituencies in support of Educational & Racial Equity.
- Results have created extensive inter-departmental & community partnerships and alignment of EOG strategies.

3. Please provide 1-4 artifact(s) demonstrating your work under this goal (aligned to rubric).

- **A. Dept. of Equity & Race Sequence of Professional Development Modules**
 - Cultural Proficiency Continuum: Sequence of Racial Equity Professional Development Modules that have been provided to Principals, Assistant Principals, Central Office Staff, and School-Based Racial Equity Teams.
- **B. Racial Equity Analysis Tool as prepared by Dept. of Enrollment Planning and Equity & Race Relations**
 - Community Engagement: Evidence is a Racial Equity Analysis Report as prepared by Enrollment Planning after extensive community engagement sessions. The document entails the comprehensive analysis that was completed by school’s staff, principals, and parents of the Olympic Hills, John Rogers, and Cedar Park School communities. This type of community of engagement will serve as the foundation in how Department of Equity and Race Relations operationalizes the Racial Equity Analysis Tool and community engagement to ensure educational and racial equity.
- **C. West Seattle High School – School Racial Equity Team (SMART Goal & Strategies)**
 - School-Based Racial Equity Teams: WSHS SMART Goal & Strategies showcases the progress School Racial Equity Teams have been able to make in order to implement Culturally Responsive Teaching in order to eliminate the disproportionality in discipline. Document highlights the result of the cycle of inquiry process that teams collaborate in.
- **D. Link to the TRI Day videos & activities:** <https://www.thinglink.com/scene/821866345841819649>

SMART Goal #2	MTSS-B (Attitudes, Beliefs and Belonging): By Oct. 31, 2016, finalize and begin initial implementation of a comprehensive theory of action and strategies to improve the system to positively impact outcomes for African American males and other students of color. Successful strategies learned from this process will be applied to support the learning of each and every student, as needed.
Baseline, November 2015	Basic - (majority of Basic elements)
Target, November 2016	Proficient
Committee	C&I Policy committee

BEST					WORST				
High Green	Medium Green	Low Green	High Yellow	Medium Yellow	Low Yellow	High Red	Medium Red	Low Red	

Key Organizational Behaviors			
Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Fails to fulfill the responsibilities identified as basic.	HG: Has a clear and shared definition of targeted universalism as a strategy for improving the culture, climate, systems and structures within schools and the school district that may contribute to opportunity gaps for African-American males and other underserved groups -- gaps that have created achievement and discipline gaps identified within SPS students' data; offers trauma-informed practices, PBIS framework, and restorative-justice training in schools and central office.	HY: Uses targeted universalism as a strategy. Develops a system to track effectiveness of training and implementation, providing support as needed. As evidence of successful implementation, demonstrates an increase in the number of schools improving attendance rates and using available ADW discipline data reports.	Fully implements targeted universalism as a strategy; uses established targets to monitor school and district effectiveness; provides support as needed.
	HG: Identifies best-practices research on supporting African-American males and other underserved groups; identifies exemplary schools/districts.	LG: Implements supports for African-American males and other underserved groups based on a common language and knowledge base; best-practices research and interviews with exemplar schools to cultivate systemwide engagement to create a learning and teaching model; identified learning goals and principles that underlie the learning process for these students. As evidence of successful implementation, demonstrates improved proficiency in grades 3, 7 and 10, as well as decreases in the discipline composite index.	Fully implements and continuously refines supports for African-American males and other underserved groups. Develops a portfolio of proven culturally responsive pedagogical models; provides consistent and sustained capacity building based on research-proven practices; uses an action-research design to provide rapid feedback that enables course corrections.

	HG: Launches 30 (10 in 2014-15, 10 in 2015-16 and 10 in 2016-17) school-based Equity Committees as well as a central office PBIS leadership team to review data and facilitate problem-solving around discipline and opportunity.	MG: Convenes 20 productive school-based Equity Committees in 2015-16 and central office leadership team to share strategies, experiences, successes and challenges; leverages expertise to identify and study success stories and identify areas of greatest need.	Uses information gained from the Equity Committees to inform resource allocations for 2016-17 budget.
	HG: Has a clear and shared definition of cultural competency and what it looks like in schools and central office; provides training in schools and central office.	MG: Ensures implementation of cultural competency. Provides training in schools and central office; develops a system to track effectiveness of training and implementation. Evidence of successful implementation would include improved positive student responses to school climate survey and motivation/engagement survey as well as improved positive family responses to the family engagement survey.	Fully implements, tracks and builds cultural competency districtwide; engages system to track effectiveness; offers additional supports for those who need it.
	HG: Charges principals with developing strategies in their Continuous School Improvement Plans (CSIPs) to create positive outcomes for African-American males and other underserved groups.	LG: Provides guidance and scorecards for principals to use in CSIPs for African-American males and other underserved groups. Establishes clear guidance for academic and behavioral targets for these students to be used in 2015-16 CSIPs; develops scorecards for tracking key performance indicators. Additional evidence would include decreases in the number of district offenses resulting in suspensions as well as decreases in the discipline composite index.	Achieves and exceeds goals outlined for African-American males and other underserved groups in CSIPs in all schools; sets targets for key performance indicators supporting these students.
	HG: Engages community in the identification and delivery of solutions to better support African-American males and other underserved groups.	LG: Provides visible leadership in engaging the community and broader constituencies in support of this work. Evidence of success includes the closing of achievement and behavioral gap closing for African-American males and other underserved groups.	Provides evidence that the district is viewed as a leader in promoting this work; community surveys or other evidence suggests increased confidence in the district's commitment to this work.



Sequence of Racial Equity Modules

Provided by the Department of Equity and Race Relations

Adapted from

Sue and Sue's Cultural Proficiency Framework of "Awareness, Knowledge, Skills and Advocacy" and
Margery Ginzberg's Culturally Responsive Instructional Strategies from "Motivational Frameworks"
of Relationship, Relevance, Rigor and Results

1) Steppingstones to our Racial Identity:

a. Outcomes:

- i. Community building,
- ii. Uncovering our racial lens,
- iii. Examining implicit bias
- iv. Learning that everyone has a racial lens.
- v. Exploring what this means for our work with students?

2) Micro-Aggressions:

a. Outcomes:

- i. Examining the definition of "micro-aggression"
- ii. Exploring the different forms of micro-aggressions
- iii. Understanding how and why we all perpetuate micro-aggressions
- iv. Practice interrupting micro-aggressions
- v. Become more comfortable talking about race.

3) White Privilege/Color Line:

a. Outcomes:

- i. Examining our racial privilege and oppression.
- ii. Observing the reality of the system of racism/discrimination physically
- iii. Discussing how to intentionally and constructively work to institutionalize equity.

4) **Examining our Implicit Biases/ Stereotype Activity**

a. **Outcomes:**

- i. Defining stereotypes for particular groups.
- ii. Noticing trends, differences, and similarities.
- iii. Acknowledging of the existence of stereotypes and implicit bias in our society
- iv. Exploring how stereotypes and bias impact us as teachers, and our students.

5) **We the People:**

a. **Outcomes:**

- i. Reflecting on the history of institutional and structural racism.
- ii. Exploring how different groups have been affected by institutional and structural racism.
- iii. Looking at how school systems are institutions that perpetuate racism.
- iv. Exploring how we can interrupt and transform public education to support progress for all students.

6) **Race: The Power of an Illusion:**

a. **Outcomes:**

- i. Working with the much acclaimed series to examine the historical timeline of race and racism in the USA.
- ii. Exploring race as a '*social construct*'
- iii. Exploring the very real physical, emotional, mental, and economic, effects of this 'social construct' on our students and families.

7) **Culturally Responsive Instruction (Introduction):**

a. **Outcomes:**

- i. Defining Culturally Responsive Instruction using the Motivational Framework: Relationships, Relevance, Rigor and Results.
- ii. Exploring how to implement Culturally Responsive Instructional strategies in the classroom.
- iii. Developing goals for implementing Culturally Responsive Instruction in the Classroom.

8) **Culturally Responsive Instruction/ The Results of Disrespect &The Language of Caring:**

a. **Outcome:**

- i. Developing Positive Instructional Strategies and Classroom Leadership.
 - 1. Facilitating relationship building in the classroom
 - 2. Maximizing meaningful student engagement,
 - 3. Reducing discipline problems in the classroom.

9) **Collaborative Action Research for Equity:**

a. **Outcomes:**

- i. Implementing Culturally Responsive Instruction by focusing on students of color in each of our classes, with whom we are not yet successful.
- ii. Structuring a learning experience (or meeting) using the Motivational Frameworks,
- iii. Exploring the results of the aforementioned planned learning experience.

10) **Racial Caucuses:**

a. **Outcomes:**

- i. People of color and white people meeting separately to do our different work toward implementing racial equity in education.
- ii. Relationship building; White facilitator(s) with the white caucus and a person(s) of color with the POC caucus.
- iii. Gaining tools to talk about social justice work and how it relates to white privilege and racism for white people, and internalized racism for People of Color.
- iv. Holding each other accountable for actions and behaviors related to racism.

(All sessions are interactive and employ adult learning principles. We use a combination of media, reflection in solitude, and community and culturally responsive, interactive instructional strategies. We continually ask: "So what?" and "How does this relate to our practice as educators?" i.e. how does it relate to and enhance our culturally responsive teaching and learning, and ultimately how does it benefit our students?)

Racial Equity Analysis Tool: Cedar Park Boundary and Assignment Review

Last Updated: August 24, 2016

Prepared by: Enrollment Planning

STEP 1: SET OUTCOMES, IDENTIFY AND ENGAGE STAKEHOLDERS

1. What does your department/division/school define as racially equitable outcomes related to this issue?

Seattle School Board Policy No. 0030: Ensuring Educational and Racial Equity, approved on August 15, 2012, denounces race-based disparities in schools and its administration, identifies the district's role in eliminating them and declares high expectations to ensure that every student in each school graduates ready for college, career, and life. This policy also called for the development and implementation of a racial equity analysis tool (first approved in the 2014-15 school year). The School Board has previously approved several policies to promote diversity in a city where neighborhoods and schools have been segregated (e.g. 1978-80 Busing Plan, 1989 New Assignment Plan, 1997-2001 Racial Tiebreaker, etc.).

Enrollment Planning has worked with the Department of Equity and Race Relations and the Cedar Park Racial Equity Analysis Team (CPREAT) to use the district's Racial Equity Analysis Tool in review of numerous alternative scenarios to the currently approved boundary plan for Cedar Park Elementary School. CPREAT is made up of parents and staff from Olympic Hills and John Rogers, the principals of John Rogers, Cedar Park, and Olympic Hills, and other district staff. (Parent and staff representatives were appointed by school principals.)

CPREAT has defined racially equitable outcomes in this scenario as minimizing and mitigating disparate impacts of boundary changes when Cedar Park Elementary School opens in 2017-18 in order to ensure that all students have access to a high quality education that meets their individual needs.

2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

Enrollment Planning held community meetings to share information, explain the decision-making process, and gather feedback. Below is a list of the engagements specifically focused on Cedar Park boundary planning.

- January 14, 2016; 3:30pm; John Rogers staff meeting (at John Rogers)
- January 28, 2016; 3:00pm; Olympic Hills staff meeting (at Cedar Park building)
- February 2, 2016; 6:30pm; John Rogers community meeting (at John Rogers)
- February 9, 2016; 6:30pm; Olympic Hills community meeting (at Cedar Park)
- May 3, 2016; 4:00pm; Cedar Park boundary meeting with northeast principals (at JSCEE)
- May 5, 2016; 1:00pm; Cedar Park boundary meeting with northeast principals (at Cedar Park)
- May 9, 2016; 6:30pm; John Rogers community meeting (at John Rogers)
- May 12, 2016; 6:30pm; Olympic Hills community meeting (at Cedar Park)
- May 20, 2016; 1:00pm; Cedar Park boundary meeting with northeast principals (at John Stanford Intl)
- May 25, 2016; 3:00pm; Olympic Hills staff meeting (at Cedar Park)
- June 16, 2016; 5:30pm; CPREAT meeting (at Cedar Park)
- June 21, 2016; 5:30pm; CPREAT meeting (at Cedar Park)
- July 6, 2016; 5:00pm; CPREAT meeting (at Cedar Park)
- August 3, 2016; 12:30pm; Cedar Park boundary meeting with northeast principals (at West Seattle HS)
- August 4, 2016; 12:30pm; Cedar Park boundary meeting with northeast principals (at West Seattle HS)
- August 16, 2016; 5:30pm; CPREAT meeting (at Cedar Park)
- August 18, 2016; 5:00pm; Equity and Race Advisory Committee (at JSCEE)
- September 28, 2016; 6:30pm; Olympic Hills community meeting (at Cedar Park)
- October 5, 2016; 6:30pm; John Rogers community meeting (at John Rogers)

Below is the anticipated timeline for School Board decision-making:

- September 15, 2016; Board Action Report presented to Operations Committee
- October 11, 2016; Board Action Report presented to School Board for Introduction

- November 2, 2016; Board Action Report presented to School Board for Action

3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?

Enrollment Planning has worked with school leaders to identify stakeholders and advertise the listed community meetings about assignment and boundary scenarios. These meetings were held on evenings at school sites, with translation services (in multiple languages), food served, and childcare to increase attendance and participation. Information on the School Board's final decision will be provided in the home language of impacted families.

STEP 2: ENGAGE STAKEHOLDERS IN ANALYZING DATA

1. How will you collect specific information about the school, program, and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?

Enrollment Planning has analyzed updated school building capacities, projected enrollment growth in the northeast region, the number of students who currently attend their attendance area school, and the various demographic characteristics [English Language Learners (ELL), Free and Reduced Price Lunch (FRL), Special Education (SpEd), etc.] of these students. This data has been shared with CPREAT in their review of twelve boundary and assignment scenarios, including several options that were submitted by school community members.

2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

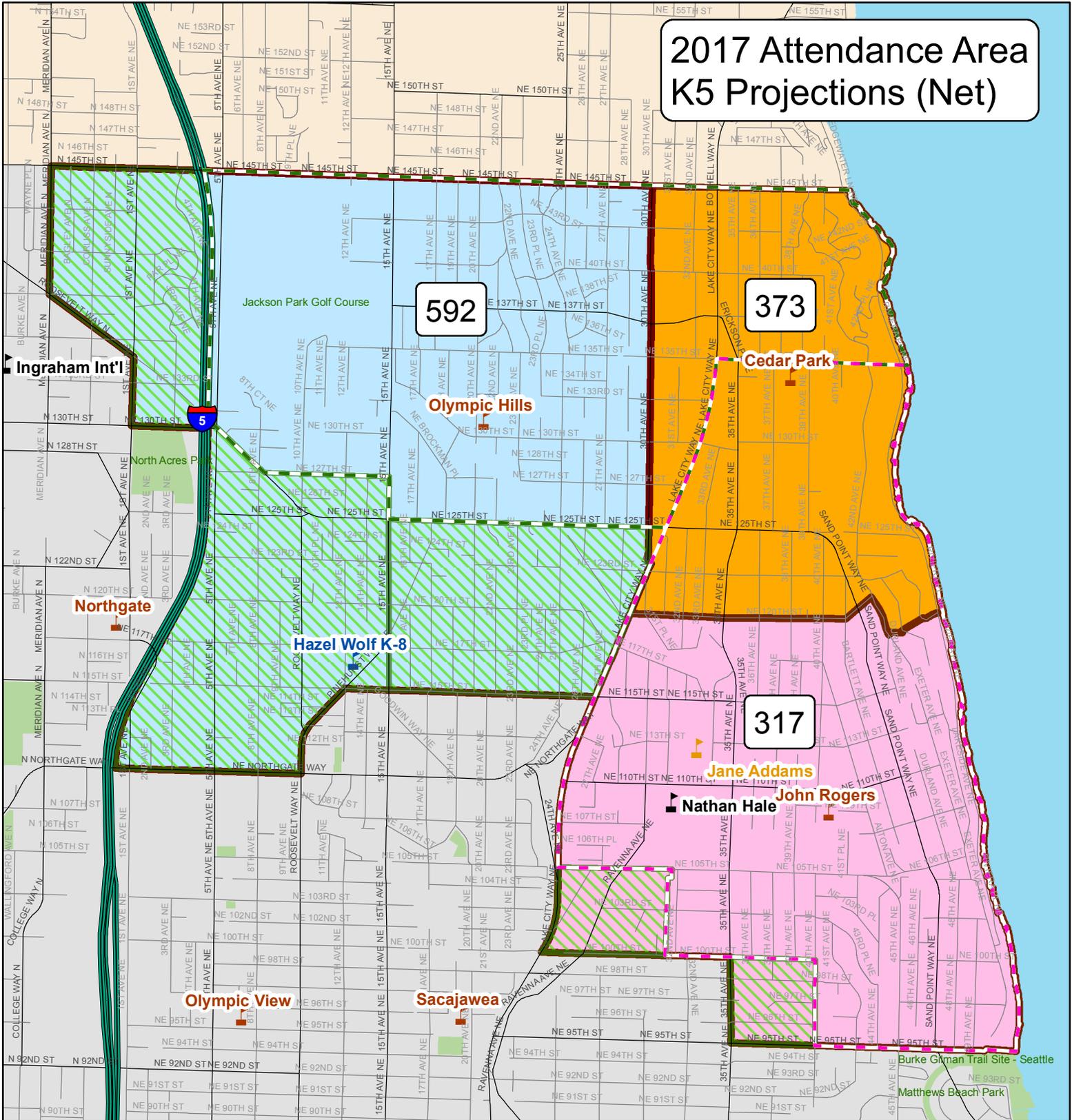
Using the district's Racial Equity Analysis Tool alone will not resolve the disproportionate demographic representation in some schools, neighborhoods, and the greater Seattle area. However, taking steps to assess the demographic balance, program placement, and economic status of students attending Cedar Park, John Rogers, and Olympic Hills is a move towards providing racial and educational equity. Seattle Public Schools is prohibited from using race as a student assignment decision factor (per *Parents Involved in Community Schools v. Seattle School District No. 1*), but Enrollment Planning has worked with the Equity and Race Relations team and impacted school communities to evaluate alternative scenarios to the Board's approved plan.

In 2013, the Seattle Public Schools Board of Directors approved a series of boundary changes for attendance area elementary and middle schools through 2020-21 (Note: The Growth Boundaries decision was made prior to the development of the district's Racial Equity Analysis Tool). These boundary changes were developed to accommodate projected enrollment growth and are implemented annually in alignment with levy-funded construction that adds additional capacity.

Changing the overall landscape in Seattle regarding income structure, housing availability, and public education will take time and a shared effort. The historical impact of redlining, gentrification, incoming migration of highly skilled and educated individuals and families, and the lack of affordable housing and livable wages in Seattle is likely to perpetuate segregation along racial and socio-economic lines. An effective partnership between the District, City of Seattle, and King County, is necessary to keep and support vulnerable families in Seattle.

As a reminder, Cedar Park will open as an attendance area elementary school in 2017-18. The Olympic Hills school community is currently using the Cedar Park building as an interim site. The existing School Board approved plan for boundary changes around the opening of Cedar Park Elementary School (in 2017-18) would likely result in Cedar Park being enrolled significantly over capacity. [A map of the Board approved plan (also known as Scenario A) follows.] This is in part due to our neighborhood student assignment model, where each student who lives within a school's attendance area is guaranteed an assignment to that attendance area school. In addition, the district has experienced steady enrollment growth and capacity challenges that are compounded by *McCleary* class size reductions. These factors have limited the ability of option schools to relieve strained attendance area schools; there are fewer available choice seats at *all* schools.

2017 Attendance Area K5 Projections (Net)



2017 Attendance Area **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Addition

Elementary School **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_A

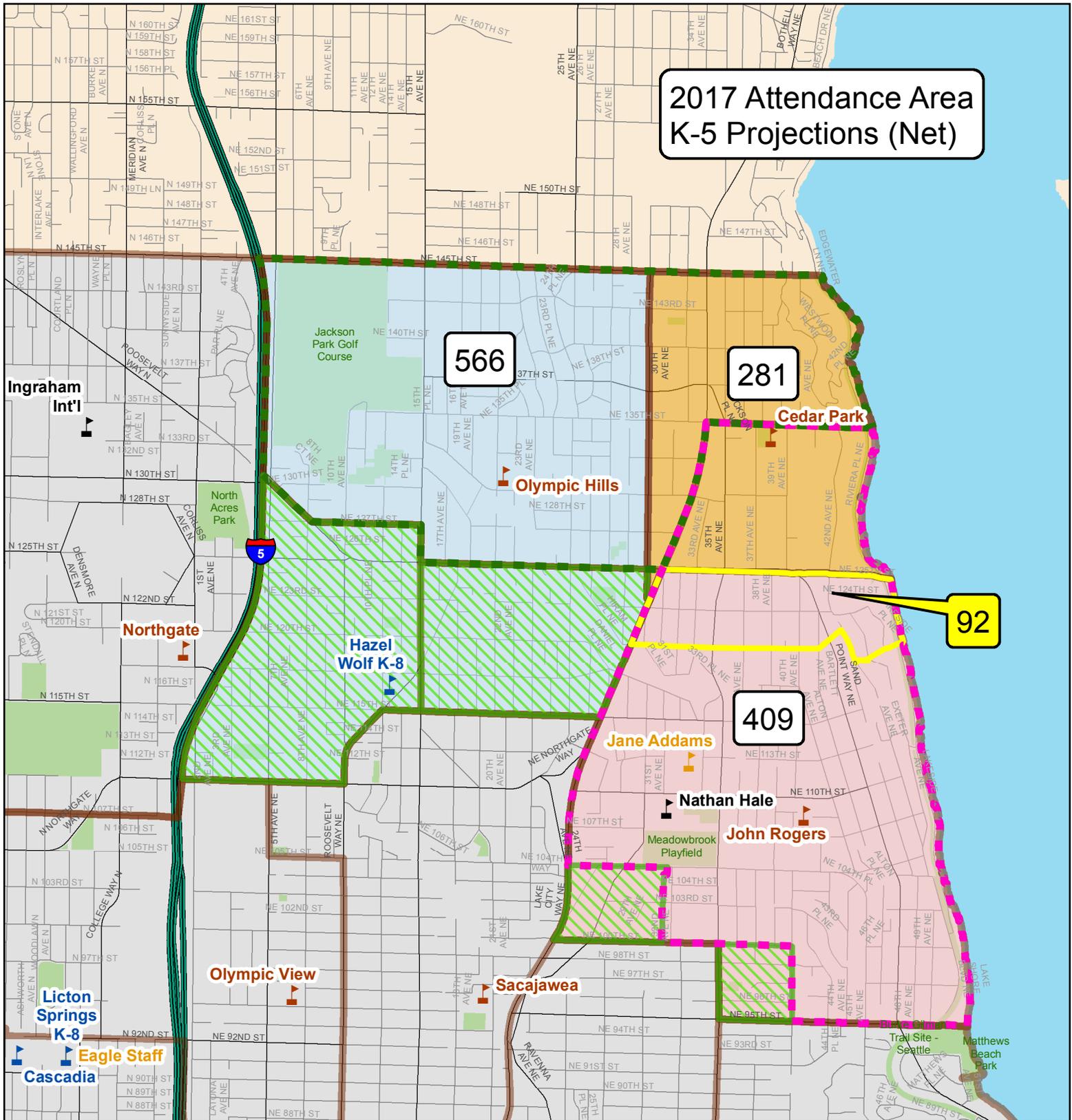
Notes for enclosed data tables and maps:

- The tables in this document use the most recent data available at the time of writing.
- Attendance area geographies may not be consistent between tables- please refer to the accompanying map for additional detail.
- 2017-18 figures are projected data points, not actuals.
- Updated capacity information for the 2017-18 school year was calculated by Capital Projects and Planning; they reflect the negotiated contract on class size and programs currently placed at (or planned for) a school, and are subject to change based on program assumptions.
- The projected K5 count for 2017-18 for each school’s attendance area (also known as non-net projections) include all K5 Seattle Public Schools students who live in the area, regardless of which SPS district school they attend.
- The projected K5 count for 2017-18 at each school (also known as net projections) removes historical option school and Highly Capable Cohort (HCC) enrollment.

Table 1. Board approved (in 2013) plan to be implemented in 2017-18 (also known as Scenario A)

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	425	461	676
2017-18* K5 Count in AA (non-net)	495	503	800
2015-16 K5 Count at AA School	277	235	333
2017-18* K5 Count at AA School (net)	373	317	592
2015-16 ELL Count at AA School	107	15	87
2015-16 ELL % at AA School	38.6%	6.4%	26.1%
2014-15 FRL Count at AA School	181	54	184
2014-15 FRL % at AA School	65.3%	23.0%	55.3%
2015-16 Historically Underserved Count at AA School	200	86	234
2015-16 Historically Underserved % at AA School	72.2%	36.6%	70.3%
2015-16 SpEd Count at AA School	31	20	26
2015-16 SpEd % at AA School	11.2%	8.5%	7.8%

CPREAT’s review (of twelve different boundary and assignment scenarios) has led the principals of Cedar Park, John Rogers, and Olympic Hills elementary schools, the Executive Director of Schools- Northeast Region, the Director of School-Family Partnerships and Race and Equity, the Director of Enrollment Planning, and the Associate Superintendent for Facilities and Operations to recommend that John Rogers Elementary School retain the area south of NE 125th Street within Change Area ID 95. (This amendment area is highlighted on the following map, also known as Scenario F.)



2017 Attendance Area K-5 Projections (Net)

566

281

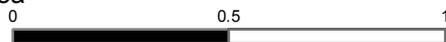
92

409



- 2017 Attendance Area**
- John Rogers
 - Cedar Park
 - Olympic Hills
- 2015 Attendance Area**
- Olympic Hills
 - John Rogers
 - Change Area

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School



Map data: 2017-18 School Year
Map last updated: 8/5/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: AA_ES_2017_option

Table 2. Staff recommended amendment to Board approved plan (also known as Scenario F)

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	319	567	643
2017-18* K5 Count in AA (non-net)	387	611	764
2015-16 K5 Count at AA School	210	302	333
2017-18* K5 Count at AA School (net)	281	409	566
2015-16 ELL Count at AA School	92	30	131
2015-16 ELL % at AA School	43.8%	9.9%	20.4%
2014-15 FRL Count at AA School	145	90	334
2014-15 FRL % at AA School	69.0%	29.8%	51.9%
2015-16 Historically Underserved Count at AA School	160	126	397
2015-16 Historically Underserved % at AA School	76.2%	41.7%	61.7%
2015-16 SpEd Count at AA School	23	28	86
2015-16 SpEd % at AA School	11.0%	9.3%	13.4%

It is the belief of district staff that the recommended amendment best balances need and capacity. Cedar Park would open with a sustainable student enrollment and the resources to serve them. This amendment provides continuity for many students who currently attend Olympic Hills- they would continue to attend school with their neighbors at the Cedar Park building. John Rogers would likely be enrolled over capacity, but many historically underserved John Rogers students would also benefit from continuity- those living in the amendment area could, per Board approval, continue to attend John Rogers.

However, this amendment would likely still result in high percentages of ELL, FRL, SpEd and historically underserved students attending Cedar Park, based on current and projected student enrollment data. As such, district staff recommend several mitigations (see STEP 4, Question 2) to support northeast elementary school students through this transition.

STEP 3: ENSURING EDUCATIONAL AND RACIAL EQUITY/ DETERMINE BENEFIT OR BURDEN

District staff recommend the School Board approve Scenario F: John Rogers Elementary School retains the area south of NE 125th Street within Change Area ID 95. However, as mentioned above, CPREAT reviewed twelve boundary and assignment scenarios. Potential benefits, unintended consequences, and necessary mitigations plans for negative impacts were developed and identified by CPREAT, for each of the twelve scenarios, and are included as an attachment to this document (beginning on page 10).

1. What are the potential benefits or unintended consequences?

The potential benefits of adopting the staff recommended amendment are many.

- In addition to reducing overcrowding in northeast elementary schools, this amendment provides greater stability and continuity for historically underserved students at John Rogers in the amendment area. Some Olympic Hills students will also benefit from continuing to attend school with their neighbors at the Cedar Park building.
- Students living in the amendment area would not have to cross a transportation arterial (NE 125th St) to attend John Rogers.
- Furthermore, John Rogers is more likely to retain Title 1 status- this funding is critical to serving John Rogers students.
- Cedar Park would likely be enrolled under capacity, allowing for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space.
- John Rogers and Olympic Hills will also likely have sustainable student enrollment.

However, the amendment alone does not address the following challenges.

- Some students will still have to change schools. This challenge is not unique to the opening of Cedar Park Elementary School, but it will still be a significant transition for some students and their families.
- The amendment is a change from the previous Board approved plan. This departure requires extensive community engagement to inform and support impacted families through the transition.
- Cedar Park would likely still have the highest percentage of ELL, FRL, SpEd and historically underserved students based on current and projected enrollment data.
- Students living west of Lake City Way NE will require transportation and/or safety improvements to cross Lake City Way NE to attend Cedar Park.
- Cedar Park and John Rogers students would not have access to planned health resources at Olympic Hills.

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

District staff believe that the recommended mitigations (STEP 4, Question 2) will appropriately support Cedar Park, John Rogers, and Olympic Hills students and school communities through this transition.

STEP 4: EVALUATE SUCCESS INDICATORS AND/OR MITIGATION PLANS

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families, and staff?

District and school leadership are continuing to review and discuss the below mitigations and will provide accountability measures at a later time.

2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?

CPREAT and district staff developed and recommend the following mitigations to support northeast elementary school students through this transition:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Conduct an assessment of facilities/capital needs for Cedar Park and John Rogers buildings; fund building improvements at Cedar Park to include additional bathrooms, a full library, and potentially a computer lab
- Supply all new materials (furniture, books, etc.) for Cedar Park Elementary School
- Provide support for John Rogers students if they lose their Title 1 funding
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Expand community engagement in advance of 2017-18 School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model, to serve their high-needs students during the transition

DRAFT

This page is intentionally left blank.

**CPREAT Boundary and Assignment Scenario Review:
Benefits, Challenges, and Mitigations**

Below is a summary of the scenarios reviewed by the Cedar Park Racial Equity Analysis Team (CPREAT). This team was comprised of parents and staff from Olympic Hills and John Rogers, the principals of John Rogers, Cedar Park, and Olympic Hills, and other district staff. After the summary, a map for each scenario; its benefits, challenges, and mitigations developed by CPREAT; and any available accompanying enrollment data are included.

A: No amendment to previously approved plan

B: Grandfathering for 4th and 5th graders (at John Rogers and Olympic Hills) in 2017

C: Added tiebreaker during School Choice for current John Rogers and Olympic Hills students

D: Olympic Hills retains Lake City Way NE slice

E: John Rogers retains Areas 1 & 2

F: John Rogers retains Area 1

G: John Rogers and Olympic Hills both retain requested areas

H: Cedar Park opens as an option school

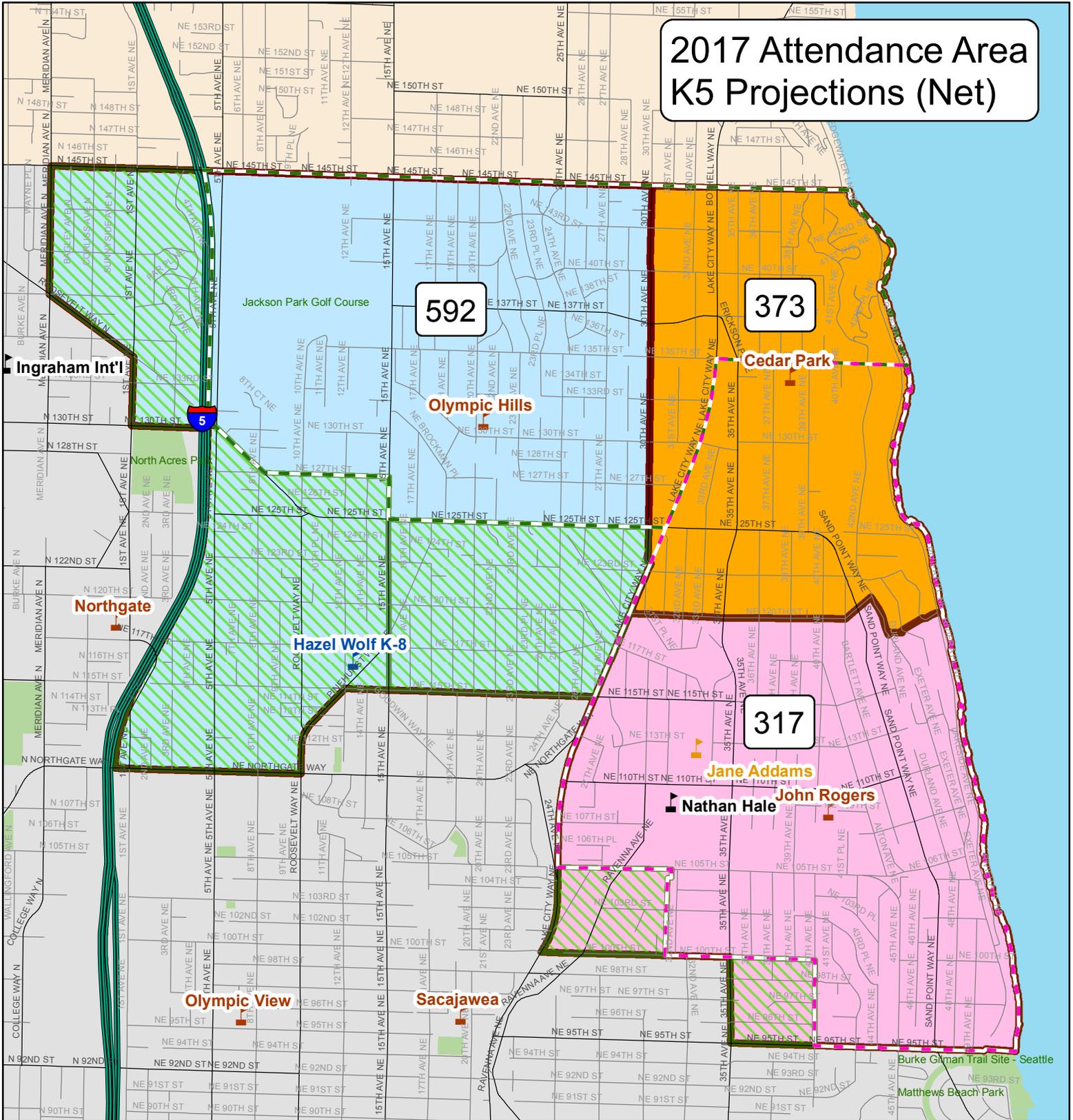
I: Cedar Park opens as a small attendance area school and as an HCC site

J: Grandfathering for all requested area students

K: Cedar Park retains part of the Lake City Way NE slice; John Rogers retains Area 1

L: Olympic Hills retains entire Lake City Way NE slice; John Rogers retains part of area south of NE 125th

2017 Attendance Area K5 Projections (Net)



2017 Attendance Area **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Addition
- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_A

Scenario A: No amendment to previously approved plan

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	425	461	676
2017-18* K5 Count in AA (non-net)	495	503	800
2015-16 K5 Count at AA School	277	235	333
2017-18* K5 Count at AA School (net)	373	317	592
2015-16 ELL Count at AA School	107	15	87
2015-16 ELL % at AA School	38.6%	6.4%	26.1%
2014-15 FRL Count at AA School	181	54	184
2014-15 FRL % at AA School	65.3%	23.0%	55.3%
2015-16 Historically Underserved Count at AA School	200	86	234
2015-16 Historically Underserved % at AA School	72.2%	36.6%	70.3%
2015-16 SpEd Count at AA School	31	20	26
2015-16 SpEd % at AA School	11.2%	8.5%	7.8%

Benefits:

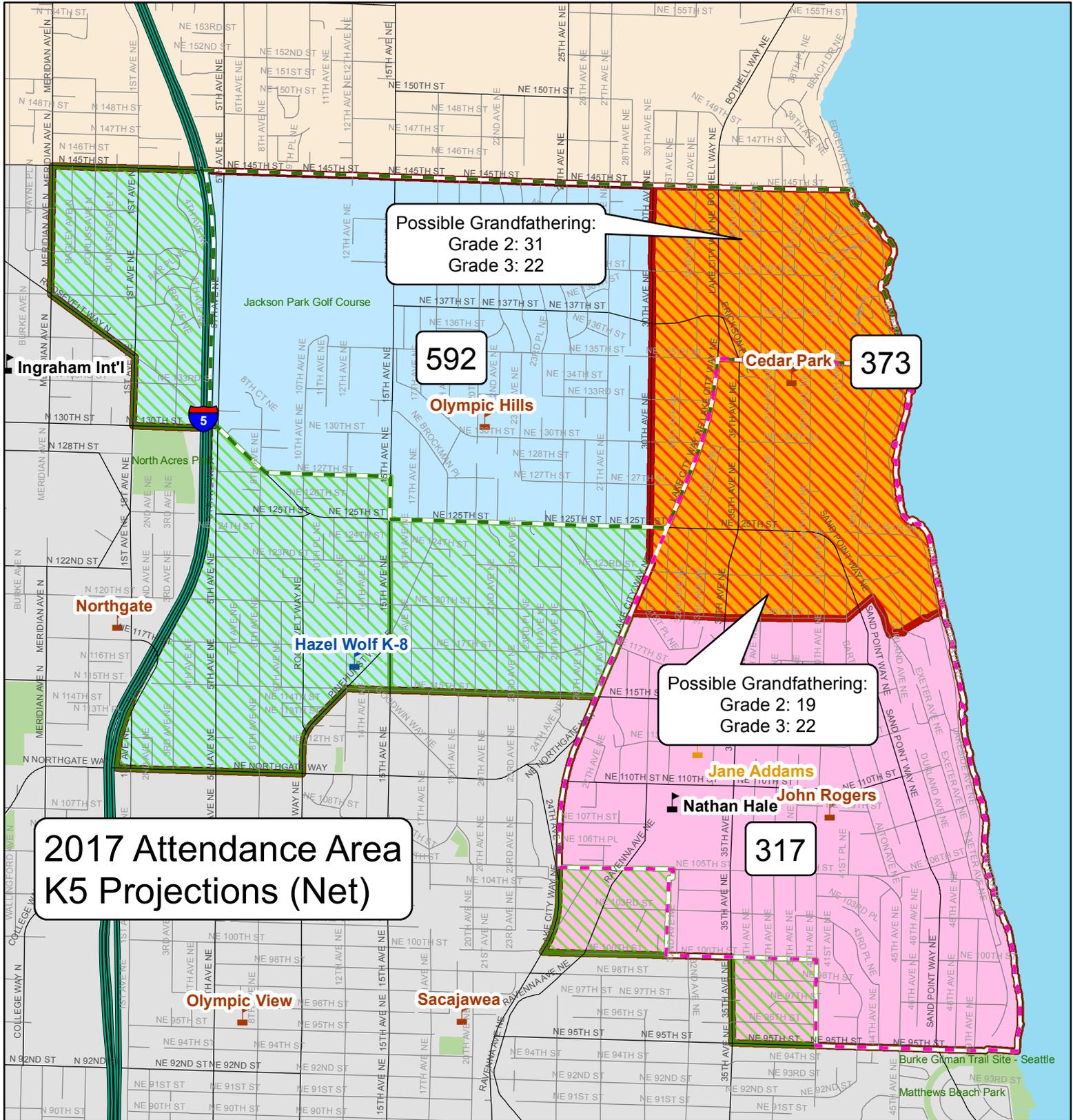
- No change to the Board approved plan, information is consistent (across several years) to families in the region
- Reduces overcrowding at John Rogers and Olympic Hills
- Stability and continuity for Olympic Hills students currently attending school at the Cedar Park building
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire

Challenges:

- Cedar Park would likely open over capacity, with limited ability to accommodate future projected growth
- Cedar Park walk zone does not address safety concerns regarding NE 125th St
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students
- Historically underserved student groups lack access to planned health resources at Olympic Hills building
- John Rogers would likely lose Title 1 status and funding, despite still needing to serve their Title 1 students

Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)



2017 Attendance Area **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Olympic Hills
- John Rogers
- Addition

Elementary School **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_B

Scenario B: Grandfathering for 4th and 5th graders (at John Rogers and Olympic Hills) in 2017

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	425	461	676
2017-18* K5 Count in AA (non-net)	495	503	800

Additional student data would not be available until after Open Enrollment for 2017-18

Benefits:

- Reduces overcrowding at John Rogers and Olympic Hills
- Stability and continuity for the 4th and 5th grade students who have been at John Rogers and Olympic Hills and for Olympic Hills students currently attending school at the Cedar Park building
- Some families have more options- they may choose to attend Cedar Park if they so desire

Challenges:

- Transportation is not provided for grandfathered students
- Siblings may be initially assigned to different schools; families would need to know how to navigate the School Choice process if they wanted their children to attend the same school- per the Student Assignment Plan, the only guaranteed method that keeps all students in a family (assuming they are in the same tier) together is transitioning to the new attendance area school
- Some families with multiple students in different grades may not be able to take advantage of a grandfathered assignment if they cannot logistically have their children attend two different schools; historically underserved students would be more likely to remain at their new attendance area school in the absence of district-provided transportation to their former (grandfathered) attendance area school
- Cedar Park walk zone does not address safety concerns regarding NE 125th St
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Cedar Park would likely be enrolled over capacity in the long term because its boundaries have not been amended
- Historically underserved student groups lack access to planned health resources at Olympic Hills building
- John Rogers may lose Title 1 status and funding, despite still needing to serve their Title 1 students
- Cedar Park may open with a very small 4th and 5th grade cohort; this creates additional difficulties to plan for and appropriately serve these students with limited resources
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

Mitigations:

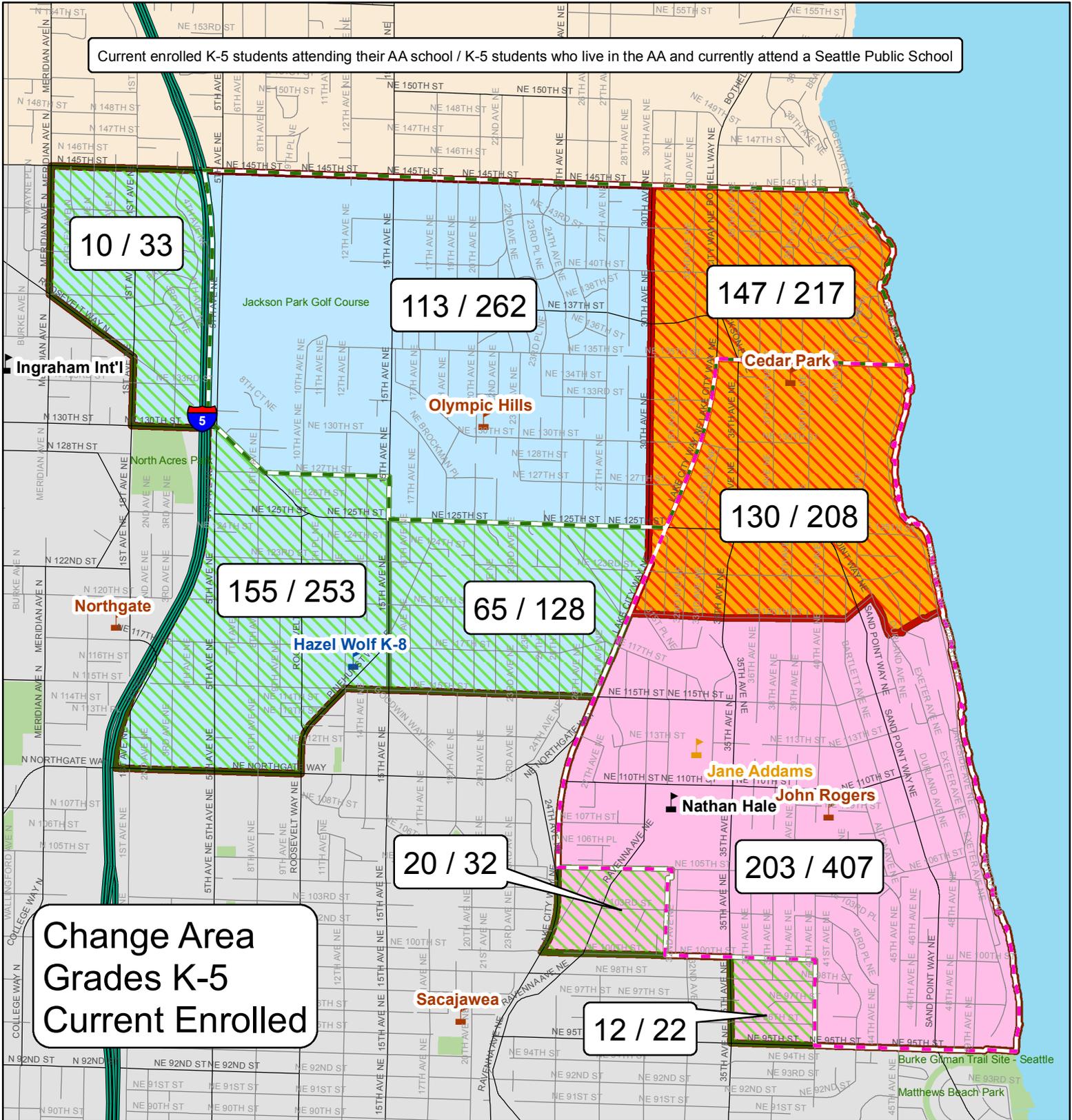
- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park (4th and 5th grades) outside of WSS model

DRAFT

Scenario C: Added tiebreaker in School Choice for current John Rogers and Olympic Hills students

Elementary School Attendance Area

Current enrolled K-5 students attending their AA school / K-5 students who live in the AA and currently attend a Seattle Public School



Change Area
Grades K-5
Current Enrolled

	2017 Attendance Area		2015 Attendance Area		Elementary School		High School	
	Cedar Park		Olympic Hills		Option Elementary School		Option High School	
	Olympic Hills		John Rogers		Middle School		Service School	
	John Rogers		Addition					

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_C

Scenario C: Added tiebreaker during School Choice for current John Rogers and Olympic Hills students

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	425	461	676
2017-18* K5 Count in AA (non-net)	495	503	800

Additional student data would not be available until after Open Enrollment for 2017-18

Benefits:

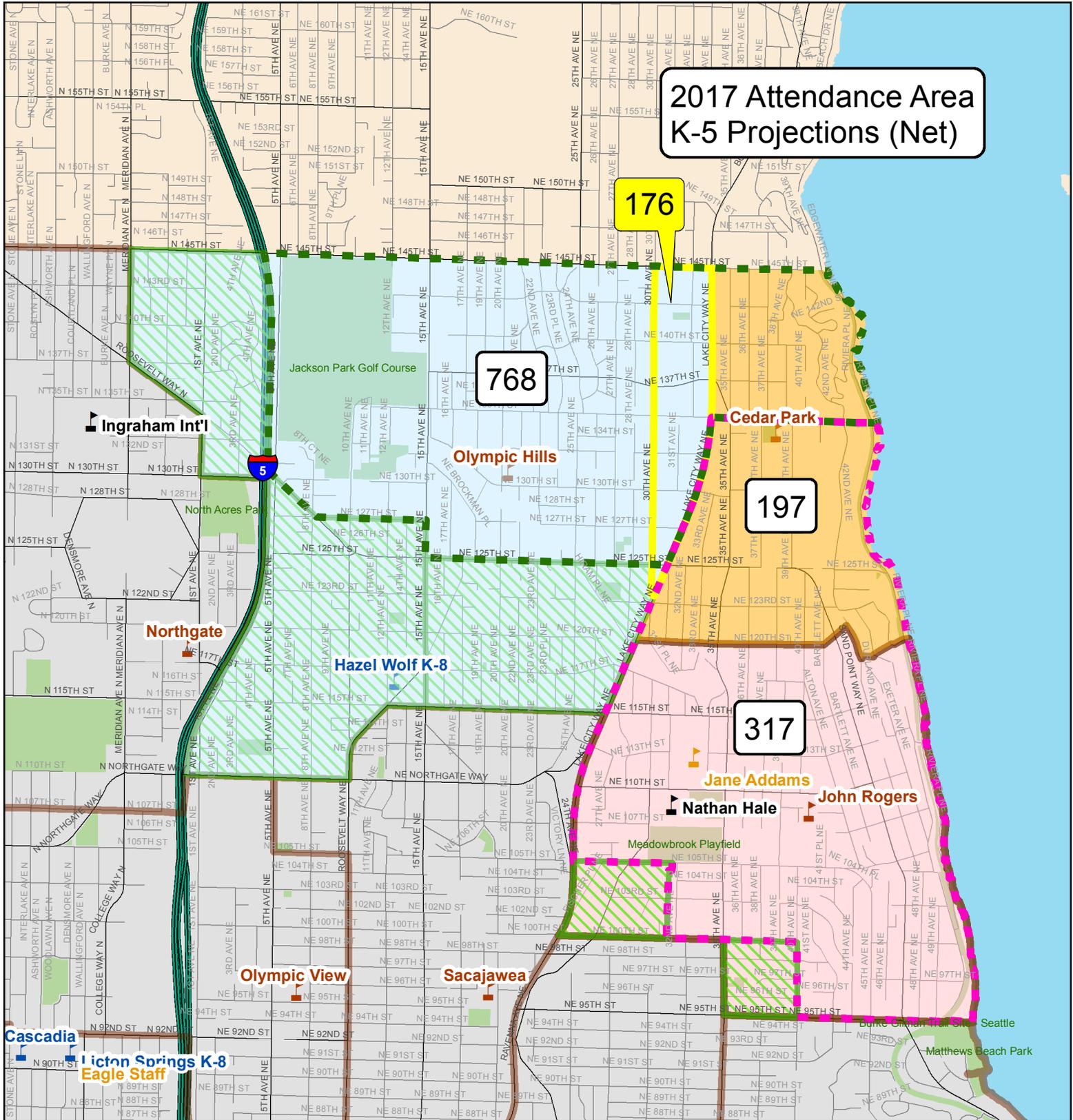
- Reduces overcrowding at John Rogers and Olympic Hills
- Stability and continuity for some John Rogers and Olympic Hills students and for Olympic Hills students currently attending school at the Cedar Park building
- Some families have more options- they may apply to attend John Rogers or Olympic Hills if they so desire

Challenges:

- Transportation is not provided for choice students
- Siblings may be initially assigned to different schools; families would need to know how to navigate the School Choice process if they wanted their children to attend the same school- per the Student Assignment Plan, the only guaranteed method that keeps all students in a family (assuming they are in the same tier) together is transitioning to the new attendance area school
- Some families with multiple students in different grades may not be able to take advantage of a choice assignment if they cannot logistically have their children attend two different schools; historically underserved students would be more likely to remain at their new attendance area school in the absence of district-provided transportation to their new choice school
- Cedar Park walk zone does not address safety concerns regarding NE 125th St
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Cedar Park would likely be enrolled over capacity in the long term because its boundaries have not been amended
- Historically underserved student groups lack access to planned health resources at Olympic Hills building
- John Rogers may lose Title 1 status and funding, despite still needing to serve their Title 1 students
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park, John Rogers, and Olympic Hills outside of WSS model



2017 Attendance Area K-5 Projections (Net)

176

768

197

317



- 2017 Attendance Area**
- Cedar Park
 - Olympic Hills
 - John Rogers
- 2015 Attendance Area**
- Olympic Hills
 - John Rogers
 - Change Area
 - The slice

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School



Map data: 2017-18 School Year
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided as a service and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, regarding the accuracy, completeness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_D

Scenario D: Olympic Hills retains Lake City Way NE slice

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	247	461	854
2017-18* K5 Count in AA (non-net)	288	503	1007
2015-16 K5 Count at AA School	147	235	463
2017-18* K5 Count at AA School (net)	197	317	768
2015-16 ELL Count at AA School	44	15	150
2015-16 ELL % at AA School	29.9%	6.4%	32.4%
2014-15 FRL Count at AA School	77	54	288
2014-15 FRL % at AA School	52.4%	23.0%	62.2%
2015-16 Historically Underserved Count at AA School	88	86	346
2015-16 Historically Underserved % at AA School	59.9%	36.6%	74.7%
2015-16 SpEd Count at AA School	10	20	47
2015-16 SpEd % at AA School	6.8%	8.5%	10.2%

Benefits:

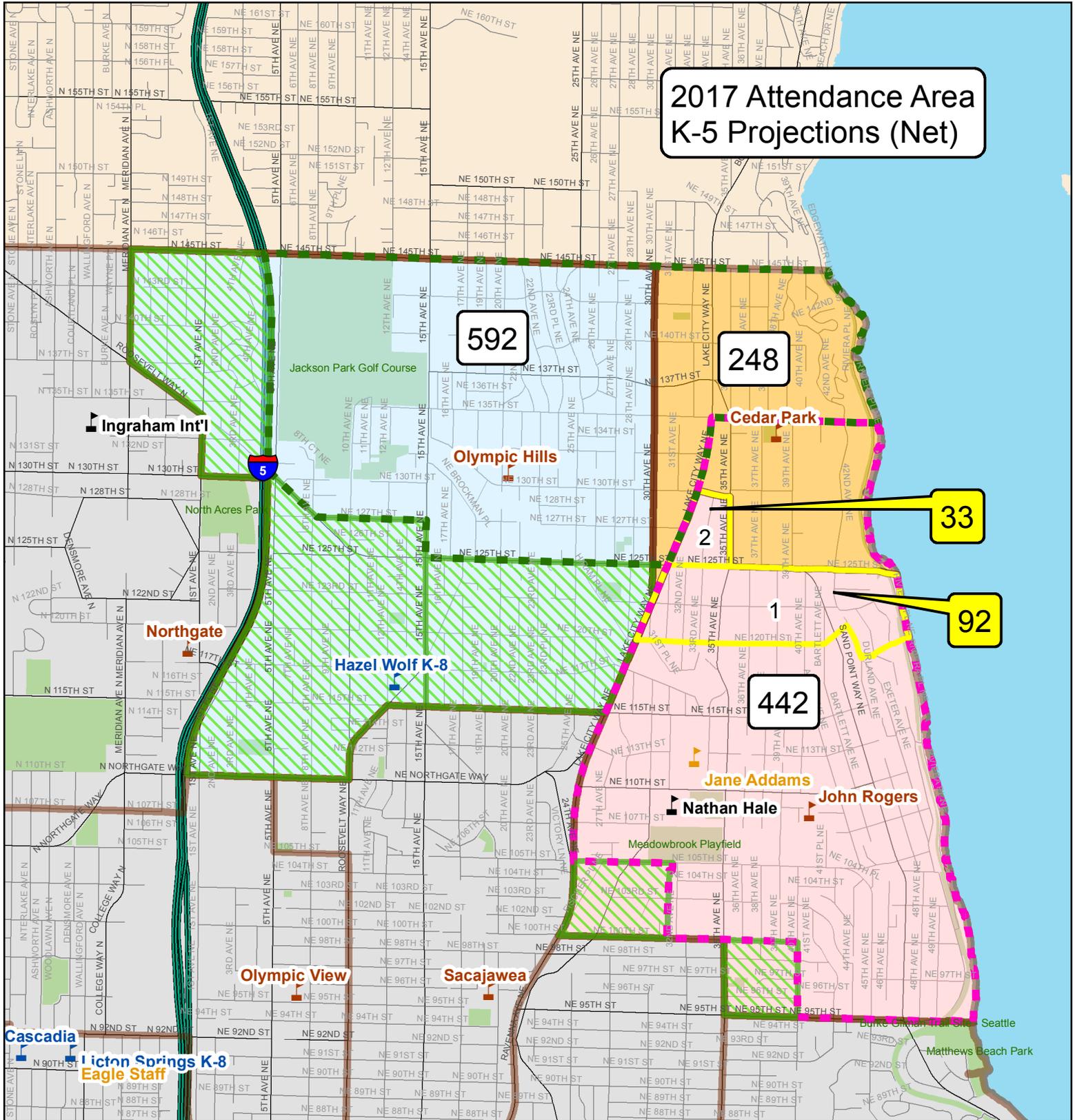
- Stability and continuity for Olympic Hills students living in Lake City Way NE slice
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- Students living west of Lake City Way NE would not have to cross an arterial to attend Olympic Hills
- More students have access to existing resources at Olympic Hills; the new building has the greatest capacity of all three schools and its planned design could meet the needs of a large number of historically underserved students
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- Students living outside of the requested area do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- Olympic Hills would likely open enrolled over capacity, with limited ability to accommodate future projected growth because its boundaries have been amended
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd students and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Enrollment at Cedar Park would be very low, likely between 147 and 197 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Cedar Park walk zone does not address safety concerns regarding NE 125th St
- John Rogers may lose Title 1 status and funding, despite still needing to serve their Title 1 students

Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model





2017 Attendance Area

- John Rogers
- Cedar Park
- Olympic Hills

2015 Attendance Area

- Olympic Hills
- John Rogers
- Change Area
- John Rogers

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

Map data: 2017-18 School Year
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_E

Scenario E: John Rogers retains Areas 1 & 2

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	267	619	676
2017-18* K5 Count in AA (non-net)	328	669	800
2015-16 K5 Count at AA School	180	332	333
2017-18* K5 Count at AA School (net)	248	442	592
2015-16 ELL Count at AA School	73	49	87
2015-16 ELL % at AA School	40.6%	14.8%	26.1%
2014-15 FRL Count at AA School	121	114	184
2014-15 FRL % at AA School	67.2%	34.3%	55.3%
2015-16 Historically Underserved Count at AA School	138	148	234
2015-16 Historically Underserved % at AA School	76.7%	44.6%	70.3%
2015-16 SpEd Count at AA School	23	28	26
2015-16 SpEd % at AA School	12.8%	8.4%	7.8%

Benefits:

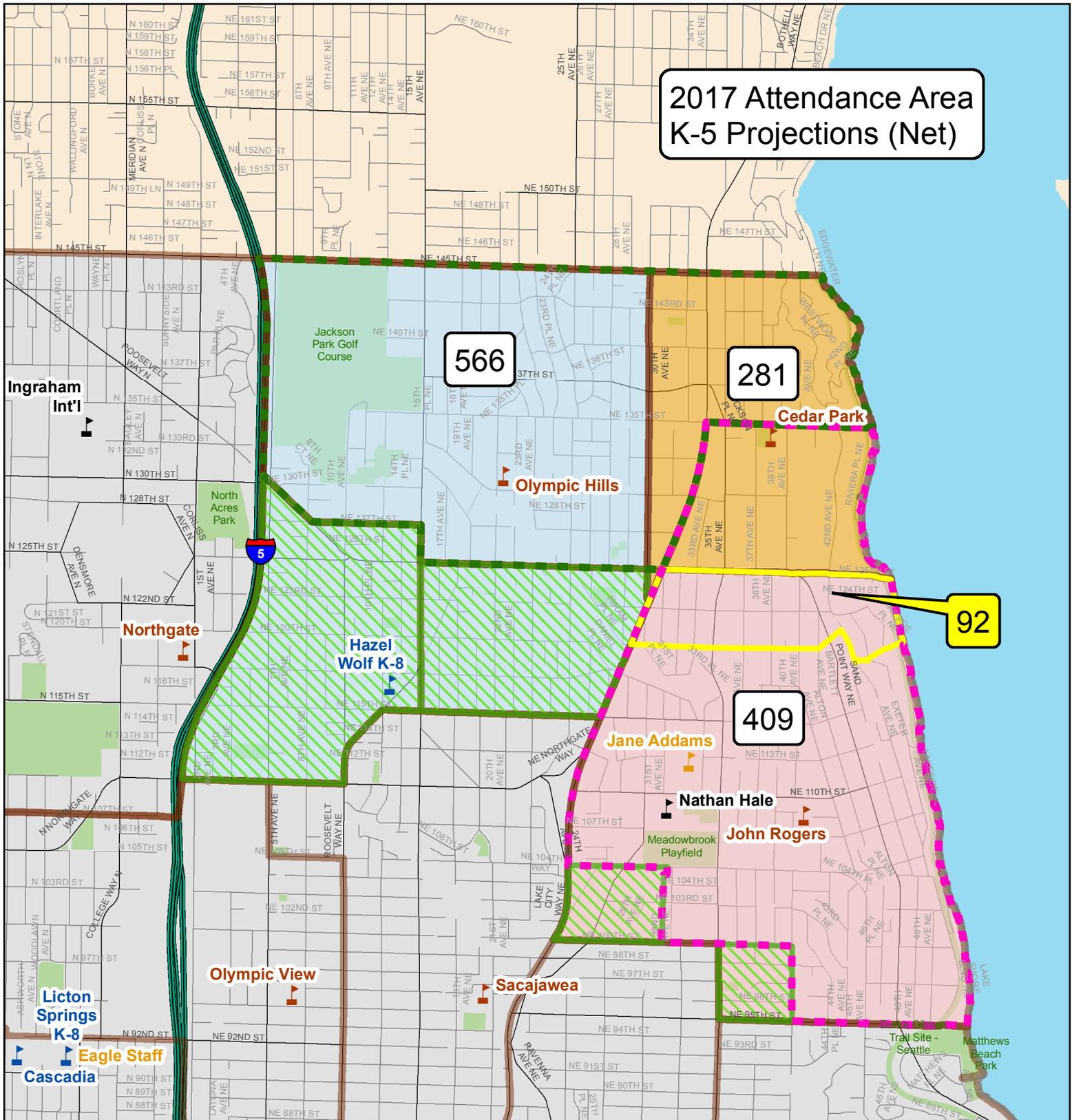
- Stability and continuity for John Rogers students living in Areas 1 & 2 and for Olympic Hills students currently attending school at the Cedar Park building
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- Students living south of NE 125th St would not have to cross an arterial to attend John Rogers
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers would likely be enrolled over capacity, with limited ability to accommodate future projected growth because its boundaries have been amended
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students
- Enrollment at Cedar Park would be very low, likely between 180 and 248 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Students living north of NE 125th St will need transportation to attend John Rogers
- Historically underserved student groups lack access to planned health resources at Olympic Hills building

Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



2017 Attendance Area K-5 Projections (Net)

566

281

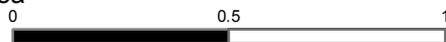
92

409



- 2017 Attendance Area**
- John Rogers
 - Cedar Park
 - Olympic Hills
- 2015 Attendance Area**
- Olympic Hills
 - John Rogers
 - Change Area

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School



Map data: 2017-18 School Year
Map last updated: 8/5/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: AA_ES_2017_option

Scenario F: John Rogers retains Area 1 (Staff Recommended Amendment)

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	319	567	643
2017-18* K5 Count in AA (non-net)	387	611	764
2015-16 K5 Count at AA School	210	302	333
2017-18* K5 Count at AA School (net)	281	409	566
2015-16 ELL Count at AA School	92	30	131
2015-16 ELL % at AA School	43.8%	9.9%	20.4%
2014-15 FRL Count at AA School	145	90	334
2014-15 FRL % at AA School	69.0%	29.8%	51.9%
2015-16 Historically Underserved Count at AA School	160	126	397
2015-16 Historically Underserved % at AA School	76.2%	41.7%	61.7%
2015-16 SpEd Count at AA School	23	28	86
2015-16 SpEd % at AA School	11.0%	9.3%	13.4%

Benefits:

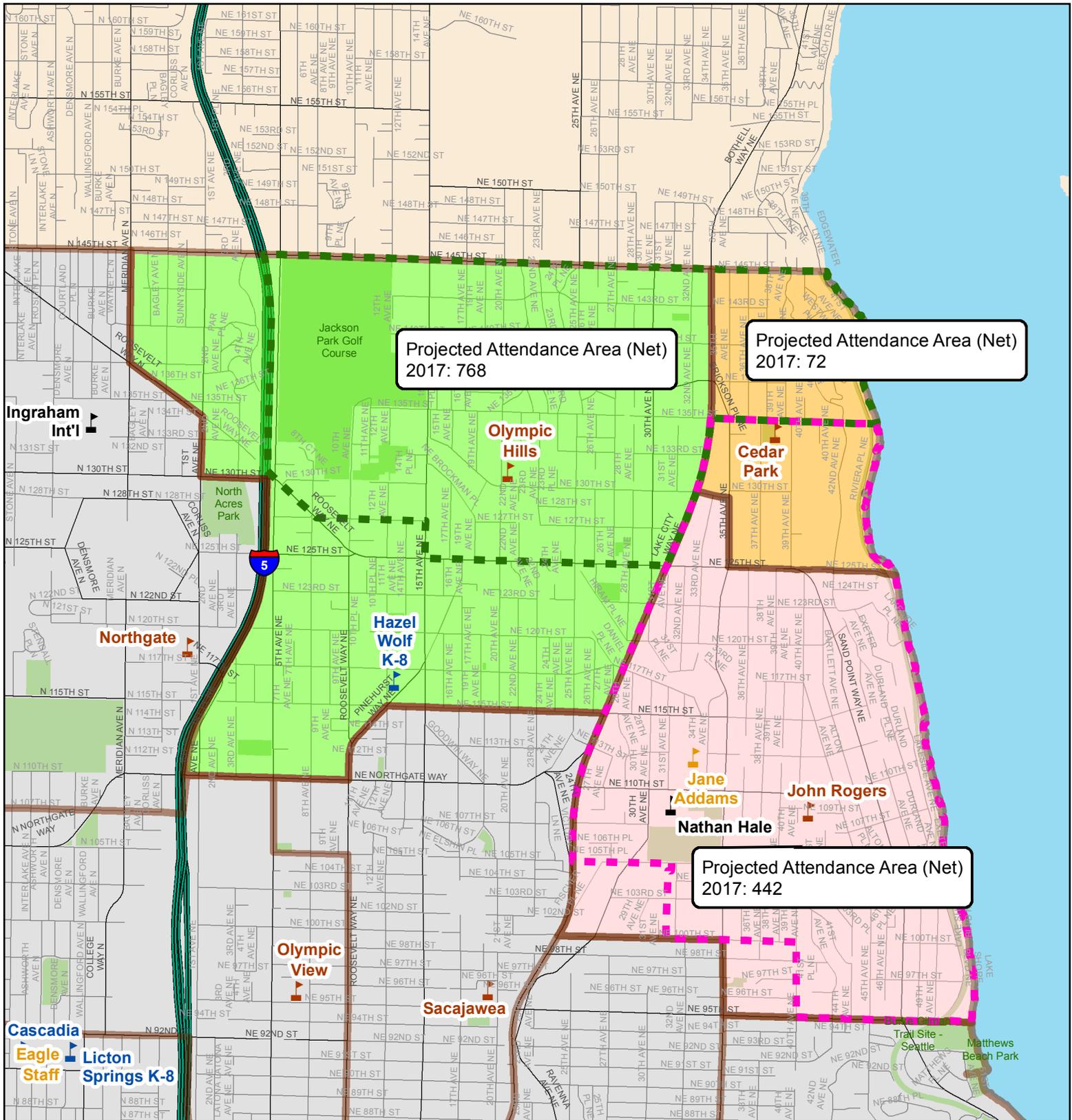
- Stability and continuity for John Rogers students living in Area 1 and for Olympic Hills students currently attending school at the Cedar Park building
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers students would not have to cross an arterial (NE 125th St) to attend school
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- Students living outside of the requested area do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers would likely be enrolled over capacity, with limited ability to accommodate future projected growth because its boundaries have been amended
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students
- Enrollment at Cedar Park would be low, likely between 277 and 281 students, but closest to ideal capacity; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Historically underserved student groups lack access to planned health resources at Olympic Hills building

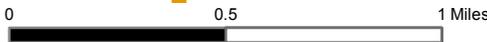
Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



2017 Attendance Area 2015 Attendance Area

- John Rogers
- Olympic Hills
- Elementary School
- High School
- Cedar Park
- Option Elementary School
- Option High School
- Olympic Hills
- John Rogers
- Middle School
- Service School



Map data: 2017-18 School Year
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or reliability of the information on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_G

Scenario G: John Rogers and Olympic Hills both retain requested areas

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	89	619	854
2015-16 K5 Count at AA School	50	332	463
2017-18* K5 Count at AA School (net)	72	442	768
2015-16 ELL Count at AA School	10	49	150
2015-16 ELL % at AA School	20.0%	14.8%	32.4%
2014-15 FRL Count at AA School	17	114	288
2014-15 FRL % at AA School	34.0%	34.3%	62.2%
2015-16 Historically Underserved Count at AA School	26	148	346
2015-16 Historically Underserved % at AA School	52.0%	44.6%	74.7%
2015-16 SpEd Count at AA School	<10	28	47
2015-16 SpEd % at AA School	4.0%	8.4%	10.2%

Benefits:

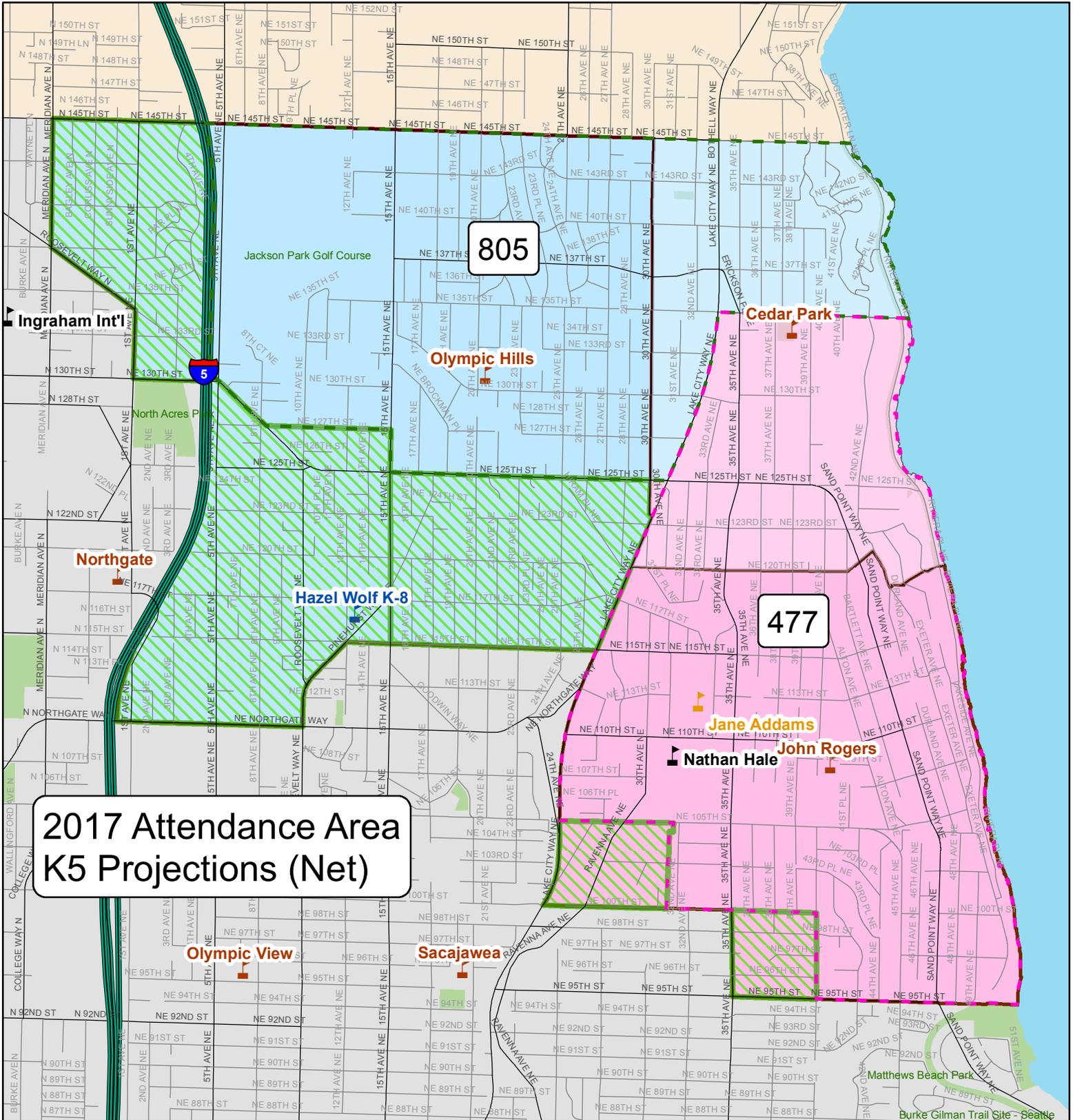
- Stability and continuity for Olympic Hills students living in Lake City Way NE slice and for John Rogers students living in Areas 1 & 2
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Students living west of Lake City Way NE would not have to cross an arterial to attend Olympic Hills
- Students living south of NE 125th St would not have to cross an arterial to attend John Rogers
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not address overcrowding in northeast elementary schools
- Students living north of NE 125th St will need transportation to attend John Rogers
- Enrollment at Cedar Park would be very low, likely between 50 and 72 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students- this scenario does not result in a sustainable enrollment for Cedar Park
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school

Mitigations:

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model

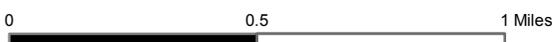


**2017 Attendance Area
K5 Projections (Net)**



- | | | |
|-----------------------------|-----------------------------|--|
| 2017 Attendance Area | 2015 Attendance Area | |
| Olympic Hills | Olympic Hills | |
| John Rogers | John Rogers | |
| Addition | | |

- | | |
|--------------------------|--------------------|
| Elementary School | High School |
| Option Elementary School | Option High School |
| Middle School | Service School |



Map data: 2017-18 School Year
Map last updated: 6/16/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_H2

Scenario H: Cedar Park opens as an option school

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	-	669	893
2015-16 K5 Count at AA School	-	365	480
2017-18* K5 Count at AA School (net)	-	477	805
2015-16 ELL Count at AA School	-	57	152
2015-16 ELL % at AA School	-	15.6%	31.7%
2014-15 FRL Count at AA School	-	127	292
2014-15 FRL % at AA School	-	34.8%	60.8%
2015-16 Historically Underserved Count at AA School	-	169	351
2015-16 Historically Underserved % at AA School	-	46.3%	73.1%
2015-16 SpEd Count at AA School	-	29	48
2015-16 SpEd % at AA School	-	7.9%	10.0%

Benefits:

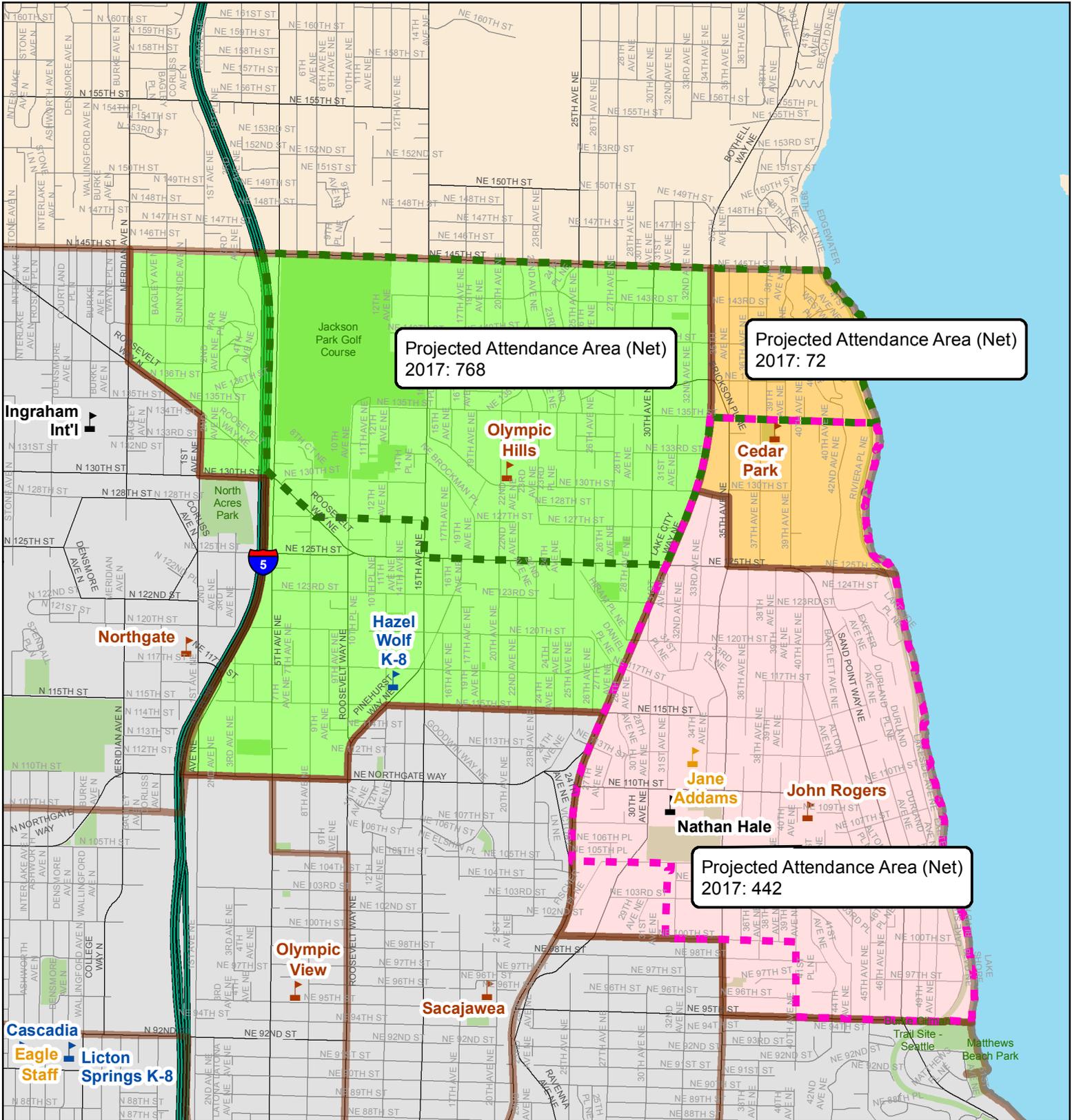
- Stability and continuity for John Rogers and Olympic Hills students
- Additional option school located in the northeast region of the district
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not address overcrowding in northeast elementary schools
- Northeast families would need to know how to better navigate the School Choice process if they wanted their children to attend an option school; historically option schools serve students from across the district; option school enrollment demographics do not always reflect its surrounding neighborhood
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd students and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Students living north of NE 125th St will need transportation to attend John Rogers
- Student living east of Lake City Way NE will need transportation to Olympic Hills
- Cedar Park would likely open significantly under capacity, as no student is guaranteed an assignment to an option school; as a result, Cedar Park may not initially have adequate funding and resources to serve high-needs students
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

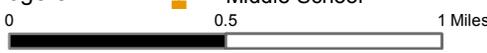
Mitigations:

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



2017 Attendance Area **2015 Attendance Area**

- | | | | |
|---------------|--------------------------|-------------------|--------------------|
| John Rogers | Olympic Hills | Elementary School | High School |
| Cedar Park | Option Elementary School | Middle School | Option High School |
| Olympic Hills | John Rogers | | Service School |



Map data: 2017-18 School Year
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, completeness, or timeliness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_I

Scenario I: Cedar Park opens as a small attendance area school and as an HCC site

	Cedar Park*	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	89	619	854
2015-16 K5 Count at AA School	50	332	463
2017-18* K5 Count at AA School (net)	72	442	768
2015-16 ELL Count at AA School	10	49	150
2015-16 ELL % at AA School	20.0%	14.8%	32.4%
2014-15 FRL Count at AA School	17	114	288
2014-15 FRL % at AA School	34.0%	34.3%	62.2%
2015-16 Historically Underserved Count at AA School	26	148	346
2015-16 Historically Underserved % at AA School	52.0%	44.6%	74.7%
2015-16 SpEd Count at AA School	<10	28	47
2015-16 SpEd % at AA School	4.0%	8.4%	10.2%

**Cedar Park demographics only reflect AA students; HCC is not included*

Benefits:

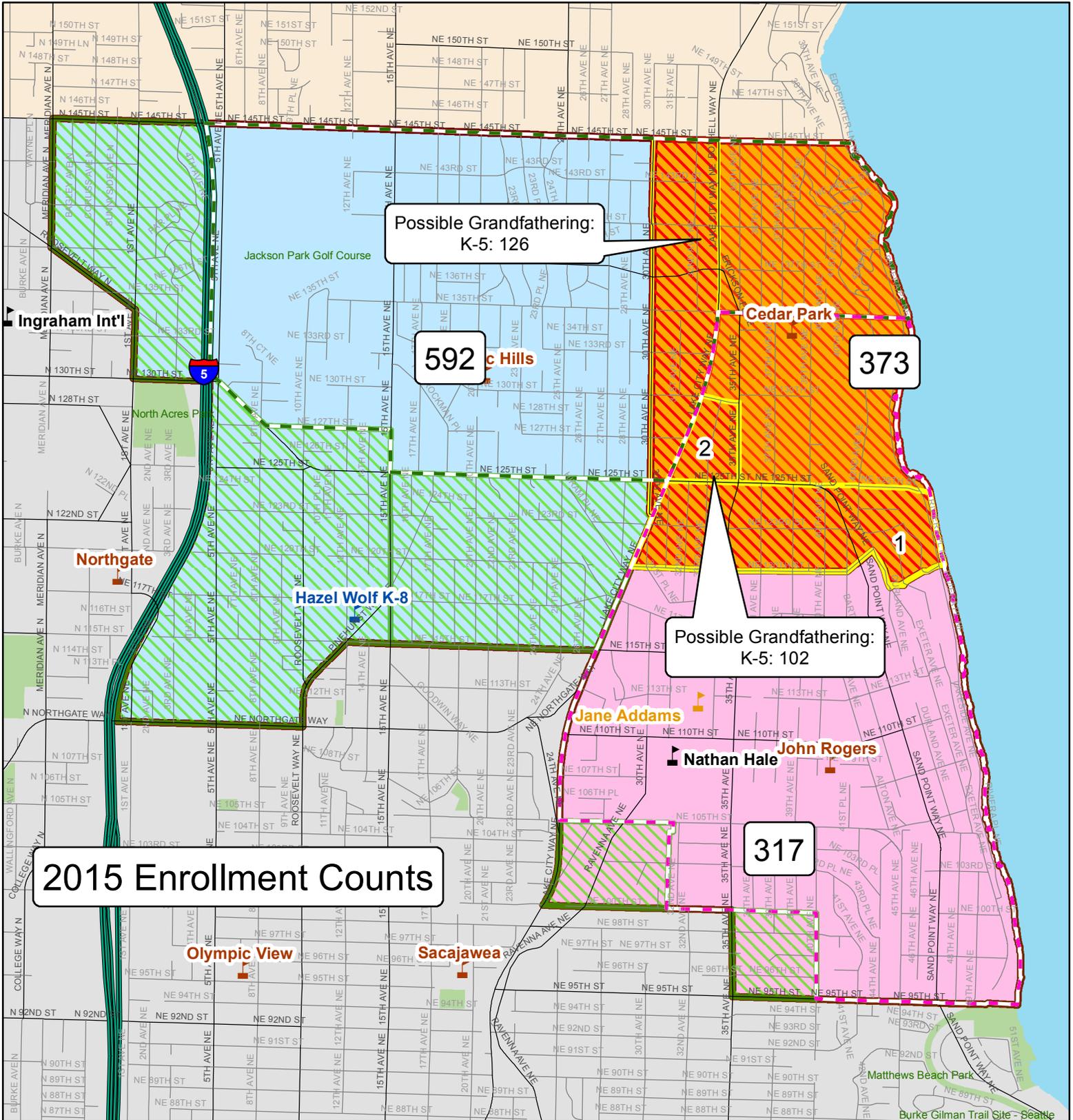
- Stability and continuity for most John Rogers and Olympic Hills students
- First HCC site located in the northeast region of the district- additional option site for HCC families
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not address overcrowding in northeast elementary schools
- Students living north of NE 125th St will need transportation to attend John Rogers
- Attendance area enrollment at Cedar Park would be very low, likely between 50 and 72 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Historically HCC sites serve students from across the district; HCC enrollment demographics do not always reflect surrounding neighborhoods
- It will not be known which or how many HCC students will attend Cedar Park until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

Mitigations:

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



2015 Enrollment Counts

Possible Grandfathering: K-5: 126

Possible Grandfathering: K-5: 102

592

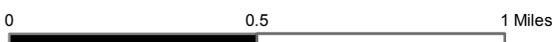
373

317



- 2017 Attendance Area**
- 2015 Attendance Area**
- Elementary School**
- Option Elementary School**
- Middle School**
- High School**
- Option High School**
- Service School**

- Cedar Park
- Olympic Hills
- John Rogers
- Olympic Hills
- John Rogers
- Addition



Map data: 2017-18 School Year
Map last updated: 6/16/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy or completeness of this information. Any sale of this map or information on this map is prohibited. MapFile: Scenario_J

Scenario J: Grandfathering for all requested area students (all grades)

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	373	317	592

Additional student data would not be available until after Open Enrollment for 2017-18

Benefits:

- Stability and continuity for most John Rogers and Olympic Hills students
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

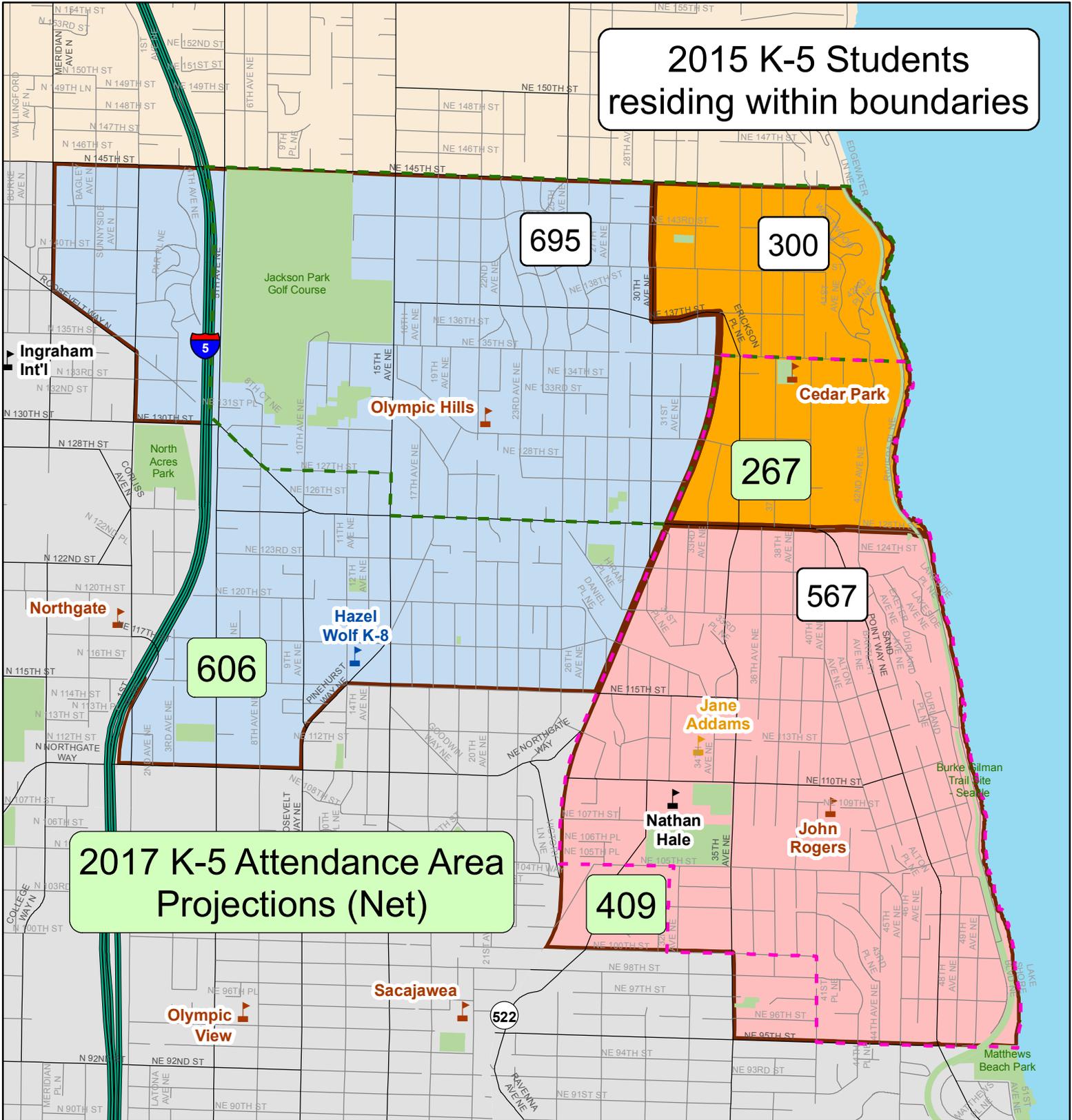
Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- Transportation is not provided for grandfathered students; historically underserved students may not be able to take advantage of this option in the absence of district-provided transportation to their former (grandfathered) attendance area school
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not immediately address overcrowding in northeast elementary schools
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Enrollment at Cedar Park would initially be very low; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

Mitigations:

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model

2015 K-5 Students residing within boundaries



SEATTLE PUBLIC SCHOOLS

John Rogers	Olympic Hills	Cedar Park	Olympic Hills	John Rogers	Elementary School	Option Elementary School	Middle School	High School	Option High School	Service School	
-------------	---------------	------------	---------------	-------------	-------------------	--------------------------	---------------	-------------	--------------------	----------------	--

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, timeliness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_K

Scenario K: Olympic Hills retains part of the Lake City Way NE slice; John Rogers retains Area 1

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	300	567	695
2015-16 K5 Count at AA School	196	302	347
2017-18* K5 Count at AA School (net)	267	409	606
2015-16 ELL Count at AA School	83	30	96
2015-16 ELL % at AA School	42.3%	9.9%	27.7%
2014-15 FRL Count at AA School	134	90	195
2014-15 FRL % at AA School	68.4%	29.8%	56.2%
2015-16 Historically Underserved Count at AA School	148	126	246
2015-16 Historically Underserved % at AA School	75.5%	41.7%	70.9%
2015-16 SpEd Count at AA School	22	28	27
2015-16 SpEd % at AA School	11.2%	9.3%	7.8%

Benefits:

- Stability and continuity for some John Rogers and Olympic Hills students
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

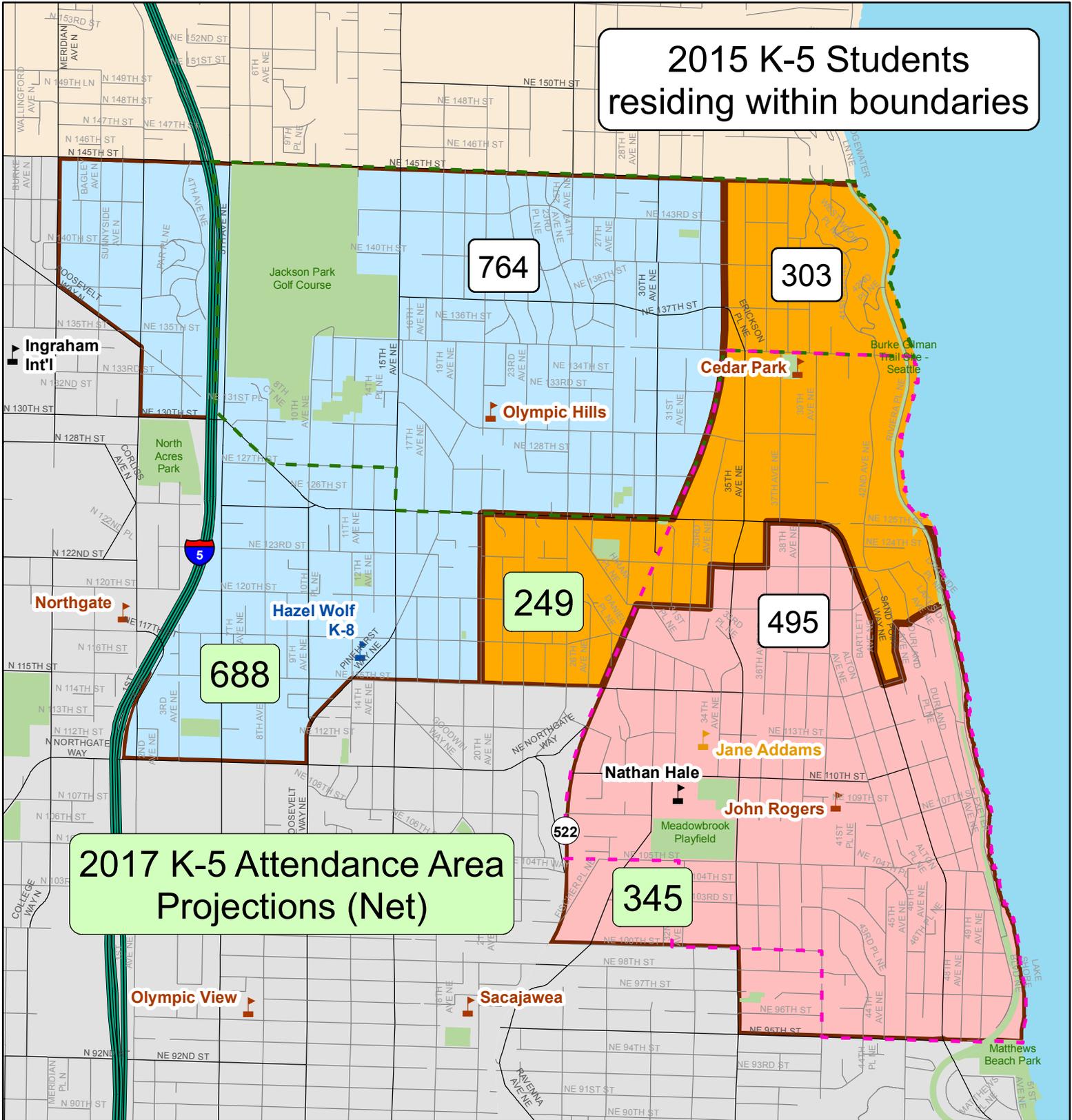
Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd students and historically underserved students
- Enrollment at Cedar Park may be low, likely between 196 and 267 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students

Mitigations:

- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model

2015 K-5 Students residing within boundaries



SEATTLE PUBLIC SCHOOLS

	Cedar Park		2015 Attendance Area		Elementary School		High School	
	Olympic Hills		Olympic Hills		Option Elementary School		Option High School	
	John Rogers		John Rogers		Middle School		Service School	
<p>0 0.5 1 Miles</p> <p>Map data: 2017-18 School Year Map last updated: 8/17/2016</p>								

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information is provided by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to the accuracy, timeliness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario_L

Scenario L: Olympic Hills retains entire Lake City Way NE slice; John Rogers retains part of area south of NE 125th

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	303	495	764
2015-16 K5 Count at AA School	171	256	418
2017-18* K5 Count at AA School (net)	249	345	688
2015-16 ELL Count at AA School	44	20	145
2015-16 ELL % at AA School	25.7%	7.8%	34.7%
2014-15 FRL Count at AA School	87	66	266
2014-15 FRL % at AA School	50.9%	25.8%	63.6%
2015-16 Historically Underserved Count at AA School	107	94	319
2015-16 Historically Underserved % at AA School	62.6%	36.7%	76.3%
2015-16 SpEd Count at AA School	20	20	37
2015-16 SpEd % at AA School	11.7%	7.8%	8.9%

Benefits:

- Stability and continuity for some John Rogers and Olympic Hills students
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended
- Olympic Hills would likely have the highest percentage of ELL, FRL, and SpEd students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Enrollment at Cedar Park would be low, likely between 171 and 249 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students

Mitigations:

- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



West Seattle High School Racial Equity Committee

Vision: Race is not a predictor of success at West Seattle High School.

Mission: To make West Seattle High School an actively anti-racist institution.

Racial Equity Team SMART Goal

WSHS will decrease D, E, and I grades for our black and Latino students by 35% from 47% to 30.5% by June 2017.

- **Strategy A:** Create a *Culture of Belonging*
 - Focus on culturally responsive teaching by:
 - Valuing what students bring to the classroom/school using an asset based mindset
 - Making curriculum relevant and reflective of current students
 - Respecting students
 - Recognizing your own biases and challenging dominant culture
 - Embedding equity education into all curriculum/providing lessons for different subjects
 - Providing a PD where we break up by department and give sample lessons plans that include equity
 - Measure with quarterly surveys of students that ask, do you feel welcome in your classes?
 - **Action Step 1**
 - What: Educate staff on culturally responsive teaching
 - When: PD days (ideally)/staff meeting times (if allowed)
 - Who: Equity Committee/Staff/Students
 - How: Provide example lesson plans, article studies, lab classrooms
 - **Action Step 2**
 - What: Challenging dominant culture
 - When: Everyday
 - Who: All of us
 - How: Emails with articles and videos, partnering with MENDR Project, PD activities
- **Strategy B:** Increase overall attendance and reduce out of class time for students in school
 - Create a building expectation that students are in class to increase overall attendance by:
 - Having all staff push kids back to class
 - Providing a “how to” to check in with students and encourage them to be in class
 - Providing a sticker on id cards for late arrival or early dismissal that allows admittance to the library during that time
 - Work to reduce out of class time for students in school by:
 - Focusing on relationships
 - Understanding how school policies are interpreted

- Using effective and proactive behavior management approaches
 - Using effective intervention techniques
 - Measure with attendance records
 - **Action Step 1**
 - What: Create a building expectation that students are in class
 - When: At the beginning of the year
 - Who: All staff
 - How: Provide tips on how to encourage students to go to/stay in class and a system for knowing who has early release and late arrival and access to library
 - **Action Step 2**
 - What: Building stronger staff/student relationships
 - When: All year
 - Who: All staff
 - How: Educating staff on how to form better relationships
 - **Action Step 3**
 - What: Examine how school policies are interpreted by different staff and come to a staff agreement on interpretation of policies
 - When: Beginning of the year
 - Who: All staff/administration
 - How: Staff meeting
- **Strategy C:** Move towards agreed upon grading practices in the building
 - Work towards whole building using standards based grading by:
 - Providing training and incentive for moving to standards based grading
 - Coming to an agreement on the purpose of grades
 - Having teachers bring heaviest weighted assessments and discuss/evaluate which standards they cover and assess
 - Measure through staff surveys as well as grades
 - **Action Step 1**
 - What: Create a building expectation to use standards based grading
 - When: At the beginning of the year
 - Who: All staff/administration
 - How: Provide training, support and incentives to switch to standards based grading
 - **Action Step 2**
 - What: Examine grading practices and purposes as a staff to come to an agreed upon grading philosophy for our building
 - When: At the beginning of the year
 - Who: All staff
 - How: Provide space for teachers to examine how they use grades and what they currently measure and time for them to see how best to use grades to measure academic standards

Goal 2 Evidence of Progress

SMART Goal #2	MTSS-B (Attitudes, Beliefs and Belonging): By Oct. 31, 2016, finalize and begin initial implementation of a comprehensive theory of action and strategies to improve the system to positively impact outcomes for African American males and other students of color. Successful strategies learned from this process will be applied to support the learning of each and every student, as needed.
Baseline, November 2015	Basic - (majority of Basic elements)
Target, November 2016	Proficient
Committee	C&I Policy committee

1. Did you meet your Target for November 2016? What evidence or data demonstrates the color provided on each row and box of the rubric?

- Row 1: Targeted Universalism

What we did:

- Race and equity trainings – central office, principals (LLD)
- School-based Race & Equity teams (see below)
- Maintained focus on African American males (Use of data, SMART goals, CSIP, strategic planning, community engagement etc.)

Evidence

- Race & Equity now informs our story, our mission, and our work (4Ps-signature strategies, 17 EOG initiatives)

- Row 2: Supports (strategies) for African American males and other underserved groups

What we did:

- Identified positive outlier schools and studied their promising practices
- African American Male Student Action Plan (developed with school and district leaders)
- Developed the signature strategies (“4Ps”) for eliminating opportunity gaps

Evidence

- African American Male Student Action Plan
- Outlier school research (reports, presentations of findings) from Cabinet, Board meetings, community meetings, etc.
- Discipline disproportionality for African American males increased (worsened) in 2015-16 compared to the previous year. Specifically, the discipline rate (K-12) rose from 12.1% to 12.5%. The Composition Index (a measure of proportionality) increased (worsened) from 3.6 to 4.0.

- Row 3: School-based Equity Teams

What we did

- Training Institute for Equity Team cohorts (21 teams)
- Monthly consultations and technical support for school teams

Evidence

- Equity Teams developed theories of action, SMART goals (e.g., culturally responsive pedagogy, discipline disproportionality)
- Equity teams designed and/or led PD focused on race and equity at their buildings
- Positive outlier schools have equity teams (Denny, Olympic Hills, Aki Kurose)

- Row 4: Cultural Competency

What we did:

- Trainings at schools (30+ schools) – e.g., implicit bias, racial awareness
- Developed training modules to help principals lead conversations at schools
- PD series on culturally competent leadership for central office
- Trained outside partners (e.g., AmeriCorps, PSESD regional convening)

Evidence

- Over 80% of training participants provided positive feedback about professional development
- School climate survey. Overall decline by 6.1% (across multiple questions); decline due in part to survey design changes
- Family engagement survey: Overall increase in positive responses by +3.4% (across multiple survey questions)

- Row 5: CSIPs focused on African American males and other underserved groups

What we did:

- Leadership focus on equity for CSIP goal development process (Associate Supt. set the expectations)
- Principals analyzed data for African American males and/or other underserved groups
- EDS follow up to support the development of goals

Evidence

- Over 90% of schools had a 2015-16 CSIP goal for African American males and/or other underserved groups

- Row 6: Visible leadership and community engagement

What we did:

- Staffing, leading, and/or convening multiple forums for engaging our family and community partners

Evidence

- African American Male Think Tank
- Equity & Race Advisory Committee
- SABSE symposium
- African American family convening (led by parents, supported by district leaders)
- City of Seattle Race & Social Justice Subcommittee on discipline disproportionality (strategies, supports for schools)
- MENDR advisory committee on reducing disproportionality in discipline
- PSESD consortium of equity leaders
- Family Engagement Action Teams (Johns Hopkins research-practice partnership)
- Family Connectors University (strengthening family engagement)
- Use of Racial Equity tool to engage families in a meaningful way (e.g., Bell Times Task Force)

Goal 3 Summary

SMART Goal #3: Special Education	By Oct. 31, 2016, implement successfully 100% of the SpEd MOU with OSPI requirements - including the recovery of funding withheld.
Baseline, November 2015	Basic
Target, November 2016	Proficient

1. What have you accomplished under this goal? Successes? Key bodies of work?

- Each of the five SPS regions were able to provide evidence of substantial compliance, in order to verify 15/15 activities.
- \$2.5 million in previously withheld IDEA federal funds were returned to the District.
- Ability to demonstrate implementation of the Special Education Procedural Guide through OSPI interviews with Principals, Assistant Principals, Central Office staff, as well as teaching staff.
- Ability to demonstrate substantial compliance in proper formulation of IEPs and Evaluations in every region.

2. Did you meet your Target for November 2016? If yes, please highlight the elements of the rubric that you achieved. If not, why not (i.e., what challenges did you face)?

- Of 16 rubric elements (sample of 28 overall MOU activities), 6 were distinguished, 8 proficient and 2 have yet to be achieved.
- In each region, IEPs and Evaluations were found to be properly formulated, schools were using the Procedural Guide and Roles and Responsibilities documents, and Case Managers were able to communicate the provision of SDI and related services through interviews, schedules, and IEP reviews.
- The MOU highlights three ongoing challenges: helping schools follow proper suspension/expulsion procedures and documentation for students with special needs, ensuring schools meet timelines for initial evaluations once consent has been received, and ensuring schedules and IEP service matrices align. These challenges also reflect a need for consistent data between schools and central office data systems. These are areas of focus for the 16-17 school year.

3. Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).

- **A. SPS Central Office Summary Report:** Final results summary from OSPI, indicating verification of 9/13 Central Office activities and aggregate regional activities. Remaining 4 areas left to verify are noted.
- **B. Southwest Region MOU Final Report:** SW region results summary from OSPI, demonstrating verification of 15/15 regional activities. Each SPS region received a report demonstrating verification of all activities.
- **C. Roles and Responsibilities Cover Page:** A summary provided to OSPI, documenting Central Office and School Leader orientation to the Special Education Roles and Responsibilities.

SMART Goal #3	Special Education: By Oct. 31, 2016, implement successfully 100% of the SpEd MOU with OSPI requirements - including the recovery of funding withheld.
Baseline, November 2015	Basic
Target, November 2016	Proficient
Committee	C&I Policy Committee

BEST				WORST				
High Green	Medium Green	Low Green	High Yellow	Medium Yellow	Low Yellow	High Red	Medium Red	Low Red

Key Organizational Behaviors			
Unsatisfactory	Basic (for this particular goal, failure to meet basic would be equivalent to unsatisfactory)	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Fails to fulfill the responsibilities identified as basic.	LG: Ninety percent (90%) of initial evaluations were completed within 35 school days of receipt of parent consent as calculated by OSPI on the District's Indicator 11	LG: Ninety-five percent (95%) of initial evaluations were completed within 35 school days of receipt of parent consent as calculated by OSPI on the District's Indicator 11	One hundred percent (100%) of initial evaluations were completed within 35 school days of receipt of parent consent as calculated by OSPI on the District's Indicator 11
	HG: Ninety percent (90%) of children referred from Part C, and a decision made to evaluate, were evaluated within timelines and, if eligible, have an IEP in place by the child's third birthday	HG: Ninety-five percent (95%) of children referred from Part C, and a decision made to evaluate, were evaluated within timelines and, if eligible, have an IEP in place by the child's third birthday	HG: One hundred percent (100%) of children referred from Part C, and a decision made to evaluate, were evaluated within timelines and, if eligible, have an IEP in place by the child's third birthday
	HY: Ninety percent (90%) of the student files reviewed in-school or out-of-school suspensions and/or expulsions will have the correct number of days suspended or expelled reported in PowerSchool as measured by a comparison to the number of days documented in the student's educational records	HY: Ninety-five percent (95%) of the student files reviewed in-school or out-of-school suspensions and/or expulsions will have the correct number of days suspended or expelled reported in PowerSchool as measured by a comparison to the number of days documented in the student's educational records	One hundred percent (100%) of the student files reviewed in-school or out-of-school suspensions and/or expulsions will have the correct number of days suspended or expelled reported in PowerSchool as measured by a comparison to the number of days documented in the student's educational records
	HG: School budgets will be submitted and approved for 75% of the school sites by the Executive Director of Special Education by July 1, 2015	HG: School budgets will be submitted and approved for 80% of the school sites by the Executive Director of Special Education by July 1, 2015	HG: School budgets will be submitted and approved for 90% of the school sites by the Executive Director of Special Education by July 1, 2015

	HG: a. 100% of the Student-Specific corrections identified in the District's 2014-15 iGrants Form Package 442 will be corrected and 100% of the District-Specific corrections identified in the District's 2014-15 iGrants Form Package 442 will be corrected by the District	HG: a. 100% of the Student-Specific corrections identified in the District's 2014-15 iGrants Form Package 442 will be corrected and 100% of the District-Specific corrections identified in the District's 2014-15 iGrants Form Package 442 will be corrected by the District	HG: a. 100% of the Student-Specific corrections identified in the District's 2014-15 iGrants Form Package 442 will be corrected and 100% of the District-Specific corrections identified in the District's 2014-15 iGrants Form Package 442 will be corrected by the District
	HG: Ninety percent (90%) of the steps in each of the following procedures outlined have been implemented as measured by interviews conducted by OSPI: Citizen Complaint Process, Service Provider Vacancies, Ensuring IEP and Evaluation Compliance, Meeting Translation and Interpretation Services	HG: Ninety-five percent (95%) of the steps in each of the following procedures outlined have been implemented as measured by interviews conducted by OSPI: Citizen Complaint Process, Service Provider Vacancies, Ensuring IEP and Evaluation Compliance, Meeting Translation and Interpretation Services	100 percent (100%) of the steps in each of the following procedures outlined have been implemented as measured by interviews conducted by OSPI: Citizen Complaint Process, Service Provider Vacancies, Ensuring IEP and Evaluation Compliance, Meeting Translation and Interpretation Services
	HG: The Regional Reviews must document that ninety percent (90%) of the individuals currently serving as School and Central Office Administrators have been provided an orientation to the SPS Roles, Responsibilities, and Accountability Procedures	HG: The Regional Reviews must document that Ninety-five percent (95%) of the individuals currently serving as School and Central Office Administrators have been provided an orientation to the SPS Roles, Responsibilities, and Accountability Procedures	HG: The Regional Reviews must document that 100 percent (100%) of the individuals currently serving as School and Central Office Administrators have been provided an orientation to the SPS Roles, Responsibilities, and Accountability Procedures
	HG: Ninety percent (90%) of the initial evaluations and reevaluations reviewed will be sufficient as measured by the OSPI Evaluation Review Form.	HG: Ninety-five percent (95%) of the initial evaluations and reevaluations reviewed will be sufficient as measured by the OSPI Evaluation Review Form.	100 percent (100%) of the initial evaluations and reevaluations reviewed will be sufficient as measured by the OSPI Evaluation Review Form.
	HG: Seventy five percent (75%) of the initial and annual IEPs will be properly formulated as measured by the OSPI IEP Review Form.	HG: Eighty percent (80%) of the initial and annual IEPs will be properly formulated as measured by the OSPI IEP Review Form.	Ninety percent (90%) of the initial and annual IEPs will be properly formulated as measured by the OSPI IEP Review Form.
	HG: Ninety percent (90%) of all evaluations and IEPs selected for review in the regional file sample will be completed within timelines.	HG: Ninety-five percent (95%) of all evaluations and IEPs selected for review in the regional file sample will be completed within timelines.	100 percent (100%) of all evaluations and IEPs selected for review in the regional file sample will be completed within timelines.

	HG: Timeliness for compliance in the regional file sample must not be below 75% in any one of the four evaluation and IEP elements of the regional file sample	HG: Timeliness for compliance in the regional file sample must not be below 80% in any one of the four evaluation and IEP elements of the regional file sample	Timeliness for compliance in the regional file sample must not be below 90% in any one of the four evaluation and IEP elements of the regional file sample
	HG: Seventy-five percent (75%) of the student files reviewed will accurately calculate the total minutes per week in a general education setting / total instructional minutes per week in the building in the IEP	HG: Eighty percent (80%) of the student files reviewed will accurately calculate the total minutes per week in a general education setting / total instructional minutes per week in the building in the IEP	Ninety percent (90%) of the student files reviewed will accurately calculate the total minutes per week in a general education setting / total instructional minutes per week in the building in the IEP
	HG: Ninety percent (90%) of the student files selected for review will meet the discipline compliance timelines and elements for discipline as measured with the OSPI Discipline Review tool.	HG: Ninety-five percent (95%) of the student files selected for review will meet the discipline compliance timelines and elements for discipline as measured with the OSPI Discipline Review tool.	100 percent (100%) of the student files selected for review will meet the discipline compliance timelines and elements for discipline as measured with the OSPI Discipline Review tool.
	HG: Ninety percent (90%) of the student files included in school site visits will be receiving specially designed instruction and related services in accordance with their IEPs	HG: Ninety-five percent (95%) of the student files included in school site visits will be receiving specially designed instruction and related services in accordance with their IEPs	100 percent (100%) of the student files included in school site visits will be receiving specially designed instruction and related services in accordance with their IEPs
	HG: Seventy-five percent (75%) of the School Administrators from the schools identified for the on-site building visits within each region will be able to provide at least two explicit examples of implementing special education-specific leadership responsibilities	HG: Eighty percent (80%) of the School Administrators from the schools identified for the on-site building visits within each region will be able to provide at least two explicit examples of implementing special education-specific leadership responsibilities	HG: Ninety percent (90%) of the School Administrators from the schools identified for the on-site building visits within each region will be able to provide at least two explicit examples of implementing special education-specific leadership responsibilities
	HG: Seventy-five percent (75%) of the special education personnel in each region interviewed by OSPI will be able to provide accurate examples of building level implementation of at least three procedures from the SPS Special Education Procedural Guide	HG: Eighty percent (80%) of the special education personnel in each region interviewed by OSPI will be able to provide accurate examples of building level implementation of at least three procedures from the SPS Special Education Procedural Guide	HG: Ninety percent (90%) of the special education personnel in each region interviewed by OSPI will be able to provide accurate examples of building level implementation of at least three procedures from the SPS Special Education Procedural Guide

Memorandum of Understanding – Seattle Public Schools
 Summary of Implementation Testing Results
 Central Office Operations
 Date of Report: June 30, 2016

Central Office Operations Evidence Standards		
1.0 Data Management	Criteria Met	No
<p>1.1. Of the eight reports required for federal reporting and identified on the 2014-15 Determinations Rubric, each report will be submitted on or before, the due dates published by OSPI. Timelines will be measured by the date and time each report was recorded as received by OSPI.</p> <ul style="list-style-type: none"> a. Federal Child Count and LRE Report (See 1.2 and 1.3 for accuracy measurement criteria) b. Special Education Personnel Employed & Needed c. Child Outcomes Summary Form d. Timeline for Initial Evaluation (See 4.2.c. for accuracy measurement criteria) e. Transition from Part C to Part B (See 4.2.c. for accuracy measurement criteria) f. Special Education Students Suspended/Expelled (See 4.2.e. for accuracy measurement criteria) g. Post-School Data Survey (timeliness based on the date and time the survey is received by the Center for Change in Transition Services as reported to OSPI) <p>Compliance Results: 100% (8 of 8 reports)</p>		
<p>1.2 Federal Child Count: One hundred percent (100%) of the student files review (see 4.1 regarding Student File Sample) will be reported correctly in PowerSchool and CEDARS including the correct enrollment information, disability, program start date, Least Restrictive Environment (LRE) code, and exit reason and date if applicable.</p> <p>Compliance Results: 100% (324 out of 324 student files)</p>		
<p>1.3 LRE Report: Ninety percent (90%) of the student files reviewed (see 4.1 regarding Student File Sample) will have a correct LRE code reported in IEP Online and PowerSchool that matches the LRE code reported in CEDARS, as verified by data from the official building daily schedule, written student schedules and staff interview information recorded in the OSPI Provider Interview Tool.</p> <p>Compliance Results: 84.3% (273 out of 324 student files)</p>		
<p>1.4 Initial Evaluations Report: Ninety percent (90%) of initial evaluations were completed within 35 school days of receipt of parent consent, inclusive of OSPI verification of reported allowable exceptions, as calculated by OSPI on the district's Indicator 11 report due on or before July 15, 2015.</p> <p>Compliance Results: <i>Based on Three-Month Performance Period (March – May 2016)</i> Unable to Verify Allowable Exceptions (N=44); Unable to Verify Timeliness of Sample¹</p>		

¹ The total student sample size was 30 out of 606 initial evaluations (5%) reported as being on time during the three-month performance period. Twenty-six of the 30 student records could be verified (86.7%).
 Goal 3, Artifact A; 11.1.16 Work Session Page 1 of 6

Memorandum of Understanding – Seattle Public Schools
Summary of Implementation Testing Results
Central Office Operations
Date of Report: June 30, 2016

1.5 Timely Part C to Part B Early Childhood Transition Report: Ninety percent (90%) of children referred from Part C, and a decision made to evaluate, were evaluated within timelines and, if eligible, have an IEP in place by the child's third birthday, inclusive of OSPI verification of reported allowable exceptions, as calculated by OSPI on the district's Indicator 12 report due on or before July 15, 2015.

Compliance Results: *Based on Three-Month Performance Period (March – May 2016)*
100% (49 of 49 students) On Time including Verification of Allowable Exceptions (N=1)

1.6 Special Education Students Suspended/Expelled: Ninety percent (90%) of the student files reviewed (see 4.1 regarding Student File Sample) with in-school or out-of-school suspensions and/or expulsions will have the correct number of days suspended or expelled reported in PowerSchool as measured by a comparison of the number of days the student was reported as suspended/expelled in PowerSchool compared to the number of days documented in the student's educational records (e.g., cumulative file, discipline file, primary special education file).

Compliance Results: 81.1% (30 out of 37 student files)²

1.7 A system for tracking and monitoring proportionate share expenditures will be operational and 100% accurate at the source level as measured by:

- a. Detailed transaction recap report of proportionate share expenditures organized by Program/Activity/Object and supporting documentation (e.g., contracts, invoices, etc.) and
- b. Documentation of all activities conducted to monitor that special education services were provided to identified students per individual student service plans during the 2014-15 school year (September 3, 2014 to June 30, 2015) in accordance with the contract(s) to a third party vendor(s) or when provided by SPS staff (See item 22 under Ongoing Consultation in Chapter 8. Private School, "Area: Parentally Placed Students in Approved Non-Profit Private Schools" in the SPS *Special Education Procedural Guide*).

Compliance Results: *Based on Three-Month Performance Period (March – May 2016)*
Unable to verify 100% accuracy of Tracking & Monitoring System for Proportionate Share³

² Sixty-three out of 71 total discipline incidents (88.7%) reported in CEDARS, PowerSchool and by the district as part of the MOU implementation testing matched.

³ The district had a total of eight contracts to provide equitable services. Seven of the eight contracts matched invoiced amounts (87.5%). The total student sample size was 42 students out of 156 students (26.92%). Thirty-eight out of 42 service plans matched invoiced amounts (90.48%).

Memorandum of Understanding – Seattle Public Schools
 Summary of Implementation Testing Results
 Central Office Operations
 Date of Report: June 30, 2016

1.8 School budgets will be submitted and approved by the special education department for 75% of the school sites by the Executive Director of Special Education by June 1, 2015 as measured by a list of schools with approved special education budgets verified by the SPS Budget Director.

Compliance Results: 100% of School Sites Approved by June 1, 2015

1.9 Correction of Identified Non-Compliance

a. 100% of the Student-Specific corrections identified in the District's 2014-15 iGrants Form Package 442 will be corrected, verified by Puget Sound ESD and validated by OSPI by July 1, 2015.

b. 100% of the District-Specific corrections identified in the District's 2014-15 iGrants Form Package 442 (page 3) will be corrected by the District, verified by Puget Sound ESD, and validated by OSPI by July 1, 2015.

Compliance Results: Verified 100% of Student-Specific & District-Specific Corrections

2.0 Internal Procedures Manual	Criteria Met	Yes
--------------------------------	--------------	-----

2.1 The SPS internal procedures manual (*Special Education Procedural Guide*) for use within the District must be approved by OSPI prior to the start of the Regional Reviews within the Memorandum of Understanding.

Compliance Results: Approved April 1, 2015

2.2 Ninety percent (90%) of the steps in each of the following procedures outlined in Section Nine of the internal procedures manual (*Special Education Procedural Guide*) have been implemented as measured by interviews conducted by OSPI of relevant central office staff identified by the District and OSPI, using a survey tool provided by OSPI for the following areas:

- Citizen Compliant Process
- Service Provider Vacancies
- Ensuring IEP and Evaluation Compliance
- Meeting Translation and Interpretation Services

Compliance Results: Verified 90% or higher of steps in each procedure.

3.0 Accountability Measures	Criteria Met	Yes
-----------------------------	--------------	-----

3.1 The Regional Reviews must document that ninety percent (90%) of the individuals currently serving as School and Central Office Administrators have been provided an orientation to the SPS Roles, Responsibilities, and Accountability Procedures (adopted by the District on December 23, 2014) as documented by attendance at District sponsored orientations prior to September 30, 2015.

Compliance Results: Verification Completed – 95% of School and Central Office Leaders

Memorandum of Understanding – Seattle Public Schools
Summary of Implementation Testing Results
Central Office Operations
Date of Report: June 30, 2016

3.2 After participation in the District sponsored orientations in 3.1, ninety percent (90%) of the Central Office Administrators jointly selected for interviews by the District and OSPI, will be able to provide OSPI with specific examples of implementing special education-specific leadership responsibilities.

Compliance Results: Verification Completed - 100% of Administrators

Additional Verification Activities Required (December 18, 2015)

As delineated in the *Memorandum of Understanding (MOU) dated June 9, 2015: Seattle Public Schools and Substantial Compliance with Part B of IDEA 2004*, OSPI will jointly schedule additional verification activities in consultation with SPS within thirty (30) calendar days of the date of the Central Office Summary for the following Evidence Standards:

1.4 Initial Evaluation Report

1.5 Timely Part C to Part B Early Childhood Transition Report

1.7 System for Tracking & Monitoring Proportionate Share Expenditures

Required Steps to Jointly Schedule Additional Verification Activities:

1. OSPI and SPS will identify a three-month performance period to establish an additional verification sample for each of the three Evidence Standards noted above.
2. OSPI and SPS will schedule onsite verification date(s) for additional implementation testing; this timeline will be aligned with implementation testing to be scheduled for Evidence Standards associated with aggregate regional verification results.
3. OSPI will identify documentation⁴ to be provided by SPS for each of the three Evidence Standards (1.4 Initial Evaluation Report, 1.5 Timely Part C to Part B Early Childhood Transition Report, and 1.7 System for Tracking & Monitoring Proportionate Share Expenditures) at least five business days prior to the scheduled onsite verification visit.
4. SPS will submit to OSPI the identified documentation on or before the scheduled onsite verification visit in electronic, print, and/or combination of formats.

OSPI will verify Evidence Standard 1.4 (Initial Evaluation Report), Evidence Standard 1.5 (Timely Part C to Part B Early Childhood Transition Report), and Evidence Standard 1.7 (System for Tracking & Monitoring Proportionate Share Expenditures) using the additional source documentation and update the calculations for these Evidence Standards in conjunction with the timeline established for final reporting of the four Evidence Standards associated with aggregate regional verification results (Evidence Standards 1.2, 1.3, 1.6, and 3.1).

⁴ Documentation will be consistent with the documentation elements submitted by the district for the initial implementation testing conducted December 9-11, 2015.

Memorandum of Understanding – Seattle Public Schools
Summary of Implementation Testing Results
Central Office Operations
Date of Report: June 30, 2016

Additional Verification Activities Completed

December 18, 2015—OSPI and SPS identified March – May 2016 as the three-month performance period from which additional verification documentation will be sampled for each of the three Evidence Standards (1.4 Initial Evaluation Report, 1.5 Timely Part C to Part B Early Childhood Transition Report, and 1.7 System for Tracking & Monitoring Proportionate Share Expenditures).

January 26, 2016—OSPI identified the additional verification documentation that would be needed consistent with the documentation elements submitted by the district for the initial implementation testing conducted December 9-11, 2015.

March 15, 2016—OSPI and SPS confirmed June 16, 17, & 20, 2016 as onsite verification date(s) for additional implementation testing; implementation testing for the four Evidence Standards associated with aggregate regional verification results will be included in the onsite verification visit.

June 16, 2016—The district provided OSPI information in a combination of electronic and print copies of the additional documentation requested for the three Evidence Standards as identified by OSPI.

June 16, 17, & 20, 2016—OSPI reviewed documentation during the onsite visit outlined below:

- Documentation for 1.0 Data Management Evidence Standards
 - 1.4 Timeline for Initial Evaluation Report – Allowable Exceptions Data Performance Period: March-May 2016
 - Electronic list of all special education students; identification of those students reported as allowable exceptions for each category.
 - Sorted the list and sampled 5% of the students reported as “on time”.
 - 1.5 Timely Part C to Part B Early Childhood Transition Report – Allowable Exceptions Data; Performance Period: March-May 2016
 - Electronic list of all special education students; identification of those students reported as allowable exceptions for each category.
 - Verified key data elements included in the three-month performance report including students reported as “on time”.
 - 1.7 System for Tracking/Monitoring Proportionate Share Expenditures – Transaction Recap Reports with Supporting Documentation and Internal

Memorandum of Understanding – Seattle Public Schools
Summary of Implementation Testing Results
Central Office Operations
Date of Report: June 30, 2016

Monitoring Documentation.

Performance Period: March-May 2016

- Electronic list of all students on Service Plans
- Electronic list of SPS personnel who provided equitable services and time sheets
- Copies of contracts, invoices, correspondence, service provider logs, and other documents related to tracking/monitoring proportionate share expenditures, and evidence of internal controls

June 21-29, 2016:

- OSPI continued to review documentation provided by the district specific to each of the three Evidence Standards (1.4 Initial Evaluation Report, 1.5 Timely Part C to Part B Early Childhood Transition Report, and 1.7 System for Tracking & Monitoring Proportionate Share Expenditures).
- SPS submitted additional documentation for equitable service providers sampled as part of the verification process for Evidence Standard 1.7.

June 29, 2016—The three Evidence Standards noted above were recalculated using the results of the three-month performance period.

Seattle Public Schools
 Southwest Regional Service Delivery System
 Date of Final Regional Report: February 16, 2016

4.0 Evidence Standards for Regional Reviews	Criteria Met	Yes
<p>4.1 Student File Samples in each region will be selected by OSPI using a stratified random sampling method based on the following criteria (See 5.1 for alignment with School Site Visits):</p> <ol style="list-style-type: none"> a. A minimum of five schools will be identified in each region for onsite visits including three elementary/K-8 schools, one middle school, and one high school that would represent a feeder pattern. School sites within each region that (1) have had a Citizen Complaint requiring corrective action one year prior to the start of the regional Implementation Testing or (2) are designated as an alternative school site will be prioritized within the feeder patterns identified for a region. Each regional review will not exceed 8 school sites for initial review. If additional site visits are necessary in the event that additional verification documentation is needed, additional sites will be jointly determined by the District and OSPI. b. The number of student files selected from those schools identified for on-site visits would equal 5% of the special education enrollment of the entire region and would be representative of preschool, elementary/intermediate, middle school, and senior high school age students (senior high school age includes students in 18-21 year old transition programs) and varying disability categories within the region per the identified feeder pattern. c. The District will identify the order of regional visits for all five regions. d. The District will identify the schools within the first two regions for on-site visits; OSPI will identify the schools within the last three regions for on-site visits. The District will be notified of the selected schools at least 30 calendar days prior to the scheduled on-site visits. 		
<p>4.2 Each student file in the sample in 4.1 (N=68 student files) will be reviewed for the following elements:</p> <ol style="list-style-type: none"> a. Evaluations <ol style="list-style-type: none"> 1. Ninety percent (90%) of the initial evaluations reviewed (including any individual assessments, the date and signature of each professional member of the evaluation group, any assessment revisions, and associated prior written notices) will be sufficient in scope to establish the presence of a disability, the adverse educational impact, and the need for specially designed instruction as measured by the OSPI Evaluation Review Form. Compliance Results: 100% (19 of 19 records) 2. Ninety percent (90%) of the reevaluations reviewed (including any individual assessments, the date and signature of each professional member of the evaluation group, any assessment revisions, and associated prior written notices) will be sufficient in scope to reconfirm the presence of a disability, the adverse educational impact, and the need for specially designed instruction as measured by the OSPI Evaluation Review Form. Compliance Results: 98.0% (48 of 49 records) b. Individualized Education Programs <ol style="list-style-type: none"> 1. Seventy five percent (75%) of the initial IEPs (including copies of the signatures or documentation of participating IEP team members; parent/District agreement of consent to excuse required team members if appropriate; any addenda that may be part of the student's current IEP such as extended school year services, aversive intervention plans, 		

behavior intervention plans; IEP amendments; associated prior written notices, etc.) will be properly formulated as measured by the OSPI IEP Review Form.

Compliance Results: **100%** (6 of 6 records)

2. Seventy five percent (75%) of the annual IEPs (including copies of the signatures or documentation of participating IEP team members; parent/District agreement of consent to excuse required team members if appropriate; any addenda that may be part of the student's current IEP such as extended school year services, ~~aversive intervention plans~~, behavior intervention plans; IEP amendments; associated prior written notices, etc.) will be properly formulated as measured by the OSPI IEP Review Form.

Compliance Results: **75.8%** (47 of 62 records)

c. Timeliness of Evaluations and IEPs

1. Ninety percent (90%) of *all evaluations and IEPs* selected for review in the regional file sample (initial evaluations + reevaluations + initial IEPs + annual IEPs) will be completed within timelines.¹

Compliance Results: **90.4%** (132 of 146 records)

2. Timeliness for compliance in the regional file sample must not be below 75% in **any one** of the four evaluation and IEP elements of the regional file sample as measured by the following criteria:

i. Initial evaluations reviewed will be completed within the following timelines:

- 1) Thirty-five (35) school days after receipt of parent consent, or
- 2) Thirty-five (35) school days after the date the refusal of the parent was overridden through due process procedures or agreed to using mediation;
- 3) Other time period as may be agreed to by the parent and documented by the school district including reasons for extending the timeline;
- 4) Except students turning age three who were previously determined eligible for services under Part C will be evaluated to determine initial eligibility for special education services with enough time to develop an initial IEP by the date of the student's third birthday (whichever date occurs first: the 35 school days timeline or the third birthday timeline).

Compliance Results: **89.5%** (17 of 19 records)

ii. Reevaluations reviewed will be completed prior to the three year anniversary date (or sooner) and within the following timelines and parameters:

- 1) Thirty-five (35) school days after receipt of parent consent (or reevaluation initiation date specified in the prior written notice to initiate a reevaluation when there is documentation of attempts to obtain parent consent);

¹ As a result of additional verification sampling, a total of 146 documents were reviewed for 4.2.c.1.

- 2) Thirty-five (35) school days after the date the refusal of the parent was overridden through due process procedures or agreed to using mediation;
- 3) Other time period as may be agreed to by the parent and documented by the school district and within the three year timeline;
- 4) Thirty-five (35) school days of the reevaluation initiation date specified in the Notice of Reevaluation provided to parents if written consent was not required; or
- 5) The date and documentation of the agreement between the parent and the school district that a reevaluation is unnecessary within the three year timeline.

Compliance Results: **81.6 %** (40 of 49 records)

- iii. Initial IEPs reviewed will be completed within 30 calendar days of the eligibility determination meeting except students turning age three who were previously determined eligible for services under Part C will be evaluated to determine initial eligibility for special education services with enough time to develop an initial IEP by the date of the student's third birthday (whichever date occurs first: the 30 calendar day timeline or the third birthday timeline).²

Compliance Results: **87.5%** (14 of 16 records)

- iv. Annual IEPs reviewed will be completed within 365 days of the prior IEP meeting date.

Compliance Results: **96.8%** (60 of 62 records)

d. Child Count/LRE Reporting – Source Level Sampling

1. Seventy-five percent (75%) of the student files reviewed will accurately calculate the total minutes per week in a general education setting / total instructional minutes per week in the building in the IEP as verified by copies of a building daily schedule, written student schedules, and staff interview information recorded in the OSPI Provider Interview Tool.

Compliance Results: **80.8%** (55 of 68 records)

e. Suspension/Expulsion Reporting – Source Level Sampling

1. Ninety percent (90%) of the student files selected for review will meet the discipline compliance timelines and elements for discipline as measured with the OSPI Discipline Review tool. Documents in the file review will include, as appropriate, school-based disciplinary notices, the most recent manifestation determination; functional behavioral assessment (FBA); behavior intervention plan (BIP); change of placement documentation; documentation of Interim Alternative Education Services or of services provided after the 10th day of removal; prior written notices; documentation that procedural safeguards were provided to parents; and any other related notices or documents applicable to the selected student file.

Compliance Results: **100%** (6 of 6 records)

² As a result of additional verification sampling, a total of 16 documents were reviewed for 4.2.c.2.iii.

Seattle Public Schools
 Southwest Regional Service Delivery System
 Date of Final Regional Report: February 16, 2016

5.0 Regional School Site Visits	Criteria Met	Yes
<p>5.1 School Site Visits will be aligned with the Student File Sample selection process in 4.1, and will include a minimum of five schools per region.</p> <p>a. The district will identify the order of all five regional visits.</p> <p>b. The district will identify the schools within the first two regions for on-site visits and OSPI will identify the schools within the remaining three regions for on-site visits.</p> <p>School Site Visits: Five Schools (Alki Elementary School, Madison Middle School, STEM K-8 School, West Seattle Elementary School, and West Seattle High School)</p>		
<p>5.2 Provider Interview and Classroom Observation</p> <p>a. Ninety percent (90%) of the student files included in school site visits will be receiving specially designed instruction and related services in accordance with their IEPs as measured by:</p> <ol style="list-style-type: none"> 1. OSPI Provider Interview Tool 2. Current Student Schedule 3. Fifteen to twenty minute classroom observations that include at least one of the SDI elements on the OSPI classroom observation tool. <p>Compliance Results: 91.2% (62 of 68 records)</p>		
<p>5.3 Roles, Responsibilities, and Accountability Procedures</p> <p>a. Seventy-five percent (75%) of the School Administrators (principals and assistant principals) from the schools identified for the on-site building visits within each region will be able to provide at least two explicit examples of implementing special education-specific leadership responsibilities after participation in the District's orientation regarding the <i>Roles, Responsibilities and Accountability Procedures</i> in 3.2.</p> <p>Compliance Results: 100% (12 of 12 interviews)</p>		
<p>5.4 Procedures Manual Implementation</p> <p>a. Seventy-five percent (75%) of the special education personnel in each region interviewed by OSPI (using a scripted interview tool) will be able to provide accurate examples of building level implementation of at least three procedures (see below) from the <i>SPS Special Education Procedural Guide</i> in 2.1, and specifically related to their role and associated responsibilities.</p> <ol style="list-style-type: none"> 1. Evaluations (initial, reevaluation, assessment revision) 2. IEP Development Procedures (IEP elements, amendments) 3. Placement Procedures (initial, transfer, continuing, change of placement, Riser Process) 4. Discipline Procedures 5. Early Childhood Transitions 6. Central Office Procedures (translation and interpretation services, additional student resources, and correction of identified non-compliance). <p>Compliance Results: 100% (13 of 13 interviews)</p>		
<p>5.5 Regional Parent Focus Groups will be scheduled by the District and facilitated by OSPI as a component of the regional school site visits. Specific locations for these focus groups will be jointly determined by the District and OSPI at least 30 calendar days prior to each scheduled regional review.</p> <p>Compliance Results: Facilitated by OSPI at West Seattle High School on December 7, 2015.</p>		

Additional Verification Activities Required

On February 8, 2015 the district was issued an Interim Report identifying two Evidence Standards that did not meet specific criteria identified in the Memorandum of Understanding as described below.

As delineated in the *Memorandum of Understanding (MOU) dated June 9, 2015: Seattle Public Schools and Substantial Compliance with Part B of IDEA 2004*, OSPI will jointly schedule additional verification activities in consultation with SPS within thirty (30) calendar days of the date of this Interim Report for the following Evidence Standards:

4.2.c.1 Timeliness of All Evaluations and IEPs

4.2.c.2.iii Timeliness of Initial IEPs

Required Steps to Jointly Schedule Additional Verification Activities:

1. SPS will send through secure email a current list of students with initial IEPs enrolled and receiving services in schools located within the Southwest Region within 3 business days (by February 11, 2016) of the date of this Interim Report.
2. OSPI will randomly select 5% of the initial IEPs from the list submitted to review for timeliness (see 4.2.c.2.iii criteria) and notify SPS within 2 business days of the receipt of the list of initial IEPs.
3. SPS will submit through secure email copies of the selected initial IEPs with all associated documentation with 10 business days of the receipt of the additional sample.
4. OSPI will verify the timeliness of the initial IEPs within 5 business days of the receipt of the sample documents and update the calculations for both identified evidence standards.
5. Based on the aggregate results (initial and additional verification samples), OSPI will issue SPS the Southwest Regional Service Delivery System Final Report.

Additional Verification Activities Completed

February 10, 2016—The district submitted electronic copies of the initial IEPs (N=10; 5% of 199) randomly-selected by OSPI through secure email.

February 11, 2016—OSPI verified the timeliness of the initial IEPs (100%; 10 of 10 IEPs).

February 12, 2016—The two Evidence Standards noted above were recalculated using the results of the aggregated initial and additional verification samples.

Orientation to Roles, Responsibilities, and Accountability Procedures

Evidence Standard 3.1 of the Memorandum of Understanding between Seattle Public Schools and OSPI requires documentation that 90% of School and Central Office Administrators have been provided orientation to the Roles, Responsibilities, and Accountability Procedures prior to September 30th, 2015.

Objective:

To establish expectations on the delivery of Special Education for each School and Central Office Leader within Seattle Public Schools.

Process:

A number of orientation opportunities were provided for those represented in the Roles, Responsibilities, and Accountabilities Procedures document, which included Principals and Assistant Principals, Program Specialists, Regional Supervisors, Special Education Directors, Executive Director of Special Education, and Executive Directors of Schools.

Orientation to the Roles and Responsibilities were provided to through forums such as meetings, retreats, and trainings, outlined below:

- District Leadership Team Meeting: June 2nd
- Special Education Leadership Summit (Option 1): June 18th and 19th
- Special Education Leadership Summit (Option 2): August 13th and 14th
- Special Education Supervisor Leadership Retreat: August 26th
- Special Education Retreat for Supervisors, Program Specialists, and Team Leaders: September 2nd
- Special Education Training with Education Directors, Roles and Responsibilities Document: September 21st

Results:

As of September 30th, 2015, 204/218 School and Central Office Administrators have received orientation to the SPS Roles, Responsibilities, and Accountability Procedures, totaling 93.5%. Remaining Administrators either received the orientation or received the materials and survey documents to complete on their own.



Goal 4 Summary

SMART Goal #4: Early Hiring	By February 2016, the district will begin hiring new teachers and develop a school administrators pool based on 90% of the last three year's needs in elementary and secondary categories.
Baseline, November 2015	Basic
Target, November 2016	Basic+ (all elements of Basic and less than a majority of Proficient)

1. What have you accomplished under this goal? Successes? Key bodies of work?

- We met our target of Basic +
- We moved the hiring timeline earlier by one full month
- We implemented a structure that was a catalyst for collaboration across departments
- 97% of all classrooms were filled by the first day of school

2. Did you meet your Target for November 2016? If yes, please highlight the elements of the rubric that you achieved. If not, why not (i.e., what challenges did you face)?

- Pools were established for both teacher position and administrator positions (distinguished)
- Process owners can describe the overall workflow, how their work affects each other. Process owners have taken necessary steps to enable successful implementation.
- While we had basic process and outcome measures identified, this is still an area of growth for HR. It was the first time we had set goals and aligned our work to those goals.
- Teamwork across the departments was functional and collaborative. Internal functions within HR still need to be aligned towards the goals.

3. Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).

- Name of Artifact A: Power Point with data slides
- Name of Artifact B: Principal story (in-person)

SMART Goal #4	Early Hiring: By February 2016, the district will begin hiring new teachers and develop a school administrators pool based on 90% of the last three year's needs in elementary and secondary categories.
Baseline, November 2015	Basic
Target, November 2016	Basic+ (all elements of Basic and less than a majority of Proficient)
Committee	A&F Committee

BEST					WORST			
High Green	Medium Green	Low Green	High Yellow	Medium Yellow	Low Yellow	High Red	Medium Red	Low Red

Key Organizational Behaviors			
Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Fails to fulfill the responsibilities identified as basic.	HG: Pools established for elementary openings	HG: Pools established for elementary and specific secondary categories with standards - <i>purpose driven</i>	HG: Pools established for elementary and specific secondary categories with standards. Schools are hiring to fill vacancies.
	HG: Administrative hiring pools are established	HG: Administrative hiring pools are established with agreed upon standards - <i>purpose driven</i>	HG: Administrative hiring pools are established with agreed upon standards and customers are satisfied with the quality of their hires
	HG: All process are known by each contributing department and all know what needs to be done	HG: Process owners can describe the overall workflow, how their work affects each other. Process owners have taken necessary steps to enable successful implementation.	MY: Process owners are familiar with the fundamental business drivers and how their work impacts successful execution. All processes and associated timelines are known, coordinated, aligned and communicated to operational stakeholders and customers.
	HG: The process has basic performance metrics and data established	MY: The process has end to end process metrics and data driven by customers (principals and EDS) needs	MY: The process metrics and cross-process metrics and data have been derived from the strategic plan and customer (principal and EDS) input.
	HG: Teamwork is project focused and atypical	HY: Teamwork has cross-functional project teams for process improvement and alignment	MY: Teamwork is the norm among process owners and is routine among managers. Teamwork with customers (principals and EDS) is commonplace.



Seattle Public Schools



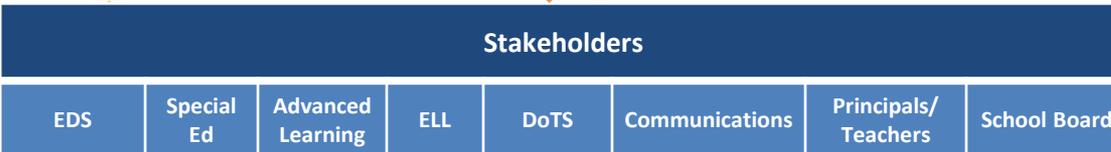
Photos by Susie Fitzhugh

15-16 Superintendent SMART Goal #4
10.26.16 Work Session
Goal 4, Artifact A

Superintendent Goal #4

Early Hiring: By February 2016, the district will begin hiring new teachers and develop a school administrators pool based on 90% of the last three year's needs in elementary and secondary categories.

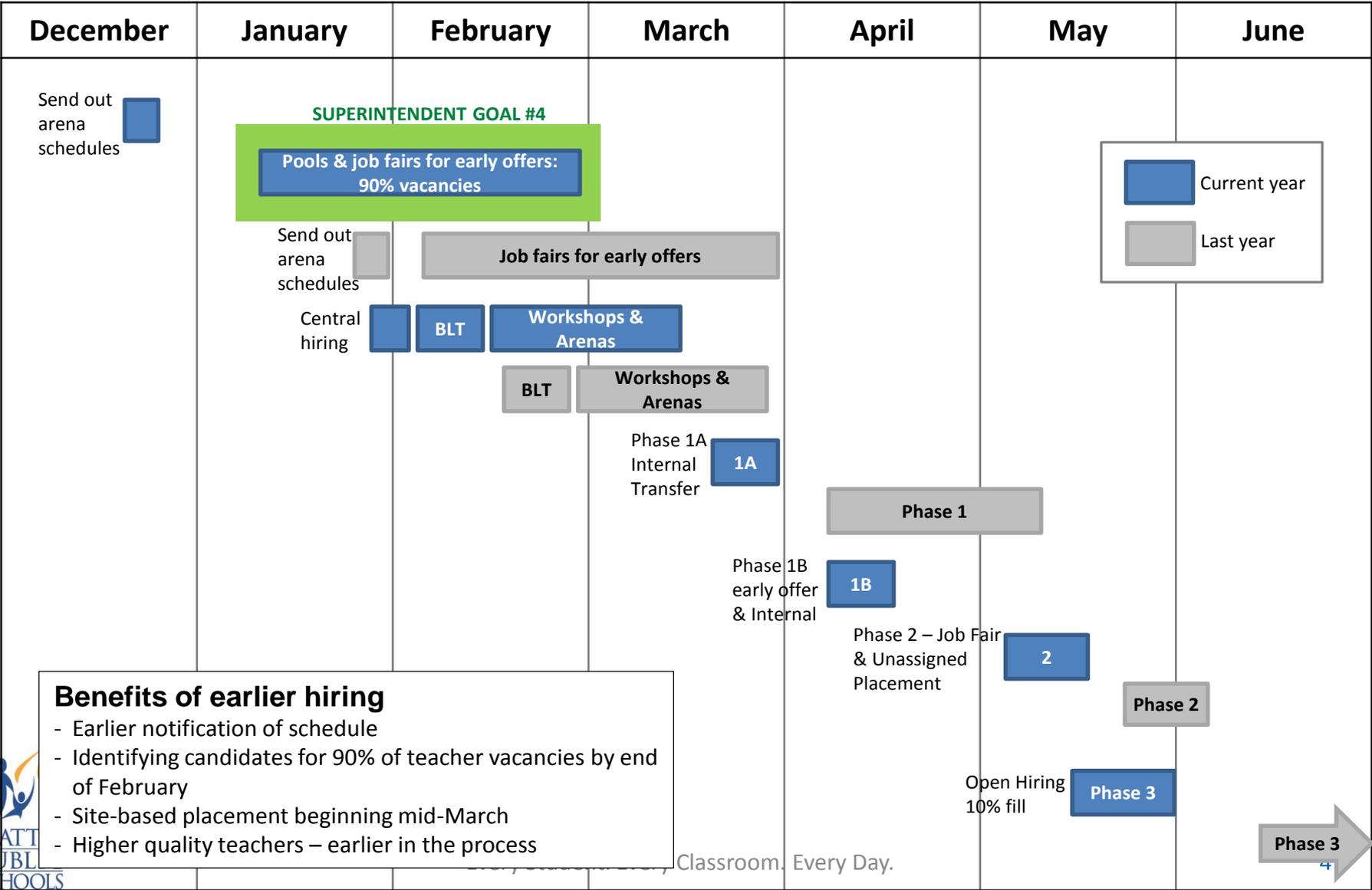
Project Governance



ROLES

- Champion and fund the program
 - Provide strategic guidance and vision for program
 - Prioritize among other District programs
-
- Manage scope of work and deliverables
 - Ensure alignment with District strategic plan
 - Ensure quality standards
 - Meet or exceed “Basic+” performance on goal #4
 - Escalate key issues/decisions to Executive Sponsorship and keep informed of project progress
 - Remove barriers for Working Group
 - Provide answers to open questions and decisions from Working Group
-
- FUNCTION AS SINGLE POINTS OF CONTACT FOR EXECUTIVE SPONSORSHIP
 - PLAN, MONITOR, AND CONTROL PROJECT
 - ESCALATE KEY ISSUES/DECISIONS TO EXECUTIVE SPONSORSHIP
 - Provide subject matter expertise
 - Engage stakeholders
-
- External focus groups (SEA, PASS)
- Kept informed of project status
 - Provide feedback on progress toward goal #4

Timeline



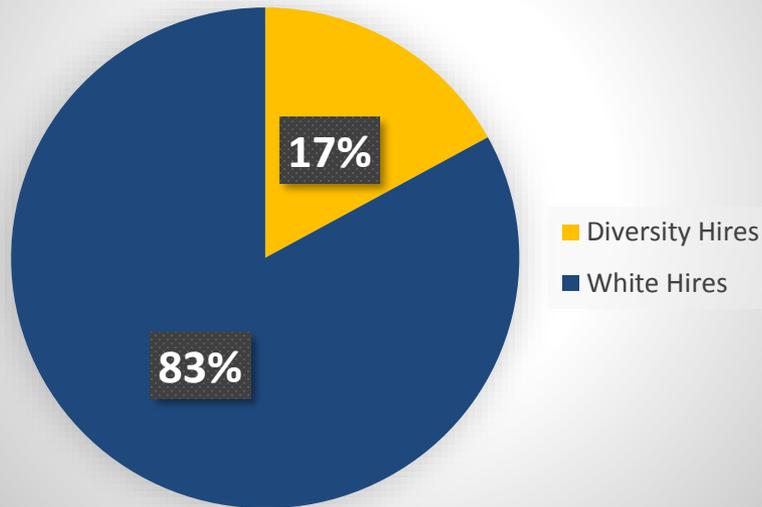
Diversity in Teacher Applicants

When completing an application, the applicant has the option to self-identify, although it is not required.

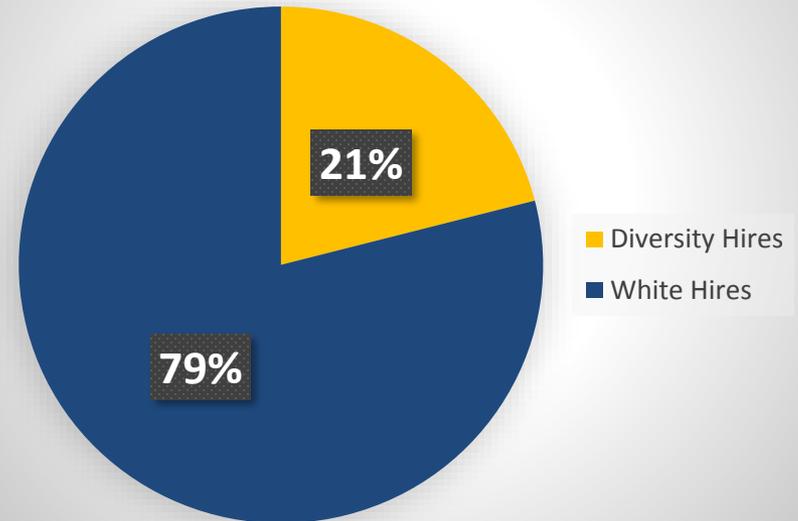
Ethnicity	# of Applicants Self Identified
African American	30
American Indian	14
Asian	73
Two or More Races	96
White	758
Percent of Diverse Applicants	22%

Diversity in Teacher Hires

Percent of Diversity Hires
2015-16



Percent of Diversity Hires
2016-17



SPS increased its percentage of diversity teacher hires by 4% from last year to this year.

Source: SAP
Data As Of: 10/6/2016

2016-17 Teacher Vacancies

Vacancies are measured by number of open positions

Timeline	Number of Vacancies	Percent of Vacancies Filled	Percent of All Positions Filled
After Phase 1 <i>May 12, 2016</i>	209	44%	
After Phase 2 <i>May 23, 2016</i>	126	65%	
During Phase 3 <i>June 9, 2016</i>	149	67%	
Vacancies remaining two weeks prior to start of school	70	89%	
As of First Week of School w/Students <i>Sept. 2, 2016</i>	94	86%	<u>97%</u> of teaching positions had a permanent teacher on day 1.



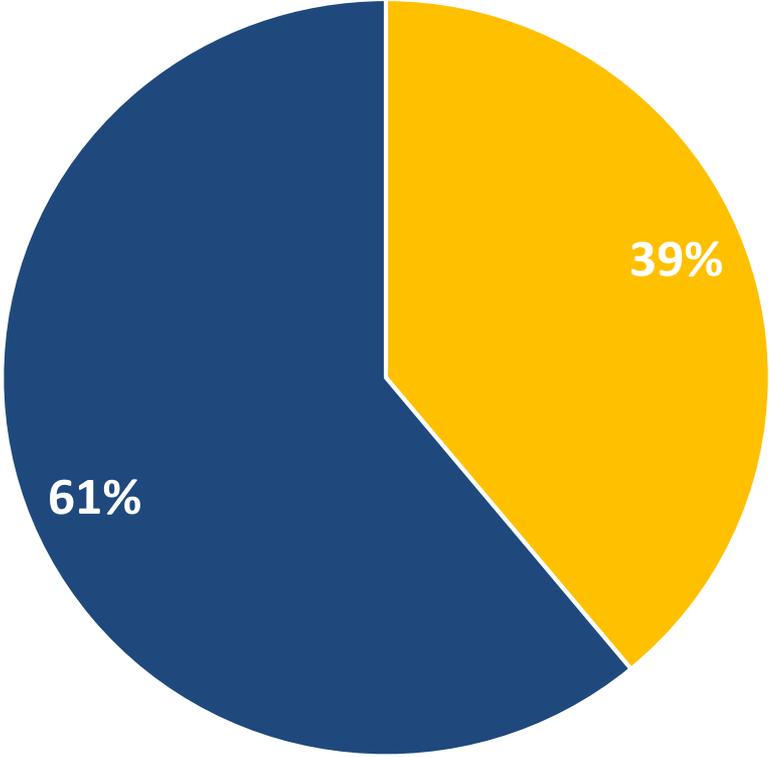
Diversity in Administrator Applicants

When completing an application, the applicant has the option to self-identify, although it is not required.

Ethnicity of Principal Applicants	# of Applicants Self Identified
African American	18
American Indian	2
Asian	13
Native Hawaiian – Pacific Islander	2
Two or More Races	13
Percent of Diverse Principal Applicants	43%

Ethnicity of Asst. Principal Applicants	# of Applicants Self Identified
African American	32
American Indian	2
Asian	14
Native Hawaiian – Pacific Islander	1
Two or More Races	12
Percent of Diverse Asst. Principal Applicants	48%

Diversity in Administrator Hires



■ Diversity Hires ■ White



Source: NeoGov
Data As Of: 10/4/16



Seattle Public Schools: Every Student. Every Classroom. Every Day.



Goal 4 Evidence of Progress

SMART Goal #4: Early Hiring	Early Hiring: By February 2016, the district will begin hiring new teachers and develop a school administrators pool based on 90% of the last three year’s needs in elementary and secondary categories
Baseline, November 2015	Basic+ (all elements of Basic and less than a majority of Proficient)
Target, November 2016	Proficient

1. Did you meet your Target for November 2016? What evidence or data demonstrates the color provided on each row and box of the rubric?

- **Row 1:** We are currently *Distinguished*. We established teacher pools for elementary schools and high needs categories. We had 197 teachers on contingency contracts prior to Phase I hiring. In early June we had 99% of all SPED positions filled. We were able to accomplish this by hosting 3 SPS hiring fairs – two dedicated to high needs positions. We held a virtual hiring fair and used social media for the first time. We had over 12,000 hits to our social media sites.
- **Row 2:** We are currently *Distinguished*. We established a cross departmental/stakeholder hiring team that included members from the Race & Equity department, Curriculum and Instruction, EDS, HR and current school leaders to establish agreed upon hiring standards and processes. We had over 100 candidates attend our school leaders hiring fair. People came from all across the country and even Canada to attend this event.
- **Row 3:** We are currently *Proficient*. We set up a project governance structure that had clear executive level sponsorship and escalation paths. We implemented a working group from HR, Leadership Development, School Operations, Continuous Improvement, Enrollment and Budget to meet weekly. We designed a project charter, project plan and had clear owners for each part of the process. We set milestones and held each other accountable. We worked together to monitor and adjust as necessary.
- **Row 4:** We are currently *Basic*. The process had basic performance metrics and data that was established. We did not have end to end metrics that were driven by customer needs per se. The data collected is indicated below and will be tracked each year.
 - 483 applicants in our certificated pool with completed applications
 - 197 contingency contracts offered
 - Hiring timeline and all 3 phases moved one month earlier to second week of May (previously 2-3rd week of June)
 - Diversity of applicants – teachers: 22%
 - Diversity in teacher hires – 21%
 - Diversity in school administrator applicants: 43% for principals and 48% for assistant principals
 - 39% of school administrators hired identified as a person of color
 - Track vacancy progress each week to monitor
 - Early Offers by subject
 - 97% all vacancies filled by first day of school
- **Row 5:** We are currently *Proficient*. Teamwork across the functional teams was present. We met weekly to implement tasks and discuss milestones. I do not consider this a true “LEAN” like process improvement effort, but it was definitely one of collaboration. Teamwork within HR was more of a struggle than teamwork with other departments. This is an area of growth moving forward.

Goal 5 Summary

SMART Goal #5: Bell Times	By September 1, 2016, implement new 2016-17 transportation service standards, revised school bell times and later school arrival times to support adolescent health and sleep per American Academy of Pediatrics (AAP) and Centers for Disease Control (CDC) guidance.
Baseline, November 2015	Basic
Target, November 2016	Distinguished- (all Proficient elements and the majority of Distinguished)

1. What have you accomplished under this goal? Successes? Key bodies of work?

- Bell times changed to reflect American Association of Pediatrics guidance
- 100% of bus routes changed by transportation to support new bell times
- District-wide partnerships with City, PTAs and childcare CBOs to maximize family support for before/after school programming
- Enhanced community engagement and communications to families to maximize success
- School schedules, including mealtimes changed
- Individual school outreach to ensure effective mitigation strategies
- Enhanced Safe Routes to Schools support
- Joint Use Agreement-renegotiations related to field times
- Warehouse delivery schedules adjusted to minimize impacts to arrival/departure times and new meal schedules

2. Did you meet your Target for November 2016? If yes, please highlight the elements of the rubric that you achieved. If not, why not (i.e., what challenges did you face)? Yes.

Decision Making and Planning:

- All strategies were implemented. Due to timing and task force priorities, the Equity and Race Advisory Committee was engaged through Implementation Task Force membership and liaison with ERAC members.
- Key decisions were brought before the Board. Board communications included – liaison, Operations Committee, work sessions, Friday Updates.
- The Implementation Task Force considered best practices, national review of districts implementing bell times changes, risks and mitigation strategies, and research strategies to inform future discussions.
- Principal Feedback included Task Force membership, arrivaltimes@seattleschools.org e-mails, principal check sheet.
- Community feedback and outreach included regional meetings, CBO meetings, PTA meetings, Task Force meetings and arrivaltimes@seattleschools.org . All data was compiled and considered. Coordination between capacity management initiatives and day care providers were also required.

Problem Solving:

- 100% of school plans reviewed and mitigation plans implemented as possible prior to start of school.
- 100% of public outreach initiatives incorporated into planning.
- Although a mitigation plan was developed prior to start of school, transportation issues continue to be mitigated. Plans are put in place within 48 hours of known issues, however a few have required revisions until issues are resolved.

Public Engagement:

- All input was captured and reviewed. Special attention was given to historically underrepresented communities through additional community meetings, disaggregated data analysis and coordination with existing task forces.
- Community engagement – two task forces, Arrival Times e-mail, CBO outreach, Task Force.
- Equity analysis related to child care, family impacts with additional mitigation strategies implemented.
- All Arrival Times and Board e-mails were analyzed and a response provided.

3. Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).**Decision Making and Planning:**

- Artifact A: Bell Times Implementation Chart and Timeline - This document summarizes the critical path for implementation. Included in the document are the phases of the work, key decisions, communication and engagement strategies, timelines, and school board updates.
- Artifact B: Implementation Data Analysis
 - Part 1: Bell Times Implementation Task Force Final Meeting PowerPoint – This document provides summary of Task Force data used to guide implementation and mitigation decisions.
 - Part 2: First Month Student Data Comparisons - Because baseline metrics are established and analyzed using annual data, an adapted analysis is provided for the first month of school.

Problem Solving:

- Artifact C: Principal Checklist and Summary Information - These documents provide evidence of site specific engagement in order to mitigate issues related to bell times changes. 85% of schools submitted the detailed information (schools that were not making significant changes were not required to submit.)

Public Engagement:

- Artifact D: Implementation Communication Plan -This document summarizes the key internal and external communication and engagement strategies for implementation.
- Artifact E: Secondary Student Reflections on Bell Time Changes

SMART Goal #5	Bell Times: By September 1, 2016, implement new 2016-17 transportation service standards, revised school bell times and later school arrival times to support adolescent health and sleep per American Academy of Pediatrics (AAP) and Centers for Disease Control (CDC) guidance.
Baseline, November 2015	Basic
Target, November 2016	Distinguished- (all Proficient elements and the majority of Distinguished)
Committee	Operations Committee

BEST

WORST

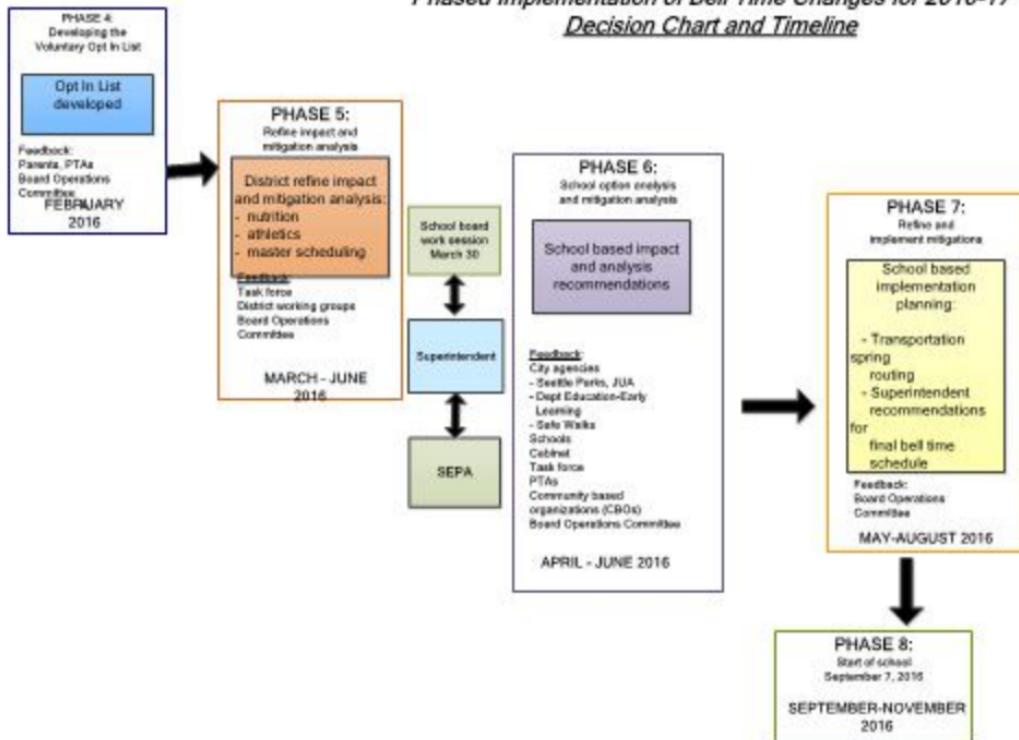
High Green	Medium Green	Low Green	High Yellow	Medium Yellow	Low Yellow	High Red	Medium Red	Low Red
------------	--------------	-----------	-------------	---------------	------------	----------	------------	---------

Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
	Fails to fulfill the responsibilities identified as basic.	Implements the Transportation Standards using bell times analysis data:	Implements the Transportation Standards using bell times analysis data including mitigation strategies	Implements the Transportation Standards using bell times analysis data including mitigation strategies that reduce equity impacts:
Decision-Making and Planning		HG: Brings key decision points forward to the board in a timely way during this work through the Operations Committee	HG: Establishes a working group to frame mitigation strategies from literature review and districts with successful implementation and bring recommendations to leadership team and school board	HY: Frames areas that will require clear mitigation strategies, includes an equity analysis to maximize reduction of opportunity gap and routinely collaborates with Equity and Race Advisory Committee
		HG: Addresses 100% of expected academic and budgetary impacts, risks and benefits based on results of public outreach initiatives from the Bell Time Analysis	HG: Establish baseline metrics and reporting infrastructure to measure and mitigate as necessary student achievement and attendance outcomes from a bell time change <ul style="list-style-type: none"> - Student academic success - Student attendance - Student health - Student participation rates in before/after-school activities - Transportation (on-time arrivals and departures) 	HG: Analyze disaggregated student metrics and impacted by bell times that impact opportunity gaps, including <ul style="list-style-type: none"> - Student academic success - Student attendance - Student health - Student participation rates in before/after-school activities - Transportation (on-time arrivals and departures)
		HG: Collects and analyzes 80% or more of principal feedback related to implementing Bell Times Changes	HG: Addresses 100% Principal and school community input, leveraging for implementation of Bell Times changes	HG: Uses Principal, diverse school community stakeholders including CBOs, public officials and parents to implement the Bell Times changes and mitigate risks

Problem Solving		HG: Prior to the start of school, identifies potential issues and develops mitigation plan based upon bell time analysis data.	LG: During the first 2 months of school year, mitigate 80%+ of district-wide issues that arise during implementation within 48 hours	HG: Review 100% of school plans for potential implementation issues, addressing each issues and incorporating into school/district planning prior to start of school
Public Engagement		HG: Reviews 100% of student, staff and community input from public outreach initiatives from the Bell Time Analysis, incorporating key areas into implementation planning	HG: Defines and engages groups likely to be impacted; develops and receives input on group lists and survey questions from representative stakeholder groups; captures statistically relevant feedback from affected groups/communities	HG: Captures representative input about the risks and benefits from students, families, staff, and geographic and ethnic communities from the 100% of the Tier 3 schools

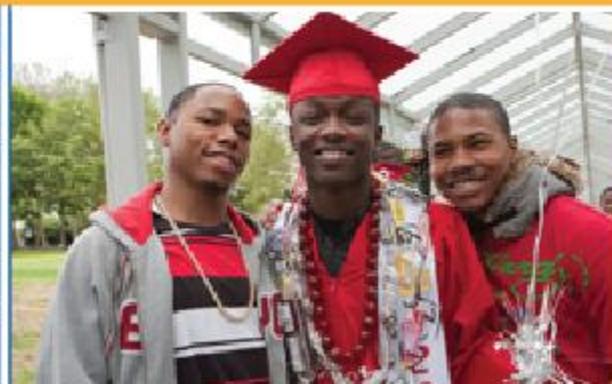
SMART Goal #5: Artifact A

Phased Implementation of Bell Time Changes for 2016-17
Decision Chart and Timeline





Seattle Public Schools



Photos by Susie Fitzhugh

Bell Times Implementation Task Force
Final Meeting; May 26, 2016

SMART Goal #5: Artifact B, Part 1;

11.1.16 Work Session

Task Force Charter

The primary purpose of the Bell Time Implementation Task Force is:

- Review the bell time changes for the 2016-17 school year
- Study issues related to the implementation of bell time changes and identify areas of potential adverse impact and/or opportunities for improvement
- Develop mitigation strategy options for issues related to bell time changes
- Build on the work of the Bell Times Analysis Task Force

Membership: Approximately 30 members with a range of representation from community and District

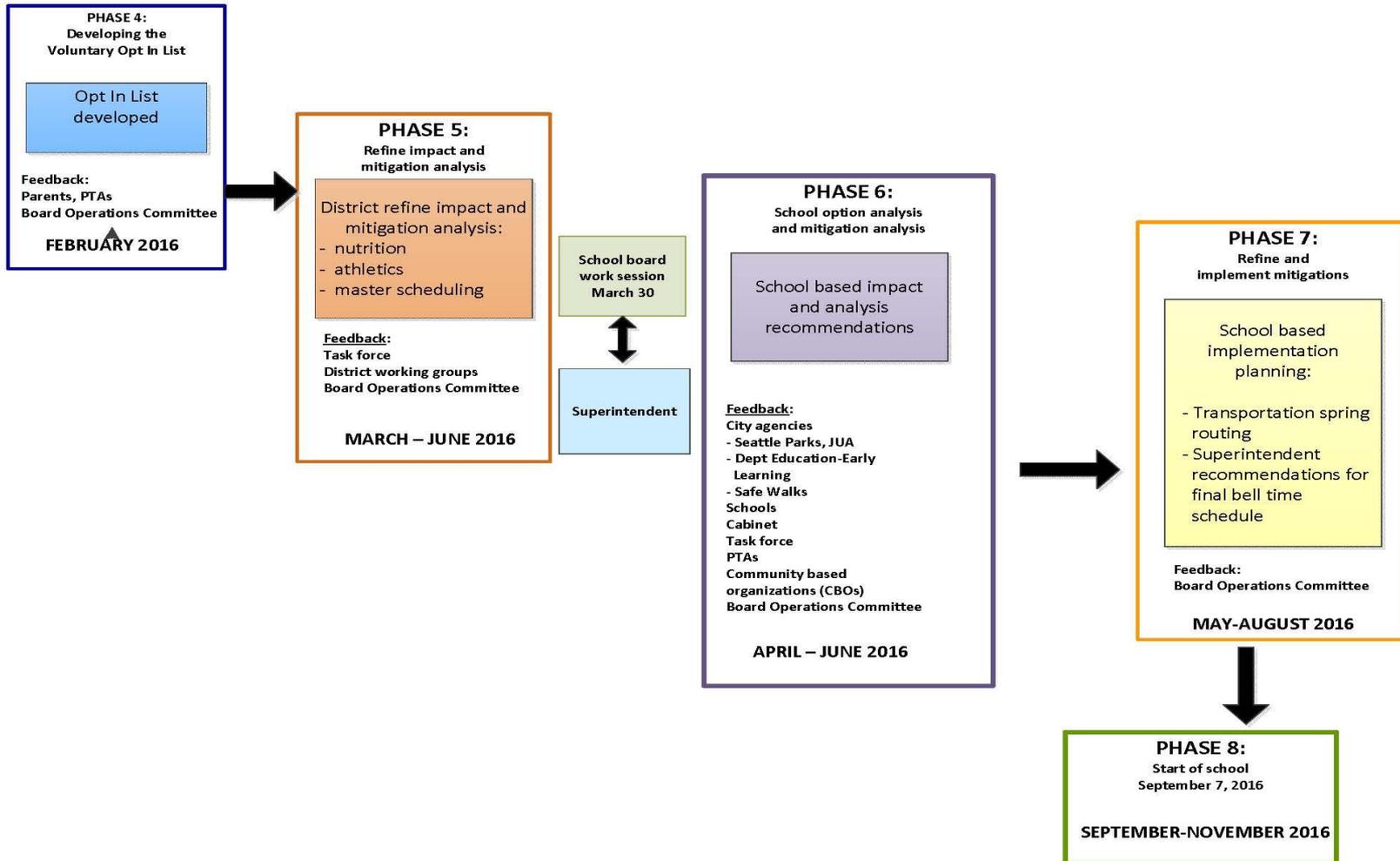
Expectation: Open discussion, participation and collaboration

Length of Service: February 25 – May 5, 2016 (~3 months, 5 meetings)

Decision-Making: Consensus Model Voting



Part 2 Timeline



State Environmental Policy Act (SEPA)

- Independent process that began on May 19, 2015
- Final Programmatic Environmental Impact Study (PEIS) published November 3, 2015
- Appeal Processes
 - District Appeal Process
 - Independent Hearing Examiner – Appellants do not have standing to challenge the adequacy of the Final PEIS (*February 22, 2015*)
 - Superior Court Process
 - Summary Judgment – Bell Times as designed followed SEPA process

Bell Time Change Implementation

Part 2: Implementation is
organized into **five phases**



Phase 4 Which schools should be on the Opt In List?

Phase 5 What are the district wide issues that need to be discussed, analyzed and mitigated to support school communities?

Phase 6 What will a school based plan need to have discussed, analyzed and mitigated to support the school community?

Phase 7 What additional districtwide support is necessary to ensure a successful bell time change?

Phase 8 What implementation issues need to be addressed after plan is implemented?

Phase 4

Complete 3rd Tier Analysis for Opt In List

Analyze Historical Community List Change Request for 3 schools

- Concord (Title 1)
- Lowell (Special Ed)
- Loyal Heights (BEX IV)

Voluntary Opt In List

- ADAMS
- APP @ LINCOLN (CASCADIA)
- BAILEY GATZERT
- CATHARINE BLAINE
- JOHN HAY
- K-8 STEM @ BOREN
- LAFAYETTE
- LAURELHURST
- ORCA
- THURGOOD MARSHALL
- VIEW RIDGE

Phase 5

Understanding District-wide Issues

Bell Times Implementation Task Force

- Grade Level Analysis
 - Nutrition Services
 - Before/After School Programs
 - Athletics/Joint Use/Parks
 - Transportation/Safe Walk
- Groups to Analyze
 - Issues and Impacts
 - Mitigation Strategies
 - Communication Strategies



Phase 6

Understanding School-based Issues

Initial work

- Family Survey - completed
- School based Community Partnerships
- PTSA meetings
- Advisory Committees
- Master Scheduling

Future work

- Student focus groups
- School planning



Bell Times Implementation Task Force

Agenda Summary

Meeting

1 *(Feb 25,2016)*

2 *(March 10, 2016)*

3 *(March 24, 2016)*

4 *(April 28, 2016)*

5 *(May 25, 2016)*

Topics

Nutrition

Before/After School Programs

Athletics and JUA

**Safe Routes & Transportation,
Parent Survey**

**Phase 6 recommendations and
communications planning**



Special Education Advisory and Advocacy Committee

SEAAC recommendations

- Support Breakfast After the Bell - IEPs to include breakfast for 1st tier elementary students s needed
- Support more before and after school care for students with special needs
- Send specific reminders to special ed families with lists of resources
- Also:
 - Gen ed buses to include lifts to reduce segregation in transportation
 - Create a Special Ed Hot line for transportation



Task Force Recommendations

Meeting 1: Nutrition Services

Task Force Recommendations:

- Breakfast After the Bell (BAB) should be considered (4.48)
- Breakfast, lunch and recess times should maximize number of students participating in meals (4.37)
- Encourage district wide focus on increasing FRL participation (4.06)

Mitigation Strategies:

- ✓ United Way mini-grant program
- ✓ United Way Safeway grant program
- ✓ Special Ed students BAB written into IEPS (SEAAC)
- ✓ High Schools may want to reduce to 1 lunch – not recommending at this time



Task Force Recommendations

Meeting 2: Before/After School Programs

Task Force Recommendations:

- High quality childcare and before/after school programs are important to close opportunity gap (4.61)
- Enhance middle school before/after programs (4.17)
- Increase extended learning opportunities at schools with limited options for before/afterschool care for families (4.07)

- Mitigation Strategies:
 - ✓ Working with city to develop resources/lists for licensed and unlicensed childcare providers- phase 7 work plan
 - ✓ West Seattle – investigating potential interim site
 - ✓ Northwest – modified transportation plan to attendance area child care sites
 - ✓ North East , Central and SE – need more data from schools



Task Force Recommendations

Meeting 3: Athletics and JUA

Task Force Recommendations:

- The district should provide timely transportation to students/teams (4.59)
- Work with Parks and Recreation to maximize student use while maintaining adult sport participation (4.17)
- Minimize the loss of instructional time for athletes (4.14)

Mitigation Strategies:

- ✓ Sports schedule under negotiation for later competition time
- ✓ JUA will accommodate access to fields to reflect later release time
- ✓ Reviewing transportation options to provide more flexibility in schedules
- ✓ Recommend 6th period advisories to limit impact to athletes

Task Force Recommendations

Meeting 4: Safe Routes & Transportation

Task Force Recommendations:

- Expand the Crossing Guard Program (4.59)
- Expand the Walking Bus Program (4.53)
- Distribute Safe Walk materials (3.42) and reflectors (3.66) in November

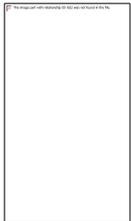
Mitigation Strategies:

- SDOT providing reflectors for students (November rollout)
- SDOT mini-grants for walking school buses
- Expansion of Crossing Guard program being discussed with labor partners



Phase 6/7

- What needs to be included in checklist?
 - What issues should schools be considering?
 - What resources should be shared with schools?
 - What should be the timeline for feedback so that trends/additional supports should be considered?
- What additional communications should go to families and community?
 - What should be the timing?
 - What information would key communicators want and need?
 - Who are the key communicators?





Task Force Members...
Thank you for your thoughtful
approach to help us support
each and every student.



SMART Goal #5, Artifact B, Part 2
First Month Data Analysis

Research and Evaluation has developed a software code analysis that calculates the following for the first 4 weeks of school for the 2015-16 school year and the 2016-17 school year. For each measure, results for All Students and by Federal 7 race/ethnicity category were produced, including: 1) Average first period attendance rate (grades 6-12 combined); 2) Average tardy rate for all students (per grade level and aggregated); 3) Average days absent, excused or unexcused (K-12 combined); and 4) Discipline rate, suspensions or expulsions (K-12 combined)

As an example, First Period Attendance data is shown below. In reviewing all the data for the first 4 weeks of school, it appears that there are no large year-over-year changes for the first month of school. However, this data has never been benchmarked, therefore data “noise” and stability are unknown. The race/ethnicity groups for which the annual change does appear to fluctuate more significantly are for smaller groups such as Native Americans and Pacific Islanders, and therefore likely attributable to small sample sizes that are inherently prone to sharp fluctuations.

There are also other considerations for the first month comparison on whether any observed changes may have something to do with other external factors such as the strike last year and/or boundary changes. In the future, the Research and Evaluation software code will be used to analyze end of year data along with academic measures to determine if any trends are discernable.

The Board specifically requested first period attendance data in the evaluation process. Elementary student attendance data does not capture first period attendance, so only middle and high school data are presented. Secondary students were also the focus of the American Association of Pediatrics recommendation.

It should be noted that one middle school and two high schools did not change their bell times, therefore comparisons of those schools that changed bell times to those that remained the same are presented below.

First Period Attendance Rate

		<u>Schools with Bell Times Change</u>			<u>Schools Without Bell Times Change</u>		
		2015-16	2016-17	Change	2015-16	2016-17	Change
All Students	Middle	95.45%	95.65%	0.21%	94.33%	95.07%	0.74%
	High	93.61%	94.32%	0.71%	92.11%	91.36%	-0.75%
American Indian/ Alaskan Native	Middle	90.08%	92.51%	2.43%	93.04%	88.12%	-4.92%
	High	88.19%	92.96%	4.77%	91.21%	86.50%	-4.71%
Asian	Middle	97.74%	97.49%	-0.25%	97.38%	96.64%	-0.75%
	High	95.68%	96.64%	0.96%	94.64%	93.78%	-0.86%
Black/African American	Middle	92.62%	92.69%	0.07%	91.76%	93.70%	1.94%
	High	89.73%	90.41%	0.68%	89.58%	86.68%	-2.91%
Caucasian	Middle	95.95%	96.28%	0.33%	94.80%	95.73%	0.93%
	High	95.23%	95.72%	0.49%	94.03%	93.98%	-0.05%
Hispanic/Latino	Middle	94.42%	94.26%	-0.16%	93.62%	94.30%	0.68%
	High	90.30%	90.97%	0.68%	89.06%	88.36%	-0.70%
Two or More Races	Middle	94.90%	95.87%	0.97%	95.13%	95.59%	0.46%
	High	93.93%	94.43%	0.50%	92.41%	93.52%	1.11%
Hawaiian Native/ Other Pacific Islander	Middle	91.78%	91.43%	-0.36%	93.75%	93.17%	-0.58%
	High	89.90%	89.99%	0.09%	88.15%	88.57%	0.42%

SMART Goal #5: Artifact C

Bell times – Principal Checklist Summary

Responses:

50 elementary schools
9 middle schools
2 service schools
9 K-8 schools
12 high schools
82 total

Nutrition Services

- Want to continue Breakfast after the Bell: 4 schools (all of them)
- Interested in Breakfast after the Bell: 50 schools
- Interested in After School Supper: 36 schools
- Morning snacks during Sep-Oct transition: 18 schools
(Tier I elementary schools - United Way/Safeway grant)
- Interested in United Way grants: 16 schools
(Four levels of lunchroom support)

Before-After School Childcare and Activities

- Primary childcare parties have not resolved transportation issues: 11 schools; 2 were unsure

Safe Routes to Schools

- Want reflectors earlier than November: 16 schools
- Interest in reflectors for November roll-out: 30 schools
(17 elementary, 7 K-8, 5 MS, 1 HS)
- Would like to apply for a City of Seattle mini-grant: 45 schools
- Would like a traffic circulation review: 43 schools

Communication Strategies

- All schools responding provided four ways they either have or will communicate start time changes with families 82 schools
- Need assistance communicating with school populations: 12 schools
- Need outreach support from CBOs: 23 schools (3 SE for SESEC)



Seattle Public Schools
Implementation of the 2016/17 Bell Times
Principal Checklist

School: _____

This principal checklist is a requirement for schools to complete and return to the Superintendent.

The information principals will provide in this checklist is a pivotal part of the implementation of changes to start/end times for 2016/17. It will allow district staff to support each school as much as possible during the transition to new bell schedules. It will also inform future work on lunches/recesses, length of the school day, and credits required toward graduation.

You can double-click on a check box and mark it "checked" and highlight responses if you want to complete this electronically. Please complete and return to arrivaltimes@seattleschools.org by **Friday, June 24th**. Thank you.

Programs and Services	Yes/No	Questions, Concerns, and other Thoughts
Nutrition Services		
I have read the Principal Letter information about nutrition services resources available to support schools.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
The proposed breakfast and lunch schedules for 2016/17 in my building are:	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Our school is proposing to have the same number of lunches as the 2015-16 school year. (Changes must be bargained prior to finalization of schedules.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Our building will have the number of lunch periods indicated. (Please circle.)	1 2 3 4	
Our lunchroom will be able to seat/serve all Free/Reduced Lunch students in the number of scheduled lunch periods.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Our school will continue to offer a Breakfast After the Bell program.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Our school would be interested in more information about the Breakfast After the Bell program.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Our school would be interested in more information about the federal After School Supper Program	Yes <input type="checkbox"/> No <input type="checkbox"/>	
I would like to apply for the United Way Breakfast and Dinner Mini-Grant Program at the level circled:	Yes <input type="checkbox"/> No <input type="checkbox"/> Level 1 Level 2 Level 3 Level 4	
For Tier 1 elementary schools: We would like a late morning snack to be provided September-October during the transition to new schedules.	Yes <input type="checkbox"/> No <input type="checkbox"/> # of students: _____	

Seattle Public Schools
 Implementation of the 2016/17 Bell Times
 Principal Checklist

School: _____

Before/After School Childcare		
My building hosts a childcare program as indicated.	<input type="checkbox"/> Before school <input type="checkbox"/> After school	
There is space available for more students in the program hosted in my building.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Our primary childcare providers have been able to resolve transportation issues.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
There is a need for more childcare programs in my school attendance area.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Athletics		
Our fall sports schedules have been finalized for 2016/17. They are:	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Our preferred practice time for athletes begins at:	Times:	
Before/After School Activities		
Our school has begun discussions about the impact of bell times on before/after school activities.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Our school has finalized our before/after school activities schedule.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Please share any specific issues that could be mitigated by district support.		
Safe Routes to Schools Programs		
I have read the information provided about safe routes to schools.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
I understand that reflectors will be provided the first of November to help students be more visible. I have earlier safety activities planned for my building and would like to include safe walking information and reflectors to use. (Please provide requested number, grade level, and date needed.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
I would be interested in applying for a mini-grant to support Walking School Bus, bike rodeos, and crossing guards during the October 1-31 application cycle.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
I would be interested in participating in a review of the traffic circulation during arrival and departure times at my building.	Yes <input type="checkbox"/> No <input type="checkbox"/>	

**Seattle Public Schools
Implementation of the 2016/17 Bell Times
Principal Checklist**

School: _____

COMMUNICATIONS		
<p>I plan to send out four family notices using a variety of resources and languages about the new start time. (Examples include but are not limited to: back to school information, a family letter, reader boards, PTSAs. Please indicate how and when you will be doing this.)</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>1. 2. 3. 4.</p>	
<p>I need more support to help communicate with my school community regarding the change in bell times. (Please provide suggestions for types of additional communication.)</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>I would be interested in having community based organization liaisons help provide outreach and contact for some of my families. Languages needed:</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>Our school does door-to-door outreach prior to the start of school and would like information to share with families.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	

Completed by: _____ e-Mail: _____
(@seattleschools.org)

Principal approved: Yes No

Date: _____

SMART Goal #5: Artifact D

Bell Time Change Implementation Communications Plan

GOAL Increase awareness about 2016-17 bell time changes and what resources are available.

Target communications for principals, families and community partners to explain why/when bell times are shifting, offer resources and highlight the work that has informed these changes.

STRATEGIES/TACTICS

Strategy: Distribute direct communications to principals and families

Tactics:

- Announce final changes and provide resources (such as childcare and Safe Routes to Schools) prior to the end of the school year, and resurface these communications prior to start of school
 - Channels for principals: Principal Communicator (with request to print/distribute family letter on 6/16); Leadership Learning Day; website
 - Channels for families: Email from Office of Public Affairs; direct letter/kid mail via principals; back to school communications; request for principals to share directly with families, website, social media, School Beat, white board / creative storyboard
- Work with childcare providers to leverage services and ensure they are aware of changes
 - Channels: Direct outreach (phone, email)

Strategy: Activate community partners for support with hard to reach communities

Tactics:

- Provide stipends to South Seattle Education Coalition (SESEC) and Youth Development Executives of King County (YDEKC) expand outreach with underrepresented communities
 - Channels: Establish contract through direct outreach (phone, email)
- Work with initial group of community based support groups to amplify messaging/resources
 - Channels: Direct outreach (phone, email)

Strategy: Leverage community partner voices and partnerships to drive media outreach

Tactics:

- Partner with Children's Hospital to amplify health benefits of bell time changes through proactive media pitch
 - Channels: Direct outreach (phone, email); media (mainstream, neighborhood blogs and ethnic outlets)
- Leverage community partner voices who supported the change such as NAACP and El Centro through proactive media pitch
 - Channels: Direct outreach (phone, email); media (mainstream, neighborhood blogs and ethnic outlets)

KEY MESSAGES

- **Seattle Public Schools bell times will change all schools beginning this fall.**
 - To better reflect the sleep rhythms of students, bell times will change for the 2016-17 school year for all schools.
 - Bell time and transportation revisions can be found here:
 -
- **The district anticipates the change in school start times will improve academic outcomes.**
 - High School students: Research has shown that teenagers benefit from later start times with more sleep, better health, increased academics and improved truancy rates.
 - Elementary School students: Research has shown no negative impacts of behavior, cognitive performance or sleep quality/quantity from earlier start times for elementary students.
- **The district recognizes the challenges families face as they restructure their schedules, including potential effects on before and after school childcare, after school activities and nutrition programs. The district is working to identify resources to help families address these challenges.**
 - Before and after school childcare
 - *Insert childcare resources*
 - Safety and security
 - As we look ahead to next fall when many elementary students are coming to school earlier in the mornings safety reflectors will be made available for all students to wear for increased visibility.
 - The district is pleased to be expanding our partnership with the City of Seattle's [Safe Routes to Schools \(SRTS\) Program](#) to make it easier and safer for students to walk and bike to school. Including:
 - Safety education curriculum and resources for teaching students safe ways to navigate their neighborhoods
 - Mini grants for school safety improvements or encouragement campaigns
 - Guide to improving traffic circulation at arrival and departure
 - Athletics and extracurricular activities
 - *Insert athletics resources*
 - Nutrition programs
 - *Insert information about how this effects breakfast at school*
- **The bell time changes were informed by a year-long research study, a family survey and recommendations from a community based task force.**
 - The district convened a community based Bell Time Task Force for the purpose of studying the feasibility of a districtwide school start time change for the 2016-17 school year.
 - The district conducted a parent survey focused on questions concerning bell time change impacts to the nutrition programs, childcare and athletic and extra circular activities.

- In response to the task force recommendations, the Seattle School Board adopted new Transportation Service Standards that will revise arrival and departure times for the 2016-17 school year.
 - Due to the tiered transportation system and the effort to keep these changes cost neutral, 13 of schools with the latest start times were given the option to opt-in to a different tier. Eleven schools asked to opt-in to an earlier time, and two schools (Bailey Gatzert and Lafayette Elementary Schools) were approved based on the following criteria: cost natural transportation, Title I eligibility, percentage of free and reduced lunch (FRL) and special education needs.

TIMELINE

DATE	ACTION	LEAD
June 7	Finalize family letter (including enewsetter/webpage post for principals)	Janae Frisch/Luke Duecy
	Announce final changes to principals during LLD meeting	Pegi McEvoy
June 8	School and Community Partnerships team to provide childcare resources	School and Community Partnerships team
	Approve family letter	Pegy McEvoy/Carri Campbell
	Submit family letter for translations	Janae Frisch
June 9	Publish PC announcement (to include principal checklist from Pegi)	Janae Frisch
	Begin webpage development	Pauline Nash/Janae Frisch
	Share bell time schedule (as attachment) with Rivka Burstein-Stern with request to distribute to aligned partners, noting resources to follow	Janae Frisch
June 13	Connect with Children’s Hospital re: PSA/media partnership	Luke Duecy
June 15	Family letter translations complete	Narcita Eugenio
	Webpage complete	Pauline Nash/Janae Frisch
	Whiteboard / creative storyboard complete	Luke Duecy
	Submit update for Friday Memo to the Board	Carri Campbell
June 16	Webpage goes live	Pauline Nash/Janae Frisch

	Post notification to district homepage and school homepages (including calendar updates)	Pauline Nash/Janae Frisch
	Distribute email to families	Janae Frisch
	Publish PC announcement with link to webpage and request to distribute hard copy letter/kidmail to families	Janae Frisch
	Share family letter and webpage link with Rivka Burstein-Stern with request to distribute to/follow up with aligned partners	Janae Frisch
June 20	Identify spokesperson for media outreach (school nurse, school counselor, family/student)	Luke Duecy/Janae Frisch
June 23	Publish School Beat announcement	Luke Duecy
July 5	Negotiate stipend/contract with SESEC and YDEKC	Carri Campbell
July 11	Include family letter and resources in district's back to school material package	Janae Frisch
August 1	Begin outreach to community partners sharing available materials with request to distribute to their target audiences. Partners include, but are not limited to: NAACP (Rita Green), El Centro de la Raza (Bernardo Ruiz), YMCA, Boys & Girls Clubs, PTAs.	Carri Campbell/Luke Duecy
	Draft/send letter for Andrew Lofton at Seattle Housing Authority to include in back to school communications. Letter to focus on new bell times, attendance (first 20 days matter) and Kindergarten three-day late start.	Carri Campbell/Luke Duecy
	Work with Rivka Burstein-Stern to send reminder to aligned partners	Luke Duecy
	Being proactive media pitches including mainstream outlets, neighborhood blogs and ethnic media	Luke Duecy
August 15	Begin back to school social media campaign reminders	Luke Duecy
August 18	Publish PC announcement reminder (include request to distribute to families, post on website/social media channels/reader	Communications Team

	boards and include in all back to school materials)	
August 29	Send email reminder to all families	Communications Team

Goal 5 Evidence of Progress

SMART Goal #5: Bell Times	By September 1, 2016, implement new 2016-17 transportation service standards, revised school bell times and later school arrival times to support adolescent health and sleep per American Academy of Pediatrics (AAP) and Centers for Disease Control (CDC) guidance.
Baseline, November 2015	Basic
Target, November 2016	Distinguished- (all Proficient elements and the majority of Distinguished)

1. Did you meet your Target for November 2016? If yes, please highlight the elements of the rubric that you achieved. If not, why not (i.e., what challenges did you face)? **Yes.**

Decision Making and Planning-

Row 1 – We are currently at Distinguished, High Yellow – The evidence/data that demonstrates this are Artifacts A and B, Part 1. The documents summarize the critical path for implementation and the final meeting of the Task Force including recommendations.

Row 2 – We are currently at Distinguished, High Green – The evidence/data that demonstrates this is Artifact B, Part 2. This preliminary data demonstrates some of the baseline metrics that will be used once annual data is available.

Row 3 – We are currently at Distinguished, High Green – The evidence/data that demonstrates this are Artifacts A, B and C. These artifacts show the phases of mitigation work, including outreach to the community and principals.

Problem Solving

Row 4 – We are currently at Distinguished, Low Green – The evidence/data that demonstrates this is Artifact C. This demonstrates the type of data used for mitigation related to school plans.

Public Engagement

Row 5 – We are currently at Distinguished, High Green – The evidence/data that demonstrates this are Artifacts A and D. These documents demonstrate the communication planning during mitigation and implementation for the 2016-17 school year.

Goal 6 Summary

SMART Goal #6: Customer Service	By Oct. 31, 2016, through established guidelines, protocols and training, develop a culture of open, two-way and transparent communication with stakeholders at all levels to support parent and community engagement which builds a foundation of trust and confidence for a student-focused environment.
Baseline, November 2015	Basic- (majority of Basic elements)
Target, November 2016	Proficient+ (all elements of Proficient and less than a majority of Distinguished)

1. What have you accomplished under this goal? Successes? Key bodies of work?

- **Community Engagement (CE) Model:** three staff members were trained on the IEP2 model; June 4 board retreat/training developed and model selected; community engagement principles identified; diverse CE Taskforce created using racial equity tool; revisions to tool underway; expanded cabinet (e.g. director level and above) trained on the draft model and tools. On target for revisions to CE model completed and targeted strategies developed by December 2016. Professional development plan will launch February 2016 and include online learning modules to ensure sustainability of support for internal staff.
- **Communication Template:** A communication plan template with guiding questions for internal staff and a training PowerPoint developed. Communication plan template will support communication related to the CE Model. Communication plan template tested and used to launch major initiatives this summer including: Kindergarten 3-day delay, Bell Time Shift and the recent Eliminating Opportunity Gaps campaign.
- **Website improvements:** community engagement conducted to gather perspectives and feedback on the website “refresh”; engagement included a survey and translated survey, focus groups, and partnerships with schools and community organizations to gather data; the new website will launch spring 2016. In the meantime, adjustments were made to the website to increase user navigation and accessibility. Key strategic buttons were added to the home page and included: Start of School, Bell Time Shift, Kindergarten, and the SPS School Board. In addition, for the first time a school’s profile, Executive Director and School Board are now linked. A SPS leadership page was also launched linking the School Board, Dr. Nyland’s homepage and cabinet level members and includes their department or division webpages if available. Finally, over the past month the communications team gathered information and content related to “Eliminating Opportunity Gaps”. There is now a webpage that outlines the focus, 4 “Ps” – positive learning, beliefs, relationships and partnerships and associated activities. News related to EOG work is pulled from the homepage and nested on the page – supporting alignment and coherence of the SPS story. ADA compliance also supported by communication team – webpages and PDFs.
- **Other strategic work:** Launched ribbon cuttings and celebrations at 5 schools; launched InfoCenter a phone call system for families; revised internal engagement structure for Dr. Nyland. In addition to the State of the District, quarterly meetings are scheduled as well as “Lunch and Connects” – an opportunity for internal staff to learn about time sensitive projects/initiatives. Our staff is one of the best ways to accurately tell and shape the narrative of Seattle Public Schools.

2. Did you meet your Target for November 2016? If yes, please highlight the elements of the rubric that you achieved. If not, why not (i.e., what challenges did you face)?

- **Customer Services:** Establishing clear norms for customer service and a district customer service guide were not completed. My predecessor developed very rough outlines/drafts, but they were not vetted or approved by other departments and leadership. This element has extended to 2016-17 and will be led by Heidi Henderson-Lewis with support from the Communication department. This continues to be at risk until it is fully funded.
- **Consistent Guidelines and Protocols for Community Engagement:** Yes, this target was met and the model/tools are currently under review with a CE taskforce in order to ensure support and full adoption. Initial training has been provided for expanded cabinet. Additional professional development is planned for February – June 2017 once the model is finalized in December 2016. This has been supported and funded by leadership and the board.
- **Communication Template for District Staff and Schools:** This was partially completed. A communication template was created along with a supporting PPT. Training of district staff was not completed due to transitions the department. The communication planning guide will be integrated into the CE model roll out and training. While training wasn't completed, the communication team DID use the draft template to help launch the major initiatives of the district last year (e.g. Bell Time Shift). With the anticipated 2016-16 Goal 5, Collaboration/Engagement, this work will continue to be a focus in 2016-17.
- **Website:** Yes, the deliverables related to this element were met but the satisfaction rates/targets on the annual family survey were not. As shared with the board in June, the satisfaction rates and expected increase from the baseline were not realistic. Target included an 18% increase to satisfy basic. Overall, satisfaction with the website went up 2% this last year. Research and evaluation considers anything over 5% significant. I anticipate with the website refresh and launch this spring we will have increased rates.

3. Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).

- **A. CE Model Training:** This is the PPT used to train expanded cabinet on the selected CE model. It demonstrates that for this deliverable the team met most of the promised elements associated with basic and proficient.
- **B. Communications Planning Guide:** This is the draft communication plan developed for district and school-based staff. This was the deliverable/target for basic.
- **C. Website Reports:** This is an example drill down report for the bell time webpage and related engagement for July– September 2018. The news stories and calendar page collectively garnered more than 88,500 page views of which 70,971 were unique page views, with most views occurring between June 16 to Sept. 14, 2016. These two pages received about 6.74 percent of all public district web traffic in that time period. The only pages that came close to that number on average are the student portal and careers. News (background and families resources) received 51,563 page views. Calendar (bell time schedule grid for all schools) received 63,201 page views. We had great referral traffic – beyond direct links and Google -- School Beat, SPS school websites, media outlets, social media were top directors to these pages. This was a full team effort and it paid off.

SMART Goal #6	Customer Service: By Oct. 31, 2016, through established guidelines, protocols and training, develop a culture of open, two-way and transparent communication with stakeholders at all levels to support parent and community engagement which builds a foundation of trust and confidence for a student-focused environment.
Baseline, November 2015	Basic- (majority of Basic elements)
Target, November 2016	Proficient+ (all elements of Proficient and less than a majority of Distinguished)
Committee	Executive Committee

BEST									WORST		
High Green	Medium Green	Low Green	High Yellow	Medium Yellow	Low Yellow	High Red	Medium Red	Low Red			

Key Organizational Behaviors			
Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Fails to fulfill the responsibilities identified as basic	MR: Establishes clear norms for customer service.	LR: Customer service norms are publicized and understood by 90% all staff, as evidence by annual survey.	LR: Staff feedback reflects a belief that customer service norms for behavior are consistently followed by teams and district leaders "Fly to the Ball" in areas that may not be owned by the department.
	MR: Establishes a district Customer Service Guide that outlines guidelines and protocols that guide customer service.	LR: Trains all staff on established principles, values and expectations that guide quality customer service throughout the year	LR: Development of a customer feedback system to provide continuous feedback and improvement in customer service by district staff. Feedback loops are transparent and replicable.
	HG: Establishes consistent guidelines and predictable protocols for when and how to involve stakeholders in decision making.	MG: Trains staff responsible for community engagement on guidelines, protocols and tools, which are consistently followed, to involve the public in decision making. Staff understand when and how to engage families and communities in all	LR: Develops a continuous feedback survey for stakeholders to gauge customer satisfaction in the engagement and decision making process.
	HG: Establishes template communications plans for district staff and schools to ensure clear, consistent and measureable communication to audiences.	LY: Trains district staff on planning, development and execution of effective communication plans for quality communications. Provide training to 75% of all central office managers on effective communication plans.	MG: Staff routinely develops and executes effective communications plans which incorporate goals of the strategic plan in all projects. 90% of all major initiatives have a communication plan with clear goals, strategies, tactics and metrics.

	<p>HG: Information is posted on the district web site. Achieves a average of a 50% parent satisfaction rate with the district on annual parent satisfaction survey.</p>	<p>MG: Information is easy to find on the district web site. Achieves a average of a 70% parent satisfaction rate with the district on annual parent satisfaction survey.</p>	<p>LY: Information is intuitive on the district web site, site is attractive and responsive to customer needs and traffic trends. Achieves a average of a 80% parent satisfaction rate with the district on annual parent satisfaction survey.</p>
	<p>LR: Achieves a average of a 50% parent satisfaction rate with the district on annual parent satisfaction survey.</p>	<p>LR: Achieves a average of a 70% parent satisfaction rate with the district on annual parent satisfaction survey.</p>	<p>LR: Achieves a average of a 80% parent satisfaction rate with the district on annual parent satisfaction survey.</p>



Community Engagement

Seattle Public Schools

September 26, 2016

Carri Campbell



SEATTLE
PUBLIC
SCHOOLS

Photos by Susie Fitzhugh

Goal 6, Artifact A; 11.1.16 Work Session

PURPOSE:

- To develop a culture of predictable and transparent engagement
- Build trust and confidence in SPS
- Make better decisions

All in support of students/families



What does our data say?

RESULTS:

2015-16 Family Climate Survey Responses

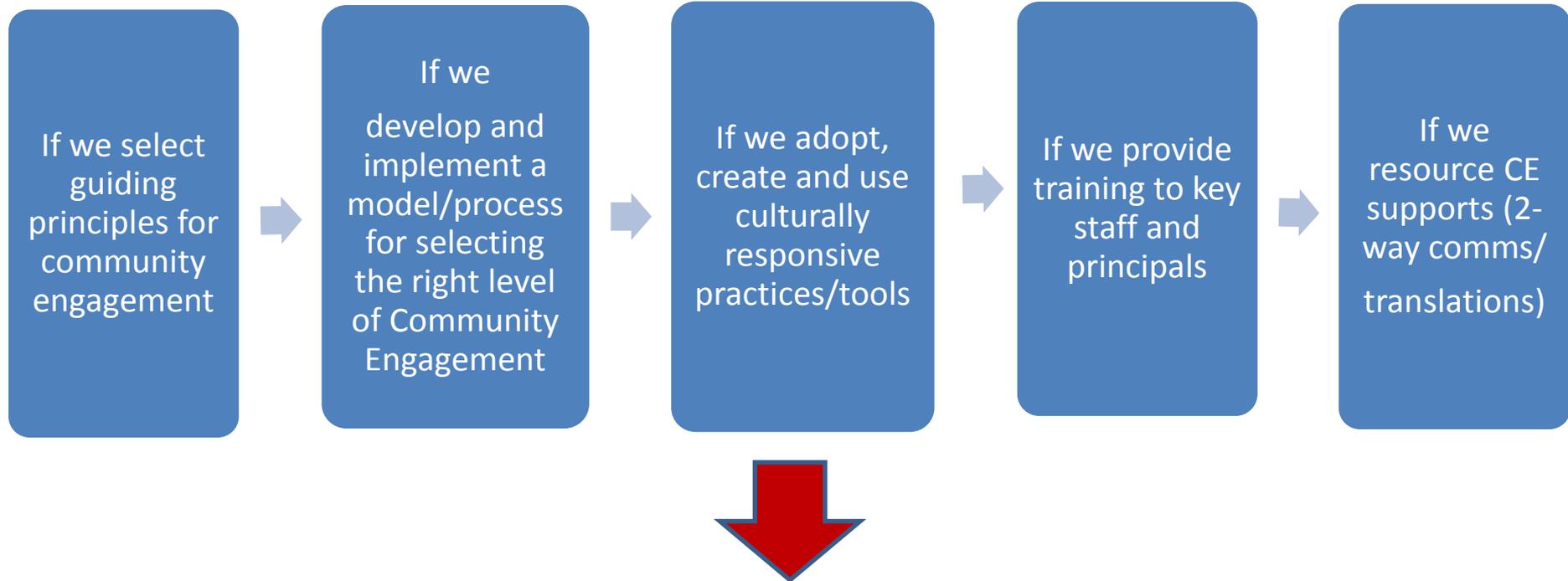
The district does a good job engaging the community about issues and concerns that matter to my family, **29% (new)**

The district central office is responsive to the input and concerns from families, **22%, 26% in 2014-15.**

The district reaches out to parents when decisions important to families need to be made, **39%, 49.4% in 2014-15.**

Interesting observation: Higher income & higher ed – less favorable results. Also white families or multi-racial had the lowest average favorable responses across these three survey questions.

Theory of Action- Implementation



Develop a culture of predictable and transparent engagement, build trust and confidence in SPS, make better decisions and ultimately improve outcomes for students/families

What has already been done?

- Guiding principles selected
- Model was selected – June 4
- Task force created
- Task Force: Revisions/suggestions on tools and practices
- Technical assistance provided as needed



Today's Agenda

- You will be introduced to the CE guiding principles and model
- Have an opportunity to try out the tools
- Be asked to provide feedback on improvements/additional supports needed

SPS Community Engagement Guiding Principles

Adapted from KnowledgeWorks Foundation, 10 principles of Authentic Community Engagement, www.kwfdn.org

PRIORITIZED AUTHENTIC COMMUNITY ENGAGEMENT PRINCIPLES

Principle 1: Community engagement involves all sectors of community including teachers and internal staff

Principle 2: Involves the community early in the process

Principle 3: Has a learning component that helps build community awareness and knowledge around the subject at hand.

Principle 4: Utilizes community partnerships and expertise.

Principle 5: Employs clear, open, and consistent communication

5 STEPS to Community Engagement

STEP	ACTION	TASKS
1	Gain Internal Commitment	<p>Activity 1: Identify the decision maker(s)</p> <p>Activity 2: Profile the sponsor's historical approach to community engagement</p> <p>Activity 3: Clarify the scope of the decision</p> <p>Activity 4: Identify preliminary stakeholder and issues</p> <p>Activity 5: Assess sponsor's expectations of the community engagement level</p>
2	Learn from the Public	<p>Activity 1: Understand how people perceive the decision</p> <p>Activity 2: Develop a comprehensive list of stakeholders</p> <p>Activity 3: Correlate stakeholders and issues</p> <p>Activity 4: Review/refine the scope of the decision</p>
3	Select the Level of Participation	<p>Activity 1: Assess internal and external expectations</p> <p>Activity 2: Select appropriate tier on the Community Engagement Model</p> <p>Activity 3: Assess "readiness" of sponsor and or decision maker</p>
4	Define the Decision Process and Identify Community Engagement and Communication Objectives	<p>Activity 1: Understand the existing decision process</p> <p>Activity 2: Set community engagement and communication objectives for each step in the process</p> <p>Activity 3: Compare decision process with community engagement and communication objectives</p> <p>Activity 4: Check to confirm objectives meet needs</p>
5	Design the Community Engagement and Communications Plan	<p>Activity 1: Determine the plan format</p> <p>Activity 2: Integrate baseline data into plan format</p> <p>Activity 3: Identify the community engagement techniques</p> <p>Activity 4: Identify support elements for implementation</p> <p>Activity 5: Plan for evaluation</p>

SPS COMMUNITY ENGAGEMENT TIERS

*Adapted from International Association for Public
Participation*

DRAFT

Tier 3: COLLABORATE
Partner with stakeholders in
development and identification
of preferred solutions

TIER 2: CONSULT/INVOLVE
Obtain public feedback and or work directly with stakeholders
throughout the process to ensure perspectives are
understood and considered.

TIER 1: INFORM
Provide accurate, objective and timely information to stakeholders.

SPS COMMUNITY ENGAGEMENT TIERS: PUBLIC PROMISE

DRAFT

Tier 3: COLLABORATE
We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.

TIER 2: CONSULT/INVOLVE
We will keep you informed, listened to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals. When warranted we will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed.

TIER 1: INFORM
We will keep you informed



Activity 1

Decision: Do we move away from a paper based flyer distribution system to an online?

Complete the following:

- **STEP ONE:** Read the scenario – Q and A
- **STEP TWO:** Complete the Community Engagement Worksheets (internal and external) and score
- **STEP THREE:** Review the three tier CE model and complete the CE Summary Document
- **STEP FOUR:** Include the recommended level and rationale

Paper versus Electronic Flyer System

- 1) How well did it work?
- 2) Were you able to come to a clear CE level for the decision?
- 3) What level and why?

Discussion

ACTIVITY 2

- Groups of 4 to 5
 - **Select a scribe** – you will need to document the decision, level/tier and rationale
 - Select a spokesperson – you will be presenting your group's work and outcome (3 mins)
 - **Identify the decision(s) to be made.** This should be a decision that one of you is responsible for this year.
 - Write the decision down on the large paper.....
 - Complete the SPS internal/external expectation worksheet
-

Engaging with the Draft Model- Directions

- Use the expectation summary worksheet to document your idea and determine a level
 - **Prepare your poster with: the decision(s) to be made, recommended engagement level, and rationale**
 - 1 min. presentations
-

Initial Discussion



- What worked well?
- What needs to be strengthened?
- What other support tools are needed?
- What type of decisions would work with this model?
- Are there decisions that sit outside the model?
- Other considerations....

Next Steps

- ✓ **Task Force Meetings: August 2016 – December 2017**
 - Learning together, engaging with the tool, developing decision flow process, recommendations on strategies and tools
 - ✓ **Community Engagement: End of Sept – Oct.**
 - Ways in which our community wants to be engaged – practices
 - ✓ **Board Retreat: December 2016**
 - Introduction of the task force recommendations/tools including potential training
 - ✓ **Last Task Force Meeting: January 2017**
 - Finalize training, sustainability and accountability
 - ✓ **SPS Staff and Other Stakeholder Training: Feb – June 2017**
 - In person and online
-

Guide to developing a communications plan

In addition to being important for keeping families and staff informed, communication is a major component of the district's community engagement commitment. No matter what level of the community engagement model you are working at, you will always need to communicate with various audiences and do so effectively.

Using this guide, you will learn what a communications plan is, why it is important for the success of your project, and tips for how to develop the various components of a communications plan.

After reading through the guide, complete the communications plan worksheet to build a communications plan for your project. You can find a list of communications channels on [MySPS](#).

The Communications team can answer questions, help you address concerns, and support you as you launch your communication plan. You may reach the team by emailing publicaffairs@seattleschools.org

What is a communications plan?

A communications plan is a written document that acts as a roadmap for successfully communicating district decisions with key audiences. It describes what you want to accomplish and the best ways to achieve those goals and objectives. This guide will help you build a communications plan by addressing the following questions:

- What is the current landscape or situation? (*Situation Analysis*)
- What do you want to accomplish and how does it tie to the district's strategic plan? (*Goal, Objectives*)
- Who should you communicate this issue with in order to achieve your goal? (*Audience*)
- What is the most important story or messages to communicate to your audience in order to reach your goal? (*Key Messages*)
- Are there groups or individuals that can help you communicate your story and key messages? (*Spokespeople*)
- Using available communication tools, how will you communicate with this audience to reach your goal? (*Tactics*)
- How much will these communication efforts cost? (*Budget*)
- How long does each aspect of the project require? (*Timeline*)
- How will you measure the results and effectiveness of your efforts? (*Measurements*)

When should you communicate?

You need to communicate with various audiences about anything that impacts students or schools. This will include safety, schedules, classes, curriculum and many other situations. Your default mode should be to plan for communications about any changes at the school or district.

Why do we need a communications plan?

A communications plan related to your project or initiative will help you increase awareness and support about the issue with your target audience. Taking the time to develop a strong communications plan will help focus your outreach so that when you engage with key audiences—such as families, students staff, and the community—your efforts are more effective. Developing a communications plan with goals and tactics customized to your needs and your audience’s needs can also help you use your resources more efficiently and effectively.

A communications plan can be refined as the project moves forward, if necessary, but with a strong well thought-out communications plan initially in place, your team will be prepared to successfully share about the decision/project and success is more likely.

What should we include in a communications plan?

Because the best communications plans are tailored to support specific goals, components can vary widely. To help you in your planning processes, highlighted below are the most common and most important components of effective communications plans. These components will help you answer the questions outlined in “What is a communications plan?”

Step 1: Situation Analysis / SWOT (Strengths, Weaknesses, Opportunities, Threats)

What is the current landscape or situation?

Before you begin, take some time for a self-audit using the SWOT approach, assessing your **s**trengths, **w**eaknesses, **o**pportunities, and **t**hreats — both in terms of your initiative or project and the current political and economic landscape in your community that can impact your communications work. You should also consider other district initiatives occurring simultaneously that may impact your work. Think about successful communications efforts, areas where communication has been ineffective, opportunities to share your message and potential trouble spots in the near- and long-term.

Step 2: Goal

What do you want to accomplish?

Once you have assessed your situation, identify the overarching goal that you would like to achieve. Think about your goal as the broad, long-term goal that your communications plan is meant to accomplish. Consider how your goal ties to the three goals of the 2013-2018 district strategic plan. **Can you connect it to: ensuring educational excellence for every student; improving systems districtwide to support academic outcomes and meet students’ needs; or strengthening school, family and community engagement?**

Step 3: Objectives

What do you want to accomplish specifically?

After establishing your overarching goal, identify **two to five** measurable objectives that support your overarching goal. Think of your objectives as more short-term goals that are necessary to achieve your overarching goal.

Step 4: Target Audience

Who do you need to communicate this issue with in order to achieve your goal?

To define your target audience, develop a list people and groups that are most important for you to communicate your key messages with. It's important to give your audience careful thought—your list should be complete and include anyone who might be affected by your project or initiative. This group, which will likely include parents, teachers, community leaders and members, decision makers, etc., will be important to engage, persuade and motivate to help reach your goal.

Step 5: Key Messages

What are the most important messages to communicate to your audience in order to reach your goal?

Develop **three to four** key messages which are concise and consistent statements that clearly communicate the overarching goal, fit within the objectives and speak to your target audience. It's important to not include too many messages in your plan. When crafting key messages remember that messages should:

- Be factual and specific.
 - Align with your audience's interests and motivations.
 - Speak to your audience's issues and concerns.
 - Be clear, concise and easy for your audience to understand and remember.
 - Be easy to relay so spokespeople, representatives and your audience can help you deliver more broadly (avoid jargon and technical language as much as possible).
 - Be memorable and persuasive.
 - Foster consistent communications and tie into the broader landscape (for example, relate to *Every Student, Every Classroom, Every Day*, if appropriate).
-

Step 6: Spokespeople and Partners

Are there groups or individuals that can help you communicate your key messages?

Identify spokespeople and partners that can help share your message with a broader audience. This might be a district leader or representative, a parent group or community organization. Be sure to remember those potential partners who may not currently be engaged in the issues but are relevant to your project.

After identifying spokespeople and partners, prepare this group to speak on your projects behalf — provide helpful materials including FAQs, background information, talking points, prepared presentations and other relevant handouts.

Step 7: Tactics

How will you communicate with this audience to reach your goal?

Identify tactics, which are specific methods and activities you will use to communicate with your audience. Your list of tactics will help you deliver your key messages to your audience in various ways. For example, you might consider the following tactics in your communications plan:

- Reach out to principals and school leaders by sharing your messages in *Principal Communicator*, a weekly electronic newsletter for school leaders. (Will become *School Leaders Communicator* in Nov. 2016).
- Include a story in *School Beat*, the districtwide electronic newsletter.
- Hold community meetings to engage with your audience and solicit questions and feedback.
- Send a short email or telephone message through *School Messenger*.
- Develop a designed mail piece and send by mail to your audience.
- Develop FAQs and post on the district and/or school website.

It is often necessary to employ a robust array of tactics to reach your audience, particularly if you have a large audience with diverse communications needs. For example, planning for the most recent capital levy, districtwide decisions that impacted staff, families and Seattle taxpayers, required an extensive communications and engagement plan including, but not limited to, frequent and consistent communications electronically, by mail and in-person. For more ideas on communication tools, see the Communications Tools Chart.

When developing your tactics, remember the following:

- Each tactic you create should have measurable results.
- Really think through the time required for these tactics and incorporate in your timeline.
- Include who will implement the tactics.

Step 8: Budget

How much will these communication efforts cost?

To begin, identify the level of funding that is available for your project. Then, develop a detailed estimate of all the costs required to complete your project. When developing a budget as part of your communications plan, be as specific as possible — this will help prevent unexpected costs from arising and jeopardizing your overall budget. Expenses for communications may include the following:

- Design, print and postage, if necessary, of communication materials including handouts, presentations, signage, mail pieces, etc.
- Production costs related to a video.
- Materials for community meetings including equipment rentals, refreshments, snacks, activities, etc.
- Accommodations and travel.
- Translation and interpreter fees.

- Photographer and videographer.
- Vendors, facilitators or other consultants.

Consider including a 10 percent cushion in your budget to account for unforeseen costs. And if using vendors or contractors, be sure to thoroughly review contracts for terms and fees.

We recommend developing budgets using Microsoft Excel, which allows you to easily update the budget with actual costs to ensure that the budget is on target.

Step 9: Timeline

How long does each aspect of the project require?

Develop a detailed timeline for your plan to help you stay focused on your goal, and communication tactics, and to make the most efficient use of your time. In your timeline, include dates of important decision points, and dates for the implementation and completion of each tactic. Timelines can be formatted in a variety of ways. You can create simple and effective timelines using Microsoft Word or Excel.

Throughout the process of building your communications plan, remember to be aware of the timeline for each process as well as the timeline in context of other key initiatives and projects occurring simultaneously. This will help you determine whether tactics are possible and appropriate within your allotted timeframe.

Step 10: Measurements

How will you measure the results and effectiveness of your efforts?

Develop concrete ways to track the progress of your communications efforts. Doing so will help you identify tactics that are working well and give you the information you need to make adjustments. It also helps you quantify results to demonstrate success and improve future outreach. Below are some examples of ways to track your progress:

- Media coverage, such as the number of print, broadcast and web stories
- Audience reach, including how many received email or print communications, and the quantity of participants at a community event (if possible, note the demographics of attendees to ensure that you are reaching all of your audience, rather than a select group).
- Partnerships formed.
- Events and activities including the quantity and how widespread. (For example, in how many areas of the city did you hold events?)
- Collect feedback from your audience through surveys, follow-up emails, phone calls, etc.

Where Can We Find Examples?

(to come; examples and MySPS updates needed)

Communications plan worksheet

Step 1: Situation Analysis (Where are you starting?)

Use the SWOT approach and assess your strengths, weaknesses, opportunities, and threats—both in terms of your project and the current landscape in your community that can impact your communications work.

a. Strengths *and successful communications efforts*

b. Weaknesses *and areas where communication has been ineffective*

c. Opportunities *to share your message*

d. Threats *and potential trouble spots in the near- and long-term*

Step 2: Goal (What are you working to accomplish?)

What is your overarching goal? Remember to keep in mind, districtwide overarching goals established in the strategic plan *Every Student, Every Classroom, Every Day*.

Step 3: Objectives (What parts go into your goal?)

Identify 2-5 objectives that reinforce your overarching goal.

1. _____
2. _____
3. _____
4. _____
5. _____

Step 4: Target Audience (Who needs to know?)

Identify a complete list of people or groups that it will be important for you to communicate and engage with in order to reach your goal. Your audience will likely include parents, teachers, community leaders and members, decision makers, and others that you may need to persuade.

Step 5: Key Messages (What do you want people to remember?)

Create 3-4 key messages that relate to your goal (remember to remain consistent with messages established in *Every Student, Every Classroom, Every Day*). To shape your messages, consider the following: What is the issue? What is the message you want to convey? Why is it important to your audience? Is there is a call to action for your audience (for example, do you want them to attend a community meeting, complete a survey, etc.)?

1. _____
2. _____
3. _____
4. _____

Step 6: Spokespeople and Partners (Who will you ask to help?)

Identify spokespeople and partners that can help share your message with a broader audience. This might be a district leader or representative, a parent group, or a community organization. After you've identified your potential spokespeople and partners, develop a chart with their contact information and ways in which they can support your project. For example, your chart may look like the following:

Name	Organization	Contact Information	The Ask <i>How Can They Help?</i>
<i>Example:</i> Jane Smith	PTSA	206-123-4567	Present information to PTSA groups, send information in emails, distribute handouts, etc.

Step 7: Tactics (What specifically will you do and what tools will you use?)

Develop a list of measurable communication tactics that will help you achieve your objectives, and ultimately your goal. Refer to the communication tools chart for some ideas on communication tactics that are currently in place. Remember that it is often necessary to use an array of tactics in order to meet your audience’s diverse communication needs. It might be helpful to organize your tactics by audience, for example:

Audience	Tactic	Date	Project Owner and Contact Information
<i>Example: Parents</i>	Send news electronically via <i>School Messenger</i>		

Step 8: Budget (How much will it cost?)

Develop a detailed estimate of all the costs required to complete your project. Consider including a 10 percent cushion in your budget to account for unforeseen costs. You might find that a chart is the best way to track expenses. For example:

Item	Date	Budgeted	Actual	Contact Information (vendors, consultants, etc.)
<i>Example: Materials for community meeting in Southeast Seattle</i>				

Step 9: Timeline (When will things be done?)

Establish a detailed timeline for your plan, including when you will implement and complete each tactic. It might also be helpful to include additional information in your timeline such as task owner, contact information, and status. For example:

Project	Task	Owner and Contact Information	Date	Status
<i>Example:</i> Organize community meetings throughout city	Reserve or rent meeting spaces			

Step 10: Measurements (How will you know you are successful?)

Develop concrete measurements to track the progress of your communication efforts. It helps to tie measurements directly to your tactics.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Potential tools for your communications plan

SPS Communications Channels

To the School Board

- Friday Memo
- Urgent News

Principals/School Leaders

- Principal Communicator (changing to School Leaders Communicator in Nov. 2016)

Teachers

- Schoology
- School Messenger (limited use)

All Staff

- NewsBrief
- MySPS

Parents, Students, Community

- Twitter
- Facebook
- School Beat newsletter
- School Messenger email
- Kid mail

Media

- Media outreach can be done when deemed appropriate by Communications, however, keep in mind that there is no guarantee of coverage.

Other Tools to Reach Parents/Students/Community

Print materials/mailings

Posters or flyers

School newsletters

PTA/PTSA

Community organizations

Community meetings

Jul 1, 2015 - Sep 14, 2016

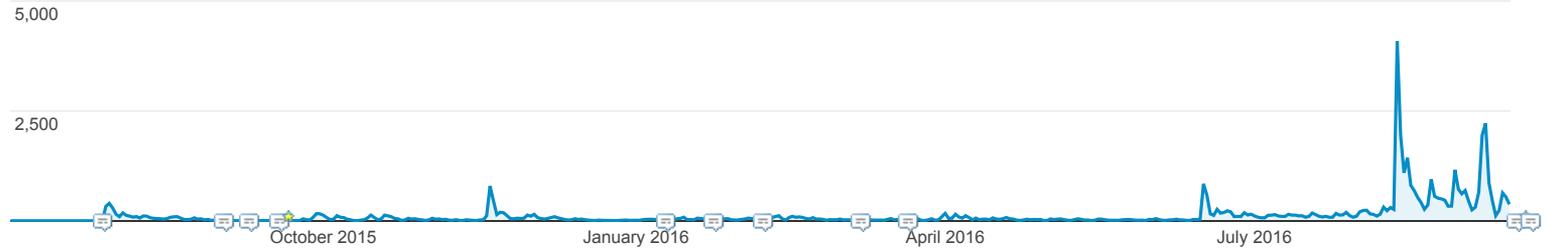
Content Drilldown

ALL » PAGE PATH LEVEL 1: /news/ » PAGE PATH LEVEL 2: /what_s_new/

All Users
5.54% Pageviews

Explorer

● Pageviews



This data was filtered with the following filter expression: **bell**

Page path level 3	Pageviews	Unique Pageviews	Avg. Time on Page	Bounce Rate	% Exit
	51,563 % of Total: 0.63% (8,248,294)	41,223 % of Total: 0.64% (6,444,618)	00:00:53 Avg for View: 00:01:30 (-40.96%)	29.65% Avg for View: 55.48% (-46.54%)	26.27% Avg for View: 44.06% (-40.37%)
1. /new_bell_schedules_for_2016-17/	36,739 (71.25%)	29,520 (71.61%)	00:00:47	23.66%	23.51%
2. /board_approves_bell_time_change_for_2016_17/	6,473 (12.55%)	4,960 (12.03%)	00:01:01	48.97%	24.25%
3. /bell_time_recommendations/	3,010 (5.84%)	2,429 (5.89%)	00:02:24	75.04%	56.88%
4. /upcoming_bell_time_analysis_community_meetings/	2,620 (5.08%)	2,106 (5.11%)	00:01:01	50.74%	35.80%
5. /bell_time_implementation_task_force_to_be_formed/	1,717 (3.33%)	1,361 (3.30%)	00:00:58	46.20%	25.22%
6. /bell_times_programmatic_eis_available/	746 (1.45%)	629 (1.53%)	00:00:31	70.18%	15.42%
7. /bell_times_recommendations/	175 (0.34%)	144 (0.35%)	00:02:41	67.68%	61.71%
8. /bell_time_survey_is_now_available__please_share_yo/	53 (0.10%)	50 (0.12%)	00:01:05	85.71%	52.83%
9. /board_approves_bell_time_change_in_2016_17/	17 (0.03%)	13 (0.03%)	00:01:24	0.00%	17.65%
10. /request_for_bell_times_implementation_family_input/	13 (0.03%)	11 (0.03%)	00:00:39	100.00%	23.08%

Rows 1 - 10 of 10

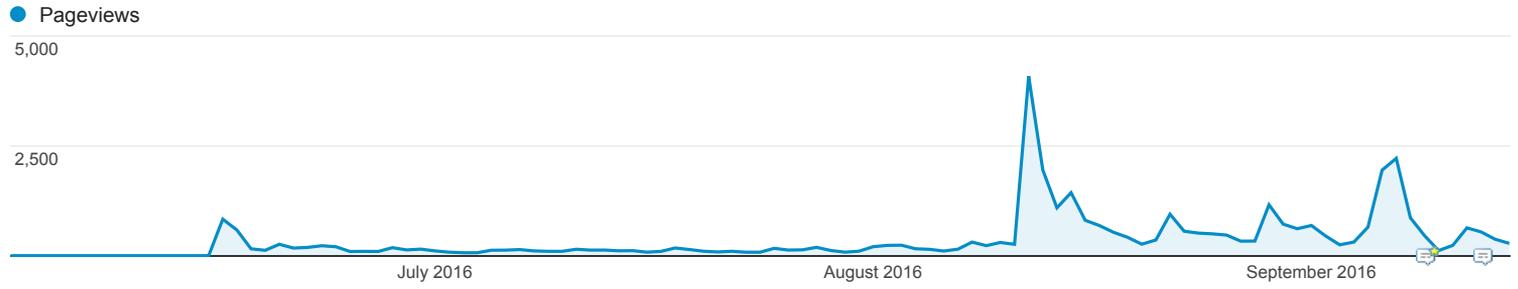
Jun 1, 2016 - Sep 15, 2016

Content Drilldown

ALL » PAGE PATH LEVEL 1: /news/ » PAGE PATH LEVEL 2: /what_s_new/ » PAGE PATH LEVEL 3: /new_bell_schedules_for_2016-17/

All Users
2.02% Pageviews

Explorer



Page path level 4	Pageviews	Unique Pageviews	Avg. Time on Page	Bounce Rate	% Exit
	37,018 % of Total: 2.02% (1,830,859)	29,748 % of Total: 2.05% (1,450,280)	00:00:47 Avg for View: 00:01:33 (-49.62%)	23.74% Avg for View: 56.60% (-58.05%)	23.58% Avg for View: 43.77% (-46.12%)
1. /	36,118 (97.57%)	28,923 (97.23%)	00:00:46	23.23%	23.16%
2. /athletics_metro_game_time_changes/	900 (2.43%)	825 (2.77%)	00:01:16	70.27%	40.67%

Rows 1 - 2 of 2

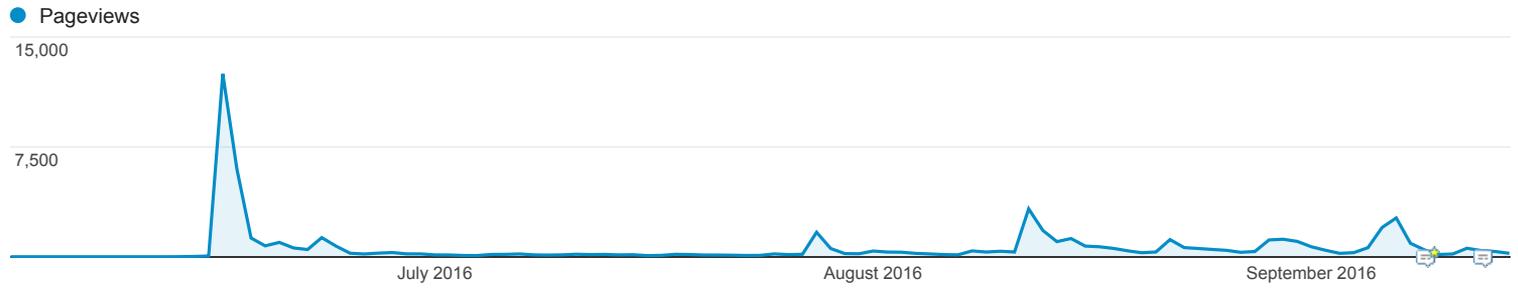
Jun 1, 2016 - Sep 15, 2016

Content Drilldown

ALL » PAGE PATH LEVEL 1: /district/ » PAGE PATH LEVEL 2: /calendars/ » PAGE PATH LEVEL 3: /new_bell_schedules/

All Users
3.45% Pageviews

Explorer



Page path level 4	Pageviews	Unique Pageviews	Avg. Time on Page	Bounce Rate	% Exit
	63,201 % of Total: 3.45% (1,831,192)	55,409 % of Total: 3.82% (1,450,543)	00:02:45 Avg for View: 00:01:33 (76.97%)	83.47% Avg for View: 56.60% (47.47%)	74.23% Avg for View: 43.77% (69.61%)
1. /	63,201 (100.00%)	55,409 (100.00%)	00:02:45	83.47%	74.23%

Rows 1 - 1 of 1

Goal 6 Evidence of Progress

<u>SMART Goal #6</u>	Customer Service: By Oct. 31, 2016, through established guidelines, protocols and training, develop a culture of open, two-way and transparent communication with stakeholders at all levels to support parent and community engagement which builds a foundation of trust and confidence for a student-focused environment.
Baseline, November 2015	Basic – (majority of Basic elements)
Target, November 2016	Proficient + (all elements of Proficient and less than a majority of Distinguished)

1. Did you meet your Target for November 2016? What evidence or data demonstrates the color provided on each row and box of the rubric?

- **Row 1:** No. We are currently Basic, the former director of communications identified some draft customer service norms but they have not been vetted or reviewed beyond the department. This will continue to be a focus for 2016-17.
- **Row 2:** No. This deliverable is also Basic. Minimal progress was made. Examples of customer services guides were identified (e.g. Anchorage School District) but the guidelines and protocols have not been reviewed, vetted or approved. This will continue to be a focus for 2016-17.
- **Row 3:** Yes, this element is currently Proficient. In June 2016, the Board and small cabinet identified five authentic community engagement principles, adapted from Knowledge Works Foundation. In addition, a community engagement model was selected to revise and implement in 2016-17. The model was adapted from the International Association for Public Participation. Training has occurred for expanded cabinet (25+ staff) and other staff responsible for community engagement (e.g. Advanced Learning, Title IX, Boundaries, School Operations). Please see the community engagement model training PPT as evidence of progress.
- **Row 4:** Yes, this element is currently proficient despite that 75% of central office managers have not been trained on effective communication plans. A consistent template for communication plans was developed along with a training PPT. The communication plan template is one of the artifacts provided. The communications team routinely supported and executed effective communication plans in support of last year’s major initiatives with clear goals, strategies, tactics and metrics (distinguished). Strategic communication in 2015-16 included: strike response, the bell times shift, Kindergarten late start, and start of school.
- **Row 5:** No. we did not meet our target for this element. The deliverables related to this element were met but the satisfaction rates/targets on the annual survey were not. As shared with the Board in June, the satisfaction rates and expected increase from the baseline were not realistic. Target included an 18% increase to satisfy Basic. Target for Basic was 50% and for Proficient was 70%. Overall, satisfaction with the website went up 2% this last year (34% to 36%). Research and evaluation considers anything over 5% significant. I have included a website report as evidence of our improvements in both communication plans and strategic use of the website. Additionally, within subgroups a positive response (agree or strongly agree) to the statement, “It is easy to find useful information on the district website” varied:

Positive responses by race/ethnicity (as identified by families):

- Asian, 57% positive response rate
- Black or African American, 49% positive response rate

- Hispanic or Latino, 41% positive response rates
- White, 28% positive response rate

Positive responses by education level (as identified by families):

- Less than 12th grade, 63% positive response rate
 - High school graduate or equivalent, 59% positive response rate
 - Some college, 45% positive response rate
 - Associates Degree, 42% positive response rate
 - Bachelor's Degree, 31% positive response rate
 - Graduate or Professional Degree, 27% positive response rate
- **Row 6:** No, we did not meet our target. 2016 district satisfaction (percent that positively responded strongly agree or agree) was 32% and the set goal was 50% for Basic. Overall district satisfaction includes questions like, "the district does a good job engaging community about issues and concerns that matter to my family" and "I receive effective service and support when I call or visit the district administration or central office". Neutral scores aren't factored in positively or negatively. Satisfaction rates were lowest with white families followed by families (25%) who identified as multi-racial (28%).

Goal 7 Summary

<u>SMART Goal #7: Professional Practice</u>	<p>By October 31, 2016:</p> <ul style="list-style-type: none"> - Cabinet has completed inquiry cycle for one SMART goal each - Engagement matrix developed and in use - Principals report greater engagement in district decision making - Parents and teachers report greater clarity around district goals
Baseline, November 2015	Basic- (majority of Basic elements)
Target, November 2016	Proficient

1. What have you accomplished under this goal? Successes? Key bodies of work?

- Aligned the evaluation process of cabinet to that of school leaders. New extended cabinet evaluation process and tools are focused on aligning with the strategic plan goals and the PRIDE rubric. Specific focus was placed on goal setting and an inquiry cycle related to one specific student-focused goal. Tools and training supported the understanding of cycle of inquiry throughout the district.
 - Cycle of Inquiry work included identification of a problem of practice, development of a theory of action, action plan development, and data collection and review.
 - Training and professional development for extended cabinet regarding goal setting and cycle of inquiry.
 - All cabinet members completed a cycle of inquiry as part of their annual evaluation process.
 - Refined 2016-17 cabinet evaluation process to directly correlate to accountability of achieving SMART goals.
- High expectations throughout district on focus, performance, and SMART Goals. Evaluations more rigorous and aligned to the strategic plan.
 - Worked with Board to provide continuity of three goals (MTSS, EOG, & Collaboration/Engagement) from 15-16 to 16-17.
 - Partnered with the Board to add financial support to achieve SMART goals.
- Key collaborations, stakeholder engagement, and high-impact partnerships (e.g., PAR, City of Seattle) providing the foundation with early successes and setting up future work.
- Coordinated school leaders to maintain focus on achieving SPED MOU elements. Kept the Board informed through work sessions, committee meetings, and communications. Met verification requirements for all regions and continue to pursue central office verification.
- Worked with the Board to select a community engagement model.
- Realigned DoTs to better support students' educational needs
- Reorganized Communications department to broaden the focus to include community engagement
- T&L division reorganized to better serve student needs, compliance requirements, and improve student outcomes.

2. **Did you meet your Target for November 2016? If yes, please highlight the elements of the rubric that you achieved. If not, why not (i.e., what challenges did you face)? YES**

- I am confident I met the goal of Proficient on Goal 7, and exceeded it in some elements.
- Key highlights include: the alignment of cabinet’s goal setting and evaluation process, demonstrating success at accelerating the repair of key systems (e.g., SPED MOU), identifying action steps and timelines in order to implement large scale system change (e.g., Bell Times, MTSS), communicating with key stakeholders at multiple stages (e.g., Mayor’s Education Summit, strike, Breakfast Group), and supporting key leaders in championing large system-wide improvements (e.g., Early Hiring)
- One of my foci for 16-17 is the engagement of *school* staff in order to align work to the SMART goals district-wide. We began this work in planning for empathy and engagement training at the August SLI. This work is accelerating via the professional development with principals at the Learning Leadership Days (LLDs) and with site-based professional development focused on strong core and teacher instruction. We look forward to continuing this work in 2016-17.

3. **Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).**

- A – 15-16 Highlighted Accomplishments
- B – Cabinet Evaluation Tools & Instruments
 - Part 1: Core Cabinet Competencies
 - Part 2: SPS Competency Library
 - Part 3: Extended Cabinet Performance Evaluation Instrument
- C – Community Engagement model

Goal 7 – Superintendent SMART Goals

Indicator 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.	By October 31, 2016: <ul style="list-style-type: none"> - Cabinet has completed inquiry cycle for one SMART goal each - Engagement matrix developed and in use - Principals report greater engagement in district decision making - Parents and teachers report greater clarity around district goals
Baseline, November 2015: Basic- (majority of Basic elements)	Target, November 2016: Proficient

Unsatisfactory: Fails to fulfill the responsibilities identified as Basic.	Basic	Proficient	Distinguished
	Fulfills all elements of Basic plus...	Fulfills all elements of Proficient plus...	Fulfills all elements of Proficient plus...
Goal Setting			
1	HG: Sets SMART goals only for Superintendent SMART goals set by the board	HG: Aligns SMART goals to the Strategic Plan; Engages Cabinet in developing SMART goals to support the strategic plan	MG: Engages all Departments in developing SMART goals to support the strategic plan
2	HG: Reviews SMART goals annually	HG: Includes SMART goals as a part of the cabinet evaluation process. Reviews SMART goals at least twice each year	LG: Makes inquiry based goal setting a part of the culture of the district; data is continuously used to improve performance
3	<i>HG: Maintains focus on goal achievement even in the face of obstacles, newly identified concerns, or unanticipated challenges.</i>	<i>HG: Decisions result in progression toward achievement of annual goals and the advancement of the strategic plan.</i>	<i>LG: Fosters a high performance environment where leaders collaborate & are empowered to take action...toward goals</i>
4	<i>HG: Practices responsible risk taking while maintaining accountability for results</i>	<i>HG: Demonstrates some success at accelerating the repair/improvement of key systems issues</i>	<i>LG: Demonstrates success at accelerating the repair/improvement of many systems issues</i>
Develops decision making process			
5	<i>LG: Assigns responsibility to staff for supporting analysis and outreach to resolve difficult problems</i>	<i>HG: Considers multiple options when faced with difficult problems</i>	<i>HY: Develops multiple options informed by rigorous analysis, stakeholder feedback, and multiple inputs when faced with difficult problems</i>

6		<i>LG: Makes roles, responsibilities and decision making matrices clear for day-to-day operations.</i>	<i>HY: Makes roles, responsibilities and decision making matrices clear for day-to-day operations; and tracks effectiveness</i>
7		<i>HG: Identifies action steps and timelines; assigns responsibilities, and tracks results for many key decisions</i>	<i>MG: Identifies action steps and timelines; assigns responsibilities, and tracks results for all major decisions</i>
Stakeholders:	MY: Generate stakeholder map		
8		LG: Work with board to identify key stakeholders and their relationship with the district	HY: Develop strong relationships with key stakeholders identified jointly with the board as part of our strategic work
Communicates with stakeholders	<i>HG: Communicates decisions to stakeholders</i>	<i>MG: Communicates with key stakeholders at multiple stages of the decision making process</i>	<i>HY: Communicates with key stakeholders at each stage of the decision making process</i>
9			
Consults with stakeholders	HG: Consults with stakeholders	MG: Consults with stakeholders at multiple stages of the decision making process	HY: Consults with key stakeholders at each stage of the decision making process
10			
Engages Stakeholders	HG: Uses stakeholder feedback or program data to inform decisions and recommendations to the board	LG: Develops a system for different levels of community and school/principal engagement that uses multiple inputs, including stakeholder feedback and relevant program and/or service performance data, to understand the issues and inform decisions	HY: Gains buy-in on the decision making process from key stakeholders prior to making major decisions Implements a system for different levels of community engagement that uses multiples inputs, including stakeholder feedback and relevant program and/or service performance data, to build understanding, acceptance, and support among diverse stakeholder constituencies
11			
12	Identifies main concerns that need action plans for areas rating below 70% on the school leader customer satisfaction survey <i>TBD – Awaiting Data</i>	Ensures a significant reduction in the number of areas of concern identified on the school leader customer satisfaction survey. Develops and implements action plans with customer input to resolve main concerns in areas rating below 70% on the school leader customer satisfaction survey <i>TBD – Awaiting Data</i>	Ensures that no areas receive a rating below 70% on the school leader customer satisfaction survey <i>TBD – Awaiting Data</i>

<p>Grow and Develop Organization through development of management team; Incorporate the following elements in the evaluation of core competencies for cabinet 13</p>	<p>HG: Incorporate the following expectations in the cabinet level evaluations process</p>	<p>HG: Provide training and coaching around these expectations</p>	<p>LG: Incorporate these expectations in job descriptions and evaluations of district level administrators</p>
<p>14</p>	<p>HG: <u>Purpose</u> - Cabinet knows and supports district goals. District and School staff have little awareness of district goals and vision.</p>	<p>HY: Cabinet consistently makes meaning by sharing the red thread of big ideas. School and District employees know the district goals and vision.</p>	<p>LG: JSCEE employees know how their work supports the schools and students.</p>
<p>15</p>	<p>HG: <u>Results</u> – Cabinet sets performance goals and reports annually</p>	<p>LG: Cabinet sets SMART goals and reports quarterly</p>	<p>LG: Cabinet uses inquiry to implement continuous improvement</p>
<p>16</p>	<p>HG: <u>Implementation</u> – Communicates rules to principals in one way fashion</p>	<p>MG: Communicates clearly and often; explains what, why and how; does focus groups with principals to improve processes</p>	<p>MY: Actively seeks out principal feedback on strategic issues; acts on feedback; reports back to principals</p>
<p>17</p>	<p>HG: <u>Determination</u> - Cabinet regularly communicates the rationale and expectations</p>	<p>LG: Cabinet constantly champions the work, clarifying intent and purposes; showing progress</p>	<p>LY: Cabinet communicates sense of urgency and progress by highlighting success and course corrections</p>
<p>18</p>	<p>HG: <u>Engagement</u> – Builds productive relationships; Speaks out for the district; Responds quickly to hot topics</p>	<p>MG: Works skillfully across divisions and with schools; Calls the meeting; Engages appropriate stakeholders; Communicates purpose and red thread</p>	<p>LY: Represents “district” by engaging district wide internally and externally; Acts as go to problem solver; Constantly refines the PRI based on feedback and new knowledge</p>
<p>Common Vision 19</p>	<p>HG: Fulfill “Partnership” responsibilities with SEA</p>	<p>HG: Grow toward an SEA and PASS partnership that develops a strong district wide vision of what teachers should be able to know and do (precise pedagogy)</p>	<p>LG: Develop a PAR (Peer Assistance Review) process with the support of SEA and PASS</p>
<p>20</p>	<p>HY: Share District Strategic Plan widely</p>	<p>LY: Partner with others in a Summit to focus attention on one key common goal</p>	<p>LY: Develop a strong shared commitment to public education district-wide</p>

SEATTLE ACCOMPLISHMENTS * 2015-2016 * TOP TEN

Seattle Public Schools (SPS) is committed to **Every Student, Every Classroom, Every Day**. Our strategic plan work focuses on three major goals: Improved Learning; Improved Supports; Improved Engagement. Consistent board focus and funding has enabled much greater coherence around these three goals.

1. **Improved Student Learning:** This last school year, SPS outperformed our peers on state assessments and eleven of our schools have been recognized as schools of distinction. These are schools that have shown significant progress in ensuring that each and every student is performing at high levels in English language arts and math. Nine of these schools are repeat recipients of this recognition. We have also sustained our gap eliminating progress including having the highest middle school math scores in the state for African American students and the top elementary school for eliminating gaps for students of color. Our success has been supported by the board's continued focus on our three strategic plan goals.

Goal One – Excellence and Equity

Seattle Public Schools continues to invest in and improve learning for each and every student through high-quality teaching and learning supports, innovative strategies, and targeted supports to eliminate opportunity gaps.

2. **High Quality Teaching and Learning:** * Middle school social studies text adoption * Elementary reading text adoption launched * Expanded arts pathway to 12 schools in the Southwest region * Brought coherence and clarity to Multi-tiered systems of support (MTSS) for schools and district * Summer Leadership Institute focused on equity and accountability * Changed bell times to improve outcomes for secondary students.
3. **More Services for More Students:** * All Day K for 100% of students the first time * 70 Schools conducted K assessments and parent meetings prior to start of school * 56 schools provided K jump start program ensuring students were ready * 2000 students served in summer learning program, Summer Staircase* Opened five new preschools for 160 students * Implemented smaller class sizes in grades K-3 (McCleary).
4. **Eliminating Opportunity Gaps Work:** * Board commitment for third year has resulted in greater district-wide commitment * Each school set a closing the gap goal * 20 school based race and equity teams developed * Principals committed to 12 days of equity work * EOG Steering Committee is aligning 17 initiatives focused in improved student supports * Increased diversity in teacher and principal hires * Partner with City of Seattle on EOG Summit work * Moratorium on non-violent elementary suspensions * RULER, our social-emotional curriculum, expanded to 60 schools * Students Rights and Responsibility handbook revised to provide more proactive interventions * Relationships / Climate PD for 4000 educators * Trauma informed instruction PD for 2000 educators.

***Analysis:** We continue to grow strong academic performance but aren't closing gaps as rapidly as we need to. We are investing in beliefs (fewer suspensions) and relationships (district-wide PD) and partnerships (CBOs and Summit). We are asking for school check-ins on gap goals twice during the year and 60 schools are now committed to implementing the climate survey multiple times a year.*

***Next Steps:** Clarify Executive Director of Schools scorecard for Professional Learning Communities, MTSS, and school climate. Recognition and replication of gap eliminating successes. Peer Assistance Review implementation around a clear definition of teacher quality.*

Goal 2 – Improved Systems and Supports for Schools

SPS continues to improve district systems in support of schools, staff and students.

5. **Addressed Capacity Challenges:** * 72% Voter support for BTA / Levy * Legislature provided \$10 M for emergency classrooms * Board provided \$2M in funding to minimize start of school transition * Opened five new schools on time * Created 90 new classrooms (portables; reconfigured libraries, labs, staff rooms) for: Growth in enrollment (650); Smaller class sizes in K-3; and All Day K district-wide * Changed all bus routes to accommodate later start for high schools * Handled logistics for all of the above and still had one of our smoothest starts.

6. **Resource Management:** * Revised budget book to improve transparency * National recognition for budgeting process * 215 grants for \$72M in funding * Excellent Bond Rating * Special Education achieved 90+% of their OSPI Milestones * Recovered \$2.5M in SpEd funding * Continue to advocate for full funding of McCleary.
7. **HR improvements:** * Completed 250 early hires for hard to fill positions * Revised EDS job descriptions * Goal based evaluation system for district leadership * 100% of teacher and principal evaluations on time * Reduced investigations backlog by 50% * Fully staffed Office of Civil Rights (Title IX) * Created classified > certificated program with SU/UW * Hired 39% administrators of color * Increased teacher of color hiring to 21% (up 4%) * Created partnership team for Peer Assistance Review.

Analysis: *Many systems are improved – SpEd; HR; Transportation; Early hires; Budget. Cabinet is working across silos to solve problems more quickly. Cabinet goals and reporting departments are aligned around strategic plan and board SMART goals.*

Next Steps: *Program and budget review (SMART goals 3 and 4) to identify priority areas for analysis (HCC; ELL; EOG). Improved data systems that provide timely user friendly data to schools (and district). Continued system improvement goals by each cabinet member.*

Goal 3 – Community Engagement

Seattle Public Schools continues to improve practices around community engagement and collaboration with both internal and external stakeholders.

8. **Community Engagement:** * Board selected engagement principles and a three stage process for: information; input; collaboration * District leadership trained in using the three-part engagement process * Extensive community engagement conducted to inform bell times decision * Creation of Community Engagement task force * Ongoing input by various Task force and advisory committees: African American Advisory Committee; 24-credits; Dual Language; Pre-School; SpEd Parent Partnership; Facilities * A dozen community boundary meetings * Board revision of program placement process * Community engagement in naming Eagle Staff and Cascadia * Launched a new internal engagement structure – our employees are our greatest asset and ambassadors.
9. **Communications Campaigns/Supports:** * Bell Times communications * Start of School communications * All Day K communications * Eliminating Opportunity Gaps communications * Attendance campaign partnership with Seattle Housing Authority * Superintendent visits to 95 schools * Enhanced Web Site; more web traffic * Resumed School Messenger; better communications with ELL families.
10. **Partnerships:** * Regular monthly meetings for our 300 CBOs * Significant increase in professional development for partners * Agreements with Seattle Housing Authority * Attendance campaign for 6000 students shared students between SHA/SPS * Labor Partner work: PAR, TRI Day, Race and Equity teams * SEA/SPS Partnership Committee * City’s Summit on Education focused on closing gaps * Mayor proposed \$1.5M in funding * Creative Advantage expanded to 12 additional schools in partnership with the City, Seattle Foundation, and arts partners.

Analysis: *We improved community engagement process with bell times resulting in greatly increased of community engagement and input for a number of key decisions. Several communication campaigns were implemented during the start of school transition resulting in reduced negative feedback despite lots of change. We have engaged more with our partners – building many strategic relationships including within our own staff.*

Needed Next: *Finalize Community Engagement plan. Select 2-way communication platform. Continued professional development for principals, Executive Directors of Schools, and district leaders. Mediation services. Timely investigations. Greater visibility for the good work being done in Seattle Public Schools.*

Core Cabinet Competencies

PURPOSE – What do we need to know and be able to do?					
What this looks like: Effective Districts ensure the consistent delivery of an aligned curriculum where high Priority State Performance Expectations and Common Core State Standards are consistently taught to and learned by every student					
Behavioral Indicators: <ul style="list-style-type: none"> • Develops a clear sense of purpose and mission that captures the imagination of others • Shares vision in a way that influences others as demonstrated by their words and actions • Anticipates and identifies long-term, future organizational needs and opportunities • Makes meaning by consistently connecting department work to the strategic plan • Consistently communicates the WHY of the work and develops a red thread of coherence 					
Managing Vision and Purpose: Communicates a compelling and inspired vision or sense of purpose; makes the vision sharable by everyone; can inspire and motivate entire units or organizations.	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
	Has a clear sense of district purpose and mission	Shares district purpose and vision with staff	Uses district purpose and vision to capture the imagination of staff	District purpose and mission are demonstrated by the words and actions of staff	Teaches other leaders to lead by aligning with the vision and purpose
	Has a clear sense of division purpose and vision	Division purpose and vision is shared by staff	Purpose is integrated into all documents and processes and meetings; Lets principals know purpose	Anticipates and identifies long-term, future needs and opportunities	Teaches others to anticipate the long term future needs and opportunities of the organization
Connects division work to the strategic plan and district goals	Makes meaning by communicating the WHY of the work	Consistently makes meaning by sharing the red thread of big ideas	Staff readily articulate how their work connects with district work	Teaches others how to their work aligns with the organization as a whole	

RESULTS – Where are we now? How do we know?

What this looks like: Effective Districts establish benchmarks for learning, use data to know learners, measure progress toward established targets frequently, and determine next steps in order to improve instructional practice and student learning.

Behavioral Indicators:

- Takes responsibility and acts as if the risks (financial or otherwise) are his/her own
- Holds individual and team accountable for their actions and results
- Initiates action even if outcome is uncertain and is willing to accept the consequences of failure
- Aligns own activities and priorities to meet broader organizational needs
- Demonstrates courage and confidence in his/her own ability
- Sets priorities, measures results and uses results to improve performance

Accountability: Holds self and others accountable for measurable, 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.	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
	Aware of risks and potential consequences	Balances risks and rewards appropriately	Encourages staff to take appropriate risks	Regularly sets and accomplishes stretch goals	Helps others to set and accomplish stretch goals
	Sets priorities and goals	Focuses on 2-3 high priority SMART goals that are reflected in every 1:1	Uses cycle of inquiry to obtain data/feedback every 6-8 weeks	PRIDE plans that engage staff in goal accomplishment and results tied to student achievement	Teaches others to create and implement PRIDE plans that engage staff and are tied to student achievement
	Establishes and communicates timelines and compliance requirements	Works with staff to meet most timelines and compliance requirements	Works with staff to meet timelines and compliance requirements; communicates status regularly to staff; manages expectations of auditors and key leaders	Holds staff accountable for meeting timelines and compliance requirements; Anticipates shortcomings; Develops contingency plan in advance to address anticipated weakness	Teaches others to anticipate shortcomings and develop contingency plans and address weaknesses

INSTRUCTION/IMPLEMENTATION – How will we get there?

What this looks like: Effective Districts, by investing in improving instruction, ensure there is a widely shared vision of effective instruction as evidenced by the daily delivery of our instructional frameworks, models, and best practice knowledge in every classroom every day.

Behavioral Indicators:

- Allocates and coordinates time effectively and efficiently to avoid conflicts
- Anticipates potential problems and develops plans to address them
- Develops an appropriate work plan to achieve results
- Monitors progress, responds to problems and measures performance
- Follows through with intense implementation to ensure that the work is deeply embedded in the culture

Planning: Accurately determines the length and difficulty of tasks and projects; sets clear, realistic, measurable goals; sets priorities and time parameters to accomplish tasks and projects; anticipates roadblocks and develops contingencies to redirect tasks so momentum is not lost	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
	Develops work plan to achieve results	Engages staff in developing the work plan; Makes purpose, results, and implementation clear	Engages staff in developing the work plan and key stakeholders in reviewing work plan; Manages the work plan on at least a quarterly basis	Anticipates conflicting priorities, manages up, and manages expectations around other deliverables; Deeply embeds the work plan in the culture (What does this mean to Larry? What does it look like?)	Teaches others to anticipate conflicting priorities and manage expectations around deliverables
	Allocates time and resources	Anticipate foreseeable potential problems and develops plans to address them	Measures progress and responds to problems; Builds in feedback loops to assess “customer” satisfaction with the work; Monitors key assumptions; Communicates changes in assumptions to key stakeholders	Uses results to improve performance; Builds in quality control mechanisms to the process; Develops and implements contingency plans for staff time and resources; Keeps stakeholders informed of progress, needs, and challenges	Teaches others to utilize results to improve performance; Models the development and implementation of contingency plans for staff time and resources
	Communicates ‘rules’ to principals in voluminous one way fashion	Uses Wagon Wheel to communicate regularly (4Xs) to affected audiences; Clearly explains what, why, how	Actively seeks out principal feedback on specific issues; Acts on feedback; Communicates back to principals	Engages principals in joint problem solving efforts and reports back on what has been implemented	Mentors others in joint problem solving methods

DETERMINATION – What do we do when we don’t get there?

What this looks like: Effective Districts ensure that every student meets or exceeds standard by: creating understanding and a sense of urgency among teachers, students, and the community and do whatever it takes (figure it out, align resources, provide support for students not yet at standard) to guarantee success for every student.

Behavioral Indicators:

- Demonstrates a strong sense of urgency about solving problems and getting work done
- Focuses on achieving the goal even in the face of obstacles
- Assumes responsibility for starting and finishing work with minimal supervision
- Strives for new levels of performance

Action Oriented:	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself	Knows where the equity gaps are	Collects data to identify and surface root causes; Justice issues	Addresses root causes of justice issues with urgency	Constantly closes gaps; Makes systems easier for schools to use	Teaches others to close gaps and make systems easier for schools to use
Getting Results: Pursues everything with energy, drive, and a need to finish; does not give up before finishing, even in the face of resistance or setbacks; steadfastly pushes self and others for results	Assumes responsibility for starting and finishing work	Demonstrates a sense of urgency for solving problems and getting work done	Focuses on achieving the goal even in the face of obstacles (always has a plan B)	Strives for new levels of performance; Celebrates small wins	Pushes others to strive for new levels of performance; Calls out the wins of others
	Takes responsibility to meet minimum expectations	Owns the work and communicates rationale and clear expectations	Constantly champions the work, clarifying intents and purposes; Showing progress	Communicates sense of urgency and progress by highlighting successes and course corrections	Teaches others to communicate sense of urgency and progress by highlighting successes and course corrections

ENGAGEMENT – How do we create the conditions for learning?

What this looks like: Effective districts ensure ownership and grow capacity through professional development that is: on-site, intensive, collaborative, job-embedded and modeled around the best teaching and learning practices evidence by improving teacher practice and improved student learning.

Behavioral Indicators:

- Is seen as a team player who encourages efficient and effective collaborations
- Works skillfully in difficult situations with both internal and external groups
- Represents his/her own interests while being open-minded to other groups
- Builds respectful and productive relationships internally and externally
- Takes initiative in leading across silos
- Brings to the fore briefing papers that include the best options / thinking of all concerned

Collaboration:	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
Develops cooperation and teamwork while participating in a group; working toward solutions which generally benefit all involved parties	Represents own interests while being open to other groups	Is seen as a team player who encourages efficient and effective collaboration	Takes initiative in calling the meeting; Leading across silos	Regularly finds common ground that moves the entire district forward	Teaches others to find common ground so projects move forward
	Uses briefing papers to share information	Checks with others to ensure all points of view and alternatives are heard at least once before, during, or after key discussions	Brings clear decision variables to the fore making it easy for cabinet to grasp the options; Closes the loop with key stakeholders before, during, and after key discussions/decisions to ensure everyone has the same information	Engages all stakeholders before, during, and after key discussions/decisions to ensure everyone has the same information and achieves win-win solutions for the common good	Models how to engage stakeholders to arrive at solutions for the common good
	Works well within division and attends meetings when asked	Builds productive and respectful relationships across divisions and calls the meeting to bring key participants together	Works skillfully across divisions and externally and helps find doable solutions	Represents other divisions and the district well by engaging successfully district-wide internally and externally, and owns projects and follows through to completion	Teaches others to break down silos in order to develop fully collaborative relationships and work toward mutually beneficial solutions

DECISION QUALITY AND PROBLEM SOLVING – Does this person make sound decisions?

What this looks like: Effective districts make sound decisions that are aligned with the overall strategy of the organization.

Behavioral Indicators:

- Weighs the consequences of options before making a decision
- Applies appropriate criteria to situations for the purpose of making decisions
- Displays self-confidence in own judgment
- Focuses on the facts and solutions instead of opinions and problems

Decision Quality and Problem Solving:	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
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	Uses a combination of logic, analysis, and experience to make decisions and solve problems; Does not always relay on BP format	Uses a combination of logic, analysis, experience, wisdom, and methods to make sound, timely decisions and to solve problems; Brings BP to the table, but does not complete engagement or recommendation portion	Uses a combination of logic, analysis, experience, wisdom, and advanced methods to make sound, timely decisions and to solve problems; Demonstrates the ability to solve difficult problems; Creates effective solutions; Brings clear decision making variables to the fore, making it easy for stakeholders to grasp options	Uses a combination of logic, analysis, experience, wisdom, advanced methods, and other resources to make sound, timely decisions and to solve problems; Demonstrates the ability to solve complex, difficult, and intractable problems, creates effective and innovative solutions; Uses accordion process to work the decision - up, down, sideways - to ensure good decision making	Models advanced decision making methods to make sound, timely decisions and to solve problems; Mentors other in the ability to solve complex, difficult, and intractable problems, creating effective and innovative solutions
	Seeks relevant information and answers to key questions from several sources; Understands levels of inclusion in decision making	Probes appropriate sources for relevant information and answers to key questions; Demonstrates persistence and skill in gathering information; Understands levels of inclusion necessary for ownership and effective action	Probes all appropriate sources; demonstrates advanced skill and insight in gathering and sorting key information; Demonstrates persistence, skill, and resilience throughout the process; Identifies and manages the appropriate level of inclusion indicated by the situation	Skillfully probes all appropriate sources; Demonstrates advanced skill and keen insight in gathering, sorting, and applying key information; Demonstrates deep resolve and resilience throughout the process; Identifies the appropriate level of inclusion indicated; Builds and leads coalitions and teams to facilitate the work when indicated	Teaches others to skillfully probe all appropriate sources; Models the advanced skill and keen insight in gathering, sorting, and applying key information; Mentors others in the ability to build and lead coalitions and teams to facilitate the work

	Has solutions and suggestions that are effective in addressing the problem at hand	Has solutions and suggestions that are effective and turn out to be correct and accurate when judged over time	Delivers solutions and decisions that are effective and turn out to be correct and accurate when judged over time and constructively impact the whole organization	Delivers solutions and decisions that have a positive, far-reaching, and comprehensive organizational impact, influencing future events and directions	Teaches others to deliver solutions and decisions that have a positive, far-reaching, and comprehensive organizational impact, influencing future events and directions
	Involves others in the thinking and decision-making process	Is sought out by others for input and process support	Is well respected and sought out often by others for input, process support, and direction	Is well respected inside and outside the organization; Is often pursued as a consultant for input, analysis, process support, and direction	Is well respected inside and outside the organization; Is considered a SME by other organizations

DRAFT

INTEGRITY – Is this person seen as truthful and transparent and can they be trusted?

What this looks like: Effective districts have a reputation for being transparent with internal and external clients.

Behavioral Indicators:

- Deals with people and situations in an honest and forthright manner
- Represents information and data accurately and completely
- Represents the confidentiality of information and concerns shared by others
- Takes ownership if a mistake is their own and does not blame others
- Does what was said; under-promises and over-delivers

Integrity:	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
Is widely trusted; is seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain	Is seen as trustworthy	Is widely trusted and seen as a direct, truthful individual	Is known to consistently adhere to ethical principles and expects others to follow suit	Is known to espouse and apply a high set of ethical and moral principles	Mentors others in the application of ethical and moral principles
	Openly values honesty	Presents truthful information in an appropriate and helpful manner	Is respected as a credible source and a proven confidant	Is indisputably trusted to keep confidences and to protect sensitive information, even to his or her own detriment	Teaches others to be indisputably trusted to keep confidences and to protect sensitive information
	Understands and values the importance of trust	Can be trusted to keep confidences	Keeps confidences even when pressured to compromise	Keeps confidences and promotes the value of trust and respect for personal confidences throughout the organization	Teaches others to promote the value of trust and respect for personal confidences
	Is conscious of his or her personal value system when faced with difficult situations	Consistently applies personal values to appropriately address difficult situations	Stays true to his or her values even when it is unpopular to do so	Stays true to his or her values, regardless of internal and external pressures	Teaches others to stay true to his or her values, regardless of internal and external pressures

Other Cabinet Competencies

PRI: RED THREAD – Keeps purpose, results, and implementation at top of mind

Behavioral Indicators:

- Purpose is part of every communication, including open and closing of presentations
- Implementation steps are clear and easy to follow
- Constantly refines the PRI based on feedback and new knowledge

Drive for Results:	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
<p>Pursues everything with energy, drive, and a need to finish; does not give up before finishing, even in the face of resistance or setbacks; steadfastly pushes self and others for results</p> <p><u>Strategic Agility and Innovation Management:</u> Anticipates future consequences and trends accurately; brings creative ideas to market; recognizes strategic opportunities for change; creates competitive and breakthrough strategies</p>	<p>Pursues activities with energy and drive; Sets goals, and pursues them to completion; Is responsible and can be counted on to usually meet goals successfully; Will push self for results</p>	<p>Pursues his or her work with energy, drive, and a need to finish; Does not give up before finishing, even in the face of resistance or setbacks; Consistently meets goals; Continuously pushes self for results</p>	<p>Defines his or her work in terms of results, and pursues success with energy and drive; Helps others to define goals and plan a route to successful attainment of them; Is a high-achiever with a reputation for success and quality performance; Dependably achieves what he or she sets out to do, and expects others to do likewise</p>	<p>Sets clear and lofty goals for himself or herself, as well as for the organization, and pursues them with enthusiasm and energy; Anticipates obstacles and is prepared with contingency plans so as not to impede the drive to the goal; Keeps everyone on track; Is the go-to person for both action and strategic planning of complex and tough assignments; Runs the race to finish strong, not just to cross the finish line, and is not satisfied with less-than-concrete, stellar results</p>	<p>Teaches others to set clear and lofty goals and to develop contingency plans so as not to impede the drive to the goal</p>
	<p>Recognizes when change is necessary to do things better; Assesses which creative ideas and suggestions may work; Can plan and operationalize the innovative ideas; Helps others in the creative thinking and</p>	<p>Recognizes strategic opportunities for change; Accurately assesses the value of creative ideas and suggestions; Can plan and operationalize innovative ideas; Manages the creative process of others,</p>	<p>Articulates visions of possibilities and likelihoods; Anticipates future trends accurately; Recognizes viable creative ideas of others and brings them to the table and to those in a position to implement them; Has broad</p>	<p>Creates highly effective strategic vision and has an uncanny sense of how situations can unfold; Prepares well in advance to take fullest advantage of the changing environment; Regarded as a proven and respected consultant to groups and organizations in the midst of</p>	<p>Mentors others in how to create a highly effective strategic vision; Teaches others to lead through challenges and change; Models an attitude of enthusiastic expectancy regarding change and challenge</p>

	brainstorming processes	bringing their ideas to bear, and projects how potential ideas may play out; Has a well-rounded perspective	knowledge and perspective	complex and challenging change; Creates competitive and breakthrough strategies and plans; Generates an attitude of enthusiastic expectancy in others regarding change and challenge; Has a global perspective and broad visionary acumen	
--	-------------------------	---	---------------------------	---	--

DRAFT

REPRESENTS THE DISTRICT – Is the face of the District to both internal and external clients

Behavioral Indicators:

- Seen as an Ambassador for the district
- Has the ability to understand a situation and quickly change course to move in the right direction
- Understands people and is able to work with others to come to agreements

Organizational Agility:	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
<p>Knowledgeable about how organizations work; gets things done both through formal and informal channels; effectively maneuvers through complex political situations</p> <p>Negotiating: Can negotiate skillfully in difficult situations; can settle differences with minimum noise; can win concessions without damaging relationships; thoughtfully fashions creative solutions that satisfy all parties</p>	<p>Does technical part of the job</p>	<p>Speaks out for the district; Offers to get info if needed</p>	<p>Clarifies intents and purposes; Takes initiative; Calls the meeting; Shares district goals with division</p>	<p>Acts as 'go to' person and seen as problem solver</p>	<p>Teaches others about district policies and procedures and how to solve problems</p>
	<p>Understands the reasoning behind key policies, practices, and procedures and is aware of the culture of the organization; Works well with his or her supervisor and coworkers and can work his or her way through touchy situations; Can get things done through formal channels</p>	<p>Understands the origin and reasoning behind key policies, practices, and procedures; Understands the cultures of organization and acknowledges corporate politics as a reality; Gets things done, both through formal channels and the informal network; Relates well to and regularly interacts with both authority figures and peers and maneuvers smoothly through complex political situations; Identifies where the land mines are and plans his or her approach accordingly</p>	<p>Understands the origin and reasoning behind key policies, practices, and procedures, and diplomatically communicates that to others; Is cognizant of organizational culture and politics, and appropriately adjusts personal style to be effective; Builds numerous and effective relationships through personal networks inside and outside the organization; Advises others on how to deal with complex political situations; Anticipates complex problems and watches for telltale indicators that warrant intervention</p>	<p>Understands and appreciates the origins and reasoning behind key policies, practices, and procedures, and is involved with their evolution; Studies other organizational cultures and politics to glean insight and to gain fresh perspective of his or her own organization; Is a consummate networker who can initiate relationships within and between organizations that leverage the strengths and capabilities of all parties; Is actively sought after in order to provide guidance and assistance in dealing with complex political situations</p>	<p>Teaches others to appreciate the reasoning behind key policies, practices, and procedures; Demonstrates the importance of knowing other organizational cultures and politics to glean insight and to gain a fresh perspective; Models relationship development skills in order to leverage strengths</p>

	<p>Mediates equitable solutions in his or her area; Can be diplomatic; Consciously studies motivations of counterparts during negotiations; Can garner others' trust</p>	<p>Negotiates skillfully in difficult situations; Settles differences with minimum noise; Is direct and forceful, as well as diplomatic; Adeptly understands motivations of counterparts and incorporates knowledge into negotiations; Gains trust quickly of other parties to the negotiations</p>	<p>Takes on complex and controversial battles within and outside of the organization; Wins concessions without damaging relationships; Thoughtfully fashions creative solutions that satisfy all parties; Is known as a fair, unbiased mediator</p>	<p>Is a masterful negotiator; Is sought out by organizations to mediate prolonged, complex, and difficult disputes; Smoothly draws combatants to the table and calmly promotes compromise; Consistently crafts solutions with maximum value for all parties</p>	<p>Teaches others the art of negotiation and the skills to reach compromise</p>
--	--	---	---	---	---

DRAFT

PRINCIPAL FEEDBACK – Seeks to understand Principals’ needs and issues					
Behavioral Indicators: <ul style="list-style-type: none"> • There is open dialogue between principals and the district office • The district office is seen as a resource for principals 					
Customer Focus: Commits to meeting the expectations and requirements of internal and external stakeholders; acts with stakeholders in mind; values importance of providing high-quality customer service Listening: Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when he or she disagrees	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
	Does not ask Principals for feedback	Communicates regularly using instructional memos to clearly explain what, why, how	Actively seeks out Principal feedback on specific issues during the year; Acts on feedback; Communicates back to Principals	Engages Principals in joint problem solving efforts and reports back on what has been implemented	Is sought out by Principals and peers as a role model and teaches this skill to others
	Seeks to meet the expectations and requirements of internal and external stakeholders; Considers stakeholders’ needs to be important; Establishes relationships with stakeholders and gets firsthand stakeholder information	Commits to meeting the expectations and requirements of internal and external stakeholders; Gets firsthand stakeholder information and assesses it to measure stakeholder satisfaction; Builds and maintains effective relationships with stakeholders and gains their trust and respect	Dedicated to and openly communicates to staff that customer service to stakeholders comes first; Interacts regularly with stakeholders to gain feedback and to ascertain ways to improve services; Acts with stakeholders in mind and considers customer service of paramount importance	Strategically plans ways to demonstrate superior customer service to district stakeholders; Investigates and analyzes external indicators to project future needs; Establishes and nurtures relationships with stakeholders, regularly invites feedback and suggestions; Directs staff to ensure stakeholder trust and respect for the organization	Teaches others to strategically plan ways to demonstrate superior customer service for district stakeholders; Models the ability to establish and nurture relationships with stakeholders and the feedback solicitation process
	Is attentive and listens to others; Allows others the opportunity to speak; Is considerate of the opinions of others	Listens carefully, paying full attention to the speaker; Has the patience to hear people out; Considers opinions of others even when he or she disagrees	Has good reputation for patiently and politely listening to others; Takes time to digest what s/he hears before responding; Refrains from correcting or interrupting the speaker, allowing the other person to make his or her point	Practices attentive and active listening, often paraphrasing the message of the speaker to ensure understanding; Makes solid eye contact, intuitively absorbs message gist; Accurately restates opinions of others even when s/he disagrees	Teaches others to practice attentive and active listening, including paraphrasing the message of the speaker to ensure

COMMUNICATIONS – Connects people and ideas

Behavioral Indicators:

- Has a clear, concise communication style
- Presents ideas in a way that is easy to understand
- Articulate

Presentation Skills:	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
<p>Effective in a variety of formal and informal presentation settings; commands attention and manages group process during presentations; is cognizant of audience response and able to adapt content and style accordingly</p>	<p>Can effectively present to small groups; Is a good communicator; Uses a variety of presentation methods to maintain group focus; Is cognizant of audience engagement while delivering a presentation</p>	<p>Is effective in a variety of formal and informal presentation settings: one-on-one, small, and large groups; Communicates effectively, both inside and outside the organization, on both simple and complex topics; Commands attention and manages group process during the presentation; Changes tactics midstream when something isn't working</p>	<p>Gives interesting and well-received formal and informal presentations to large and small groups and organizations; Comfortably presents to a broad and diverse population, easily adapting content and style to his or her audience; Maintains group focus with fresh information and appealing narrative; Articulately responds to unrehearsed comments and questions</p>	<p>Popular master presenter and draws a crowd by his or her reputation, leaving them with the sense that his or her presentation was well worth their time; Transitions skillfully within the presentation, using an appropriate blend of significant details and anecdotal discourse; Responds with finesse when faced with on-the-spot questions or challenges during or after presentations</p>	<p>Teaches others to present in a way that fully engages the audience and delivers meaningful information</p>
<p>Written Communication: Able to write clearly and succinctly in a various communication settings; can get messages across that instigate appropriate actions</p>	<p>Is able to communicate clearly in writing; Can get messages across</p>	<p>Writes clearly and succinctly in a variety of communication settings and styles; Gets messages across that instigate appropriate actions</p>	<p>Eloquently composes clear, concise, and crisp messages to a variety of audiences; Able to compose inspirational and galvanizing messages; Appropriately incorporates wit and humor into his/her writing</p>	<p>Is proficient in variety of writing styles and uses appropriate style to suit the message and audience; Regularly produces written communications that positively affect attitudes and beliefs through inspirational and timely messages</p>	<p>Mentors others in writing styles and the development of inspirational messages</p>

GOAL SETTING – Identifies goals and steps to attain goals

Behavioral Indicators:

- Utilizes SMART goal setting methods
- Communicates expectations related to goal attainment
- Effectively establishes priorities

Managing and	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
<p>Measuring: Clearly assigns responsibility for tasks and decisions; sets clear objectives and measures; monitors process, progress, and results; designs feedback loops into work</p> <p>Planning: Accurately determines the length and difficulty of tasks and projects; sets clear, realistic, and measurable goals; sets priorities and time parameters to accomplish tasks and projects; anticipates roadblocks and develops contingencies to redirect tasks so momentum is not lost</p> <p>Priority Setting: Spends his or her time</p>	Multiple unwritten goals	Two-Three SMART goals are evident	Progress monitoring at least every six weeks	PRIDE plans that engage all parties and keep them informed through the process	Ensures total goal alignment in all areas of responsibility and works with other leaders to ensure goal alignment in their areas
	Assigns responsibility for tasks; Sets measures; Observes process, progress, and results; Offers feedback	Clearly assigns responsibility for tasks and decisions; Sets clear, quantitative measures; Monitors process, progress, and results; Regularly interacts with others to give and receive feedback	Clearly communicates expectations to groups, eliminating ambiguity; Sets quantitative and qualitative measures that are observably tied to goals and objectives; Designs an efficient and effective system of reporting progress and evaluations results; Designs feedback loops into work	Clearly communicates expectations and aspirations to groups and organizations; Adjusts quantitative and qualitative measures as needed to ensure appropriate feedback on priority goals and objectives; Designs and broadcasts tangible benchmarks and success measures; Implements feedback loops that provide information to appropriate individuals who are empowered to make decisions and exercise authority within the prescribed framework	Teaches others to clearly communicate expectations and aspirations to groups and organizations; Models the skills needed to design tangible benchmarks and success measures and develop feedback loops
	Evaluates length and difficulty of tasks and projects; Sets clear and realistic objectives and goals; Understands process steps of work; Establishes priorities for	Accurately determines the length and difficulty of tasks and projects; Sets clear, realistic, and time-bound objectives and goals; Breaks down work into the process	Plans and organizes projects and tasks for himself or herself, as well as for the organization; Sets clear, realistic, time-bound, and measurable objectives and goals;	Designs methods for implementing project plans and for measuring success; Fluently conveys the plan to all, creating structure for communication and interaction; Anticipates impact	Teaches others to develop project plans and priorities; Models skills required for analyzing environmental factors that may impact project plans

and the time of others on what's important; focuses on the critical few and puts the trivial many aside; can quickly sense what will help or hinder accomplishing a goal	self and others, developing schedules and assignments	steps; Sets priorities and time parameters to accomplish tasks and projects	Investigates possible roadblocks and develops contingencies to redirect tasks so momentum is not lost	of environment and situations on projects and plans how to compensate for the unexpected	
	Acts upon the critical few tasks first; Participates in planning sessions with others to efficiently coordinate efforts; Sets goals and plans his or her time to accomplish them	Zeros in on the critical few tasks, and puts the trivial many aside; Spends his or her time and the time of others on what is important; Foresees roadblocks and senses what will help or hinder accomplishing a goal	Organizes groups to perform complex tasks and guides them in determining how to efficiently proceed; Develops schedules for groups and creates focus; Foresees roadblocks and prepares creative alternatives	Designs plans to accomplish complex and challenging tasks for groups or organizations; Empowers participants by clearly communicating sequence and sense of tasks involved; Anticipates roadblocks, trends, and diversions and then prepares alternatives, taking event variations and organizational relationships into consideration	Teach others to design plans to accomplish complex and challenging tasks for groups or organizations; Mentor others in the ability to prepare contingency plans/alternatives

DRAFT

FLIES TO THE BALL – Takes ownership of problems

Behavioral Indicators:

- Responds quickly to stakeholders even if not in area of responsibility
- Engages the correct parties and ensures strong handoffs
- Sums up the work in ways that are easy to understand by all
- Ensures completion of identified corrections and communicates key learnings from issues

	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
<p>Managerial Courage: Tactfully dispenses direct and actionable feedback; is open and direct with others without being intimidating; deals head-on with problems and prickly situations</p> <p>Organizational Agility: Knowledgeable about how organizations work; gets things done both through formal and informal channels; effectively maneuvers through complex political situations</p>	Can be direct but tactful	Lets people know where they stand	Is open and direct with others but does not seek to intimidate them	Has a commanding but un-daunting presence	Teach others to have a commanding presence
	Can directly face up to problems in most situations	Faces up to problems with any person or in any situation quickly and directly	Deals head-on with problems and prickly situations	Welcomes the opportunity to arbitrate problems	Teaches others how to arbitrate problems
	Can get things done through formal channels	Understands the culture of organization and acknowledges corporate politics as a reality; Gets things done, both through formal channels and the informal network	Is cognizant of organizational culture and politics, and appropriately adjusts personal style to be effective; Builds numerous and effective relationships through personal networks inside and outside the organization in order to solve problems and get things done	Pushes for the evolution of policies and practices to prevent future problems and issues; Communicates learnings to relevant stakeholders; Is actively sought after in order to help resolve complex problems	Teaches others to quickly engage in problem solving actions; Models appropriate problem-solution hand-off

MANAGING THROUGH PROCESSES AND SYSTEMS – Gets things done in a timely, organized and efficient manner

Behavioral Indicators:

- Has clear written processes that are consistently implemented
- Utilizes feedback loops to spark continuous improvement
- Has a plan for managing the technology, processes, and skills that support the work they lead

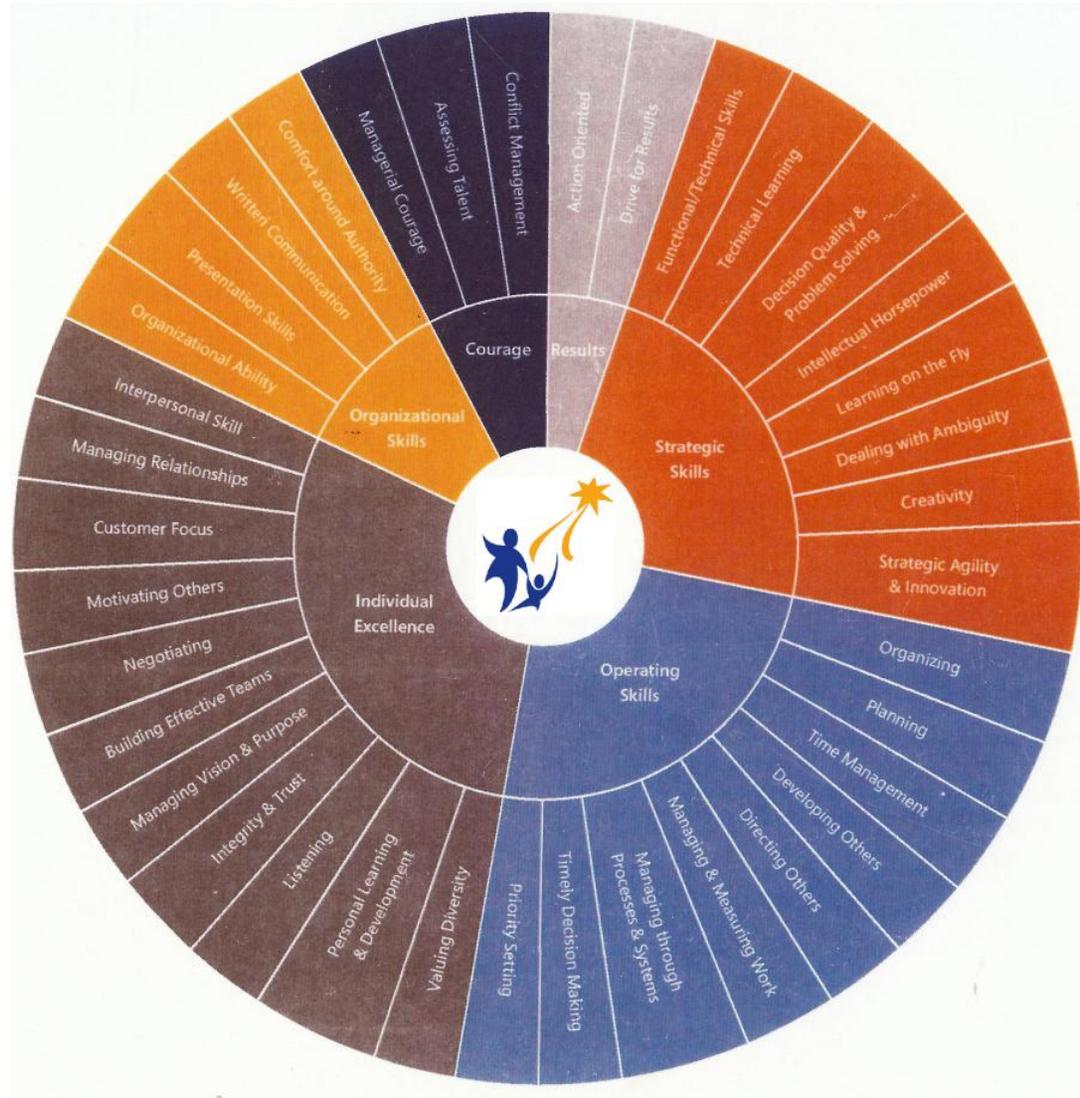
Managing through Processes and Systems:	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
Designs practices, processes, and procedures necessary to get things done; simplifies complex processes; gets more out of fewer resources; creates systems that manage themselves	Oversees simple operations	Oversees and directs moderately complex operations efficiently	Designs complex systems that can manage themselves or with little intervention	Expertly fashions both simple and complex systems for large groups or organizations	Teach others to expertly fashion both simple and complex systems for large groups or organizations
	Can figure out the processes necessary to get things done	Employs the practices, processes, and procedures necessary to get things done	Devises the processes and procedures, and clearly communicates them to others	Anticipates constraints or sink holes, and incorporates energizers and safeguards to ensure smooth operation without much oversight	Teach others to anticipate constraints or sink holes, and incorporate energizers and safeguards to ensure smooth operation without much oversight
	Can organize people and activities for simple processes	Can organize people and activities for simple and complex processes	Organizes people and activities while separating and combining tasks into an efficient workflow	Creates opportunities for synergy and integration of workflow by using knowledge of the types of people or groups involved	Teach others to create opportunities for synergy and integration of workflow by using knowledge of the types of people or groups involved
	Can follow through with measurement of a process or system that is already designed	Knows what and how to measure and simplifies complex processes	Assesses what and how to measure and then measures it and makes things work through others without being there	Adeptly adjusts measurement of processes and systems and impacts organizations, people, and results remotely	Teach others to adeptly adjust measurement of processes and systems

DEVELOPING OTHERS – Facilitating the learning and success of others in the organization

Behavioral Indicators:

- Sets expectations of what an employee should know and be able to do to be successful in their job
- Has clear understanding of each of their employee’s strengths and areas of opportunity
- Creates a development plan for employees with clear expectations for growth and regular feedback

Developing Others:	Level 1 (Unsatisfactory)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Exceeds Expectations)	Level 5 (Distinguished)
Is a people builder; provides challenging and stretching tasks and assignments; constructs compelling development plans and executes them; pushes direct reports to accept developmental moves	Provides tasks for the purpose of developing others	Provides challenging and stretching tasks and assignments	Looks for new ways to creatively challenge others and implements them	Considers himself or herself in a position of responsibility for the advancement of others; Identifies potential and assumes a role in harvesting it	Teach others to identify potential and how to develop and harvest it
	Considers career goals of direct reports and is intentional regarding their development	Is aware of each direct report’s career goals and holds frequent development discussions with them	Learns each direct report’s career goals and watches for development opportunities to explore	Creates an environment of positive feedback, encouraging others to reach farther and higher and to press on toward their goals	Teach others to create an environment of positive feedback; Model the ability to challenge others to achieve goals
	Suggests development plans	Works jointly with others in helping them construct development plans	Regularly initiates discussions with others and holds them accountable for their development plans	Holds frequent development discussions with others, discusses progress, and encourages others to adjust development plans as needed to ensure attainment of current career goals	Teach others how to hold development discussions
	Allows others to accept developmental tasks	Encourages others to accept developmental tasks or projects	Pushes others to accept developmental projects or job moves	Creates opportunities for enrichment, as well as development programs for others, and motivates them to participate	Teach others to create opportunities for enrichment; Model writing a development plan/program



Seattle Public Schools Competency Library

About This Competency Library



The Education Competency Wheel was developed in partnership between Microsoft, Lominger, and school leaders from around the world and is now being incorporated into Seattle Public School's Performance Evaluation process. The Education Competencies describe the full range of characteristics needed to help a school district achieve its organizational goals and vision.

At the core of the Education Competencies are six (6) qualities or success factors that individuals need in order to help school districts succeed in the 21st century. These qualities or success factors are:

- I. **Results:** An emphasis on goal-oriented action.
- II. **Strategic Skills:** An array of skills used to accomplish focused, longer-term goals.
- III. **Operating Skills:** An array of skills used for daily management of tasks and relationships.
- IV. **Individual Excellence:** Ability to achieve results by working effectively with others in various circumstances.
- V. **Organizational Skills:** Ability to communicate by various means within different organizational settings.
- VI. **Courage:** Ability to speak directly, honestly and with respect in difficult situations.

These six success factors form the organizing principles for the Education Competency Wheel, a visual depiction of the 37 Education Competencies. The success factors make up the inner wheel and are defined by associated competencies.

Define Success with Competencies

Competencies describe the functional and behavioral qualities that an individual must possess in order to help an organization achieve success. Each role in an organization requires a different emphasis or mix of competencies.

How to Use This Competency Library

The competency library is divided up into 3 sections:

- Core Competencies
- Leadership-specific Competencies
- Other Relevant Competencies

Core Competencies

Inclusive of the Education Competency Wheel and the District's mission, vision and goals, and other education-specific standards, Seattle Public Schools has identified 5 "Core" competencies which all District employees will be held accountable to. These core competencies reflect the most common and critical success factors that all District employee need to embrace and demonstrate on a day-to-day basis.

These 5 core competencies are included in all District employee performance evaluation forms and help to create common ground for all of our employees throughout the District.

Leadership-specific Competencies

Of the 37 job-specific competencies, these 7 are the ones intended for managers and supervisors in the organization.

Other Relevant Competencies

In addition to the core competencies, employees and their managers will have the opportunity to select additional job-specific competencies that are relevant to the various roles that exist within the District.

The other relevant competencies for which employees will be held accountable to can be determined and selected at various levels:

- **Divisional:** The Executive Manager or Group Representative can select the competencies for the entire division.
- **Departmental:** The Director or Department leader can select the competencies for an entire department or function.
- **Individual:** The individual employee and their manager will meet at the beginning of the review cycle to mutually agree upon the competencies.

Regardless of which level the job-specific competencies are selected, the following steps should be followed:

1. **Identification & Selection:** Other relevant competencies should be selected at the beginning of the review cycle. Anywhere from 3-5 additional competencies can be selected. Remember that these are in addition to the 5 core competencies.
2. **Communication:** Upon selection, the competencies should be communicated in advance to all appropriate employees.

SPS Core Competencies (Applicable to ALL District Employees)		
Competency	Definition	Behavioral Indicators
Collaboration	<p>Collaboration Develops cooperation and teamwork while participating in a group, working toward solutions which generally benefit all involved parties.</p>	<p>Collaboration</p> <ul style="list-style-type: none"> • Is seen as a team player who encourages efficient and effective collaborations. • Works skillfully in difficult situations with both internal and external groups. • Represents his/her own interests while being open-minded to other groups. • Builds respectful and productive relationships internally and externally.
Getting Results (Action Oriented)	<p>Getting Results (Action Oriented) Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself.</p>	<p>Getting Results (Action Oriented)</p> <ul style="list-style-type: none"> • Demonstrates a strong sense of urgency about solving problems and getting work done. • Focuses on achieving the goal even in the face of obstacles. • Assumes responsibility for starting and finishing work with minimal supervision. • Strives for new levels of performance.
Decision Quality & Problem Solving	<p>Decision Quality & Problem Solving 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.</p>	<p>Decision Quality & Problem Solving</p> <ul style="list-style-type: none"> • Weighs the consequences of options before making a decision. • Applies appropriate criteria to situations for the purpose of making decisions. • Displays self-confidence in own judgment. • Focuses in the facts and solutions instead of opinions and problems.
Integrity	<p>Integrity Is widely trusted; is seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain.</p>	<p>Integrity</p> <ul style="list-style-type: none"> • Deals with people and situations in an honest and forthright manner. • Represents information and data accurately and completely. • Represents the confidentiality of information and concerns shared by others. • Takes ownership if a mistake is their own and does not blame others.
Accountability	<p>Accountability Holds self and others accountable for measurable 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.</p>	<p>Accountability</p> <ul style="list-style-type: none"> • Takes responsibility and action as if the risks (financial or otherwise) are his or her own. • Holds individuals and team accountable for their actions and results. • Initiates action even if outcome is uncertain and is willing to accept the consequences of failure. • Aligns own activities and priorities to meet broader organizational needs. • Demonstrates courage and confidence in his or her own ability.

Leadership-Specific Competencies (for Managers/Supervisors)		
Competency	Definition	Behavioral Indicators
Strategic Agility & Innovation Management	Strategic Agility & Innovation Management Anticipates future consequences and trends accurately; brings creative ideas to market; recognizes strategic opportunities for change; creates competitive and breakthrough strategies.	Strategic Agility & Innovation Management <ul style="list-style-type: none"> • Sees ahead clearly and accurately anticipates how potential ideas may play out. • Thinks holistically by combining ideas in unique ways or making connection between different ideas. • Examines and evaluates potential solutions to determine where the greatest gain can be achieved. • Creates new ways of thinking to address complex issues.
Developing Others	Developing Others Is a people builder; provides challenging and stretching tasks and assignments; constructs compelling development plans and executes them; pushes direct reports to accept developmental moves.	Developing Others <ul style="list-style-type: none"> • Gives people assignments that help to develop their abilities. • Work collaboratively with direct reports to set meaningful performance objectives. • Meets regularly with direct reports to review developmental progress. • Recognizes and reinforces developmental efforts and improvements.
Directing Others	Directing Others Establishes clear directions; sets stretching goals and assigns responsibilities that bring out the best work from people; establishes a good work plan, and distributes the workload appropriately.	Directing Others <ul style="list-style-type: none"> • Assigns work to others, adapting to the responsibilities, motivation and interest of each individual. • Clearly communicates responsibilities including decision making authority, required actions and deadlines. • Provides appropriate support based on direct report's capabilities. • Encourages two-way dialog to ensure success.
Managing & Measuring Work	Managing & Measuring Work Clearly assigns responsibility for tasks and decisions; sets clear objectives and measures; monitors process, progress, and results; designs feedback loops into work.	Managing & Measuring Work <ul style="list-style-type: none"> • Identifies people and resources necessary to accomplish tasks. • Develops success indicators and monitors and reports status based on those indicators. • Develops effective communication skills and tools to interact with team.
Building Effective Teams	Building Effective Teams Builds cohesive teams of people within the organization; shares wins and success such that each team member feels valuable and appreciated; guides teams to establish and achieve goals.	Building Effective Teams <ul style="list-style-type: none"> • Creates high performance environment where others pull together to get things done. • Promotes collaboration and removes obstacles to teamwork. • Celebrates successes and rewards team achievements. • Monitors and evaluates team successes and challenges while providing productive feedback.
Managing Vision & Purpose	Managing Vision & Purpose Communicates a compelling and inspired vision or sense of core purpose; makes the vision sharable by everyone; can inspire and motivate entire units or organizations.	Managing Vision & Purpose <ul style="list-style-type: none"> • Develops a clear sense of purpose and mission that captures the imagination of others. • Shares vision in a way that influences others as demonstrated by their words and actions. • Anticipates and identifies long-term, future organizational needs and opportunities.
Managerial Courage	Managerial Courage Tactfully dispenses direct and actionable feedback; is open and direct with others without being intimidating; deals head-on with people problems and prickly situations.	Managerial Courage <ul style="list-style-type: none"> • Lets people know where they stand and faces up to people problems quickly, directly and respectfully. • Responds constructively to challenging situations or people even under stress. • Does not hold back on anything that needs be said or done in a productive and constructive way.

Other Relevant Competencies

I. RESULTS

Competency	Definition	Behavioral Indicators
Drive For Results	Drive For Results Pursues everything with energy, drive, and a need to finish; does not give up before finishing, even in the face of resistance or setbacks' steadfastly pushes self and others for results.	Drive For Results <ul style="list-style-type: none"> • Sets and maintains high performance standards for self and others. • Motivates others to convert ideas into actions and results. • Recognizes and takes advantage of opportunities to deliver results. • Has a strong sense of urgency about solving problems and getting things done.
Action Oriented	See Core Competency "Getting Results (Action Oriented)"	See Core Competency "Getting Results (Action Oriented)"

II. STRATEGIC SKILLS

Functional / Technical Skills	Functional/Technical Skills Possesses required functional and technical knowledge and skills to do his or her job at a high level of accomplishment; demonstrates active interest and ability to enhance and apply new functional skills.	Functional / Technical Skills <ul style="list-style-type: none"> • Understands the technical aspects of the job and keeps up-to-date on key technical or functional aspects of the job. • Applies appropriate technical/functional knowledge to address situations in a timely manner. • Thinks of ways to apply new developments to improve organizational performance. • Shares expertise and skills with others when appropriate.
Technical Learning	Technical Learning Quickly learns and integrates new technical skills and knowledge; seeks out avenues to enhance technical knowledge.	Technical Learning <ul style="list-style-type: none"> • Picks up and integrates technical skills quickly. • Recognizes trends and effectively prepares for changes. • Seeks out opportunities to advance one's learning in relevant technical disciplines.
Decision Quality & Problem Solving	See Core Competency "Getting Results (Action Oriented)"	See Core Competency "Getting Results (Action Oriented)"
Intellectual Acumen	Intellectual Acumen Is intelligent and capable; deals with concepts and complexity comfortably; is good at learning and deciphering new knowledge; able to assimilate new skills independently.	Intellectual Acumen <ul style="list-style-type: none"> • Demonstrates and is described as someone who is intellectually sharp, agile and capable. • Handles concepts and complexity comfortably. • Demonstrates the ability to comfortably shift thinking on a dime.
Learning on the Fly	Learning on the Fly Learns quickly when facing new problems; analyzes both successes and failures for clues to improvement; experiments and will try anything to find solutions; enjoys the challenge of unfamiliar tasks.	Learning on the Fly <ul style="list-style-type: none"> • Shows willingness to learn new methods. • Learns quickly when facing new problems and tries to understand the basis for change. • Treats change and new situations as opportunities for learning and growth. • Modifies behavior quickly to deal effectively with challenging or unfamiliar tasks.

Other Relevant Competencies

II. STRATEGIC SKILLS (continued)

Competency	Definition	Behavioral Indicators
Dealing with Ambiguity	Dealing with Ambiguity Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; can comfortably handle risk and uncertainty.	Dealing with Ambiguity <ul style="list-style-type: none"> • Responds quickly to change and comfortably considers new approaches. • Operates well in situations when consequences of actions and decisions are unclear. • Switches strategies or approach if current ones are not working.
Creativity	Creativity Generates many new and unique ideas; makes connections among previously unrelated notions; is unafraid to use unorthodox methods; is seen as original and value-added in brainstorming settings.	Creativity <ul style="list-style-type: none"> • Generates a lot of new and unique ideas. • Brainstorms multiple and value-added solutions to problems. • Draws from multiple resources and perspectives to come up with new ideas and approaches. • Creates new and effective processes and systems.
Strategic Agility & Innovation Management	Strategic Agility & Innovation Management Anticipates future consequences and trends accurately; brings creative ideas to market; recognizes strategic opportunities for change; creates competitive and breakthrough strategies.	Strategic Agility & Innovation Management <ul style="list-style-type: none"> • Sees ahead clearly and accurately anticipates how potential ideas may play out. • Thinks holistically by combining ideas in unique ways or making connection between different ideas. • Examines and evaluates potential solutions to determine where the greatest gain can be achieved. • Creates new ways of thinking to address complex issues.
III. OPERATING SKILLS		
Organizing	Organizing Can marshal resources (people, funding, material, support) to get things done; can orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently; arranges information and files in a useful manner.	Organizing <ul style="list-style-type: none"> • Identifies and prioritizes critical activities and tasks to achieve results. • Ensures that materials and information are prepared to maximize productivity. • Knows how to get things done both through formal and informal channels.
Planning	Planning Accurately determines the length and difficulty of tasks and projects; sets clear, realistic and measurable goals; sets priorities and time parameters to accomplish tasks and projects; anticipates roadblocks and develops contingencies to redirect tasks so momentum is not lost.	Planning <ul style="list-style-type: none"> • Allocates and coordinates time effectively and efficiently to avoid conflicts. • Anticipates potential problems and develops plans to address them. • Develops an appropriate work plan to achieve results. • Monitors progress, responds to problems and measures performance.
Time Management	Time Management Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities; adeptly handles several tasks at once.	Time Management <ul style="list-style-type: none"> • Focuses his/her efforts on the most important priorities. • Uses time effectively and efficiently. • Handles multiple-tasks effectively and efficiently. • Values other people's time.
Developing Others	Developing Others Is a people builder; provides challenging and stretching tasks and assignments; constructs compelling development plans and executes them; pushes direct reports to accept developmental moves.	Developing Others <ul style="list-style-type: none"> • Gives people assignments that help to develop their abilities. • Work collaboratively with direct reports to set meaningful performance objectives. • Meets regularly with direct reports to review developmental progress. • Recognizes and reinforces developmental efforts and improvements.

Other Relevant Competencies

III. OPERATING SKILLS (continued)

Competency	Definition	Behavioral Indicators
Directing Others	<p>Directing Others Establishes clear directions; sets stretching goals and assigns responsibilities that bring out the best work from people; establishes a good work plan, and distributes the workload appropriately.</p>	<p>Directing Others</p> <ul style="list-style-type: none"> • Assigns work to others, adapting to the responsibilities, motivation and interest of each individual. • Clearly communicates responsibilities including decision making authority, required actions and deadlines. • Provides appropriate support based on direct report's capabilities. • Encourages two-way dialog to ensure success.
Managing & Measuring Work	<p>Managing & Measuring Work Clearly assigns responsibility for tasks and decisions; sets clear objectives and measures; monitors process, progress, and results; designs feedback loops into work.</p>	<p>Managing & Measuring Work</p> <ul style="list-style-type: none"> • Identifies people and resources necessary to accomplish tasks. • Develops success indicators and monitors and reports status based on those indicators. • Develops effective communication skills and tools to interact with team.
Managing Through Processes & Systems	<p>Managing Through Processes & Systems Designs practices, processes, and procedures necessary to get things done; simplifies complex processes; gets more out of fewer resources; creates systems that manage themselves.</p>	<p>Managing Through Processes & Systems</p> <ul style="list-style-type: none"> • Sets clear, well-defined outcomes for desired results and tracks progress. • Breaks down objectives into actionable steps with targeted deadlines. • Leverages and uses resources efficiently and creatively to achieve desired outcomes.
Timely Decision Making	<p>Timely Decision Making Makes decisions in a timely manner, sometimes with incomplete information and under tight deadlines and pressure; thinks well on his or her feet.</p>	<p>Timely Decision Making</p> <ul style="list-style-type: none"> • Makes timely and sound decisions based on analysis, wisdom, experience and judgment. • Takes appropriate action that is consistent with available facts, time constraints and possible outcomes. • Takes calculated risks. • Takes responsibility for decisions.
Priority Setting	<p>Priority Setting Spends his or her time and the time of others on what's important; focuses on the critical few, and puts the trivial many aside; can quickly sense what will help or hinder accomplishing a goal.</p>	<p>Priority Setting</p> <ul style="list-style-type: none"> • Spends own and other's time on what's most important. • Focuses on the critical few, and puts the trivial many aside. • Ensures that each individuals and the department develop goals and a plan that fulfills the organization's mission.

IV. INDIVIDUAL EXCELLENCE

Interpersonal Skills	<p>Interpersonal Skills Is warm and easy to approach; builds constructive and effective relationships; uses diplomacy and tact to diffuse tense situations; has a style and charm that immediately puts others at ease and disarms hostility.</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Relates well with others • Builds constructive and effective relationships. • Considers and responds appropriately to the needs and feelings of different situations. • Is tactful, diplomatic and demonstrates consistency and fairness.
-----------------------------	--	---

Other Relevant Competencies

IV. INDIVIDUAL EXCELLENCE (continued)

Competency	Definition	Behavioral Indicators
<p>Managing Relationships</p>	<p>Managing Relationships Responds and relates well to people in all positions; is seen as a team player, and is cooperative; looks for common ground, and solves problems for the good of all.</p>	<p>Managing Relationships</p> <ul style="list-style-type: none"> • Relates well to all kinds of people inside and outside of the organization. • Works to create win-win scenarios. • Shares appropriate information to find common ground. • Puts own agenda aside in order to achieve organization’s goals.
<p>Customer Focus</p>	<p>Customer Focus Commits to meeting the expectations and requirements of internal and external stakeholders; acts with stakeholders in mind; values importance of providing high-quality customer service.</p>	<p>Customer Focus</p> <ul style="list-style-type: none"> • Makes customers and their needs a primary focus of his/her actions. • Thinks ahead and considers the impact of actions both internally and externally. • Develops trust, credibility and maintains strong relationships with customers. • Goes the extra mile to satisfy customer needs and expectations.
<p>Motivating Others</p>	<p>Motivating Others Creates a climate in which people want to do their best; can assess each person’s strengths and use them to get the best out of him or her; promotes confidence and optimistic attitudes; is someone people like working for and with.</p>	<p>Motivating Others</p> <ul style="list-style-type: none"> • Creates a climate in which people want and choose to do their best. • Makes each individual feel that his/her work is important. • Determines what motivates each person and uses it to get the best out of him/her. • Is someone that people like working for and with.
<p>Negotiating</p>	<p>Negotiating Can negotiate skillfully in difficult situations; can settle differences with minimum noise; can win concessions without damaging relationships; thoughtfully fashions creative solutions that satisfy all parties.</p>	<p>Negotiating</p> <ul style="list-style-type: none"> • Presents his/her point of view in a way that enlists others’ support. • Develops and delivers persuasive arguments to address the concerns, wants and needs of others. • Identifies key decision-makers and builds alliances. • Achieves win-win outcomes by identifying common interests.
<p>Building Effective Teams</p>	<p>Builds Effective Teams Builds cohesive teams of people within the organization; shares wins and success such that each team member feels valuable and appreciated; guides teams to establish and achieve goals.</p>	<p>Building Effective Teams</p> <ul style="list-style-type: none"> • Creates high performance environment where others pull together to get things done. • Promotes collaboration and removes obstacles to teamwork. • Celebrates successes and rewards team achievements. • Monitors and evaluates team successes and challenges while providing productive feedback.
<p>Managing Vision & Purpose</p>	<p>Managing Vision & Purpose Communicates a compelling and inspired vision or sense of core purpose; makes the vision sharable by everyone; can inspire and motivate entire units or organizations</p>	<p>Managing Vision & Purpose</p> <ul style="list-style-type: none"> • Develops a clear sense of purpose and mission that captures the imagination of others. • Shares vision in a way that influences others as demonstrated by their words and actions. • Anticipates and identifies long-term, future organizational needs and opportunities.
<p>Integrity & Trust</p>	<p>See Core Competency “Integrity”.</p>	<p>See Core Competency “Integrity”</p>

Other Relevant Competencies

IV. INDIVIDUAL EXCELLENCE (continued)

Competency	Definition	Behavioral Indicators
<p>Listening</p>	<p>Listening Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when he or she disagrees.</p>	<p>Listening</p> <ul style="list-style-type: none"> • Responds in a way that reflects an understanding of what was said. • Asks clarifying questions to assure a commitment to understanding what was said. • Demonstrates patience in hearing people out. • Persists in trying to understand despite obstacles.
<p>Personal Learning & Development</p>	<p>Personal Learning & Development Is personally committed to and actively works to continuously improve him or herself; recognizes the need to change personal, interpersonal, and managerial behavior; actively seeks feedback.</p>	<p>Personal Learning & Development</p> <ul style="list-style-type: none"> • Exhibits persistence and motivation to continuously improve one's skills. • Builds on strengths and addresses opportunities. • Demonstrates an openness to learn from one's own mistakes. • Seeks feedback from others and is receptive to new perspectives and ideas.
<p>Valuing Diversity</p>	<p>Valuing Diversity Manages all kinds and classes of people equitably; supports equal and fair treatment and opportunity for all; fosters a climate of inclusion, where diverse thoughts are freely shared and integrated.</p>	<p>Valuing Diversity</p> <ul style="list-style-type: none"> • Values diversity as demonstrated in hiring decisions, delegating work, team forms and interaction with others. • Demonstrates respect for all people from all walks of life. • Seeks out different points of view and leverages the benefits of different perspectives.

V. ORGANIZATIONAL SKILLS

<p>Comfort Around Authority</p>	<p>Comfort Around Authority Can deal comfortably with authority figures; presents to authority figures without undue tension; understands how authority figures think and work.</p>	<p>Comfort Around Authority</p> <ul style="list-style-type: none"> • Handles situations and presentations to senior leaders comfortably and with ease. • Demonstrates an understanding of how senior leaders think and work. • Develops and adapts approaches that are appropriate to the needs of the audience.
<p>Written Communications</p>	<p>Written Communications Is able to write clearly and succinctly in a variety of communication settings and styles; can get messages across that instigate appropriate actions.</p>	<p>Written Communications</p> <ul style="list-style-type: none"> • Organizes and presents information in writing in a clear and convincing manner. • Uses appropriate writing style and tailors writing to meet the needs of the audience. • Uses correct spelling, grammar and punctuation.
<p>Presentation Skills</p>	<p>Presentation Skills Is effective in a variety of formal and informal presentation settings; commands attention and manages group process during the presentation; is cognizant of audience response and able to adapt content and style accordingly.</p>	<p>Presentation Skills</p> <ul style="list-style-type: none"> • Presents clear and convincing presentations that achieve their purpose. • Tailors presentation to meet the needs of the audience. • Practices active listening and can quickly change approaches when something isn't working. • Uses strong listening skills to formulate appropriate responsive answers to questions.
<p>Organizational Agility</p>	<p>Organizational Agility Knowledgeable about how organizations work; gets things done both through formal and informal channels; effectively maneuvers through complex political situations.</p>	<p>Organizational Agility</p> <ul style="list-style-type: none"> • Understands the interests, motivations and agendas of others. • Uses the "informal" channels to get things done without creating problems with the "formal" channels. • Demonstrates an understanding and consideration of how actions may impact stakeholders. • Makes comments that move the group or situations towards a productive outcome.

Other Relevant Competencies

VI. COURAGE

Competency	Definition	Behavioral Indicators
<p>Conflict Management</p>	<p>Conflict Management Successfully mediates conflict between individuals and groups; can hammer out tough agreements and settle disputes equitably; can find common ground and obtain cooperation with minimum noise.</p>	<p>Conflict Management</p> <ul style="list-style-type: none"> • Deals effectively with others in tough situations. • Expresses disagreements in a way that does not disparage or attach others. • Demonstrates the ability to expand areas of agreement and narrow areas of disagreement. • Recognizes differences in opinion, brings them into the open and looks for win-win solutions.
<p>Assessing Talent</p>	<p>Assessing Talent Is a good judge of talent; accurately projects what people are likely to do across a variety of situations; hires the best people available from inside or outside; assembles talented teams.</p>	<p>Assessing Talent</p> <ul style="list-style-type: none"> • Identifies good talent with limited exposure. • Demonstrated track record of hiring and assembling the best people and teams. • Assesses individuals' strengths and weaknesses accurately and makes appropriate hiring and work assignment decisions.
<p>Managerial Courage</p>	<p>Managerial Courage Tactfully dispenses direct and actionable feedback; is open and direct with others without being intimidating; deals head-on with people problems and prickly situations.</p>	<p>Managerial Courage</p> <ul style="list-style-type: none"> • Lets people know where they stand and faces up to people problems quickly, directly and respectfully. • Responds constructively to challenging situations or people even under stress. • Does not hold back on anything that needs be said or done in a productive and constructive way.



Cabinet Leadership Annual Performance Evaluation Form

Revised as of September 2015

EMPLOYEE INFORMATION

EMPLOYEE NAME		POSITION	
SUPERVISOR NAME		DEPARTMENT	
DATE OF HIRE	REVIEW PERIOD COVERS (MM-DD-YY) FROM: _____ To: _____	DATE OF REVIEW	TYPE OF REVIEW <input type="checkbox"/> QUARTERLY <input type="checkbox"/> ANNUAL <input type="checkbox"/> MID-YEAR

Instructions & Guidelines

Instructions: The purpose of this performance evaluation form is to establish goals and expectations for the current review period, to review your performance, and to identify strengths and areas for improvement since your last review period. Please complete the following steps:

At the beginning of the review cycle....

Step 1	<p>Complete and Validate Employee Information: Employee & Manager completes page 1. Ratings are not done at this time and will be done at the end of the review cycle.</p> <ul style="list-style-type: none"> o Employee Information: Insert all appropriate employee information, dates and type of review. o Job Description Review: Manager should review current job description to ensure it is accurate. If it needs to be updated, click on the Position Description Template and follow the instructions to review and update the position through Human Resources.
Step 2	<p>Set Goals and Key Objectives For This Review Period: At the beginning of the review cycle, the employee and manager should document 3-4 key performance goals and objectives, and one SMART Goal that will be used to drive a “Cycle of Inquiry Process” for the performance period. Individual goals should be:</p> <ul style="list-style-type: none"> o Based on the employee’s job description; and o Linked and in alignment to current Team/Department/School/District/Superintendent goals. <p>Save the document with your goals and periodically review and update with your manager throughout the year.</p>
Step 3	<p>Pick one goal to engage in a “PRIDE SMART Goal” Cycle of Inquiry process: Determine the problem in practice that you are trying to solve. Think about the overall purpose of the goal. How is it related to advancing student or organizational outcomes? Determine your theory of action for solving this problem. Outline the steps (action plan) for which you plan to implement during the review period. Determine the metrics you will use to determine/measure progress. Determine the data you will use to demonstrate progress.</p> <p>You should review progress towards your SMART Goals every 6-8 weeks. You may review your Cycle of Inquiry PRIDE goal as part of a department or division team, or with your immediate supervisor.</p>

At the end of the review cycle....

Step 4	<p>Employee Completes Self-Evaluation: Employee completes self-evaluation in Sections I-IV and sends completed form to his or her manager.</p>
Step 5	<p>Manager Completes Employee Evaluation: Manager completes manager review of employee’s performance in Sections I-IV and schedules at 1:1 meeting with the employee to review performance evaluation.</p>
Step 6	<p>Sign Completed Evaluation: Employee and manager signs completed evaluation and forwards originals to Mailstop 33-157, Attn: Human Resources. Copies may be retained by the employee and the manager for future reference.</p>
Step 7	<p>Quarterly review with department or colleagues: For your PRIDE SMART Goal, work with your colleagues or department/division to review progress towards your goal. Gather leading indicators and discuss any adjustments that you may need to make to your goal with your supervisor.</p>
Step 8	<p>Mid-Year Check-In: At their discretion, managers may request employees to complete the Mid-Year Check-In (Section VI) to follow-up on progress towards goals and/or revisit areas for improvement from the last review. NOTE: Managers with employees who received an overall rating of “2 – Developing” are required to have their employee complete Section VI within 6 months from their last review and then set-up a check-in meeting to assess progress.</p>



Cabinet Leadership Annual Performance Evaluation Form

Revised as of September 2015

Rating Instructions: Throughout this review, state the ratings where applicable in whole numbers (1, 2, 3, 4, or 5) in accordance with the definitions below. Comments **MUST** be used in support of the numerical rating given, including notation of significant examples.

RATINGS & DEFINITIONS

Instructions: State the ratings where applicable in whole numbers (1, 2, 3, 4, or 5) in accordance with the below definitions. Comments on all ratings are encouraged. For ratings of 1 or 5, comments with specific examples are required.

Level 5: Outstanding	<ul style="list-style-type: none"> Performance is significantly above expectations. Accomplishments are recognized by team or district leadership as significant. Individual serves as a model and resource to peers and developing leaders.
Level 4: Exceeds Expectations	<ul style="list-style-type: none"> Performance exceeds expectations. Individual manages expectations well and perform above expectations in unpredictable or difficult environments. Accomplishments are recognized by the team or district leadership as commendable.
Level 3: Proficient	<ul style="list-style-type: none"> Performance is as expected. The individual can work independently with an appropriate amount of supervision.
Level 2: Developing	<ul style="list-style-type: none"> Takes on a new area of responsibility and/or engages in the use of a new tool or concept Performance is usually satisfactory and is expected to be improved through coaching, development and experience. Individuals require more supervision.
Level 1: Unsatisfactory	<ul style="list-style-type: none"> Performance is below expectations for the position and individual fails to manage and/or meet expectations. Immediate and substantial improvement is necessary.

Section I: Goal Setting and Evaluation of Performance Against Goals & Objectives

In support of **Every Student, Every Classroom, Every Day**, we have agreed upon the following goals and objectives which should:

- Reflect a summary of your position's key responsibilities; and
- Be linked and in alignment to support the overall goals and strategies of Seattle Public Schools' Strategic Plan
- You will set Performance Goals based on the core work you lead and you will additionally set 1 PRIDE SMART Goal, in which you will address a specific problem of practice or problem of student learning that will form the basis of your year-long "inquiry" process. The PRIDE SMART Goal Template is in addition to your other Performance Goals.

Employee Instructions	Manager Instructions
Comment on your achievement of the results of each key performance goals and objectives, providing specific examples of accomplishments and challenges faced during this review period, and then complete the rating under the boxes marked "E".	Review the employee's comments and explanation of results, provide feedback on the results of the key performance goals and objectives, and then complete the rating under the boxes marked "M".

I. KEY GOALS & OBJECTIVES FOR THIS REVIEW PERIOD

Performance Goals	Performance Measures	Target Date	Achieved (Yes, No, In Progress)	Rating	
				E=Emp	M=Mgr
				E	M
				E	M



Cabinet Leadership Annual Performance Evaluation Form

Revised as of September 2015

II. P.R.I.D.E SMART Goal

Employee Instructions	Manager Instructions
<p>Choose One SMART Goal that will dive more deeply into a problem in your practice related to improving student or organizational outcomes. Determine the problem in practice that you are trying to solve. Think about the overall purpose of the goal. How is it related to advancing student or organizational outcomes? Determine your theory of action for solving this problem. Outline the steps (action plan) for which you plan to implement during the review period. Determine the District Scorecard or Operations Data Dashboard metrics you will use to determine/measure progress.</p> <p>You should review progress towards your SMART Goals every 6-8 weeks. You should review your Cycle of Inquiry PRIDE goal as part of a department or division team, or with your immediate supervisor.</p>	<p>Review the employee's PRIDE SMART Goal Template. Determine how you will measure performance against the SMART Goal. You and the employee should mutually agree to how the SMART Goal will be measured. At the end of the review period the employee should be able to demonstrate when and how their goal and associated action plan will be monitored throughout the year.</p> <p>Review the employee's comments and explanation of results, provide feedback on the results of the key performance goals and objectives</p>

<u>SMART GOAL</u>				
<u>Problem of Practice or Student Learning (Purpose)</u>				
<u>Theory of Action (If I do X...then Y will change...)</u>				
<u>Action Plan (Implementation)</u>	<ul style="list-style-type: none"> 	<u>Person Responsible</u>	<u>Due Date</u>	
<u>Measures of Progress (Results)</u>	<u>Metric(s)</u>	<u>Baseline Data</u>	<u>Expected Result</u>	<u>Actual Result</u>
If you choose to work with a department or team of colleagues, who will you include in your Professional Learning Community?				

Employee Comments	
Manager Comments	



Cabinet Leadership Annual Performance Evaluation Form

Revised as of September 2015

Section III: Evaluate Performance Against Key Performance Competencies/Standards/Requirements

Employee Instructions	Manager Instructions
Rate your performance against each competency and provide specific examples that support the rating.	Rate the employee's performance against each competency and provide specific examples that support the rating.
Please refer to the Competency Library for more information about the competencies and behavioral descriptors to assist in evaluating and determining an appropriate rating for each competency.	

A. CORE CABINET LEADERSHIP COMPETENCIES (Must be completed by all District employees)		
Competency	Provide Specific Examples/Comments	
Purpose <u>Managing Vision and Purpose</u> Communicates a compelling and inspired vision of sense of core purpose; makes the vision sharable by everyone; can inspire and motivate entire units or organizations	EMPLOYEE	SELF RATING
	MANAGER	MGR RATING
Results <u>Accountability</u> Holds self and others accountable for measurable, 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.	EMPLOYEE	SELF RATING
	MANAGER	MGR RATING
Implementation/Instruction <u>Planning</u> Accurately determines the length and difficulty of tasks and projects; sets clear, realistic and measurable goals; sets priorities and time parameters to accomplish tasks and projects; anticipates roadblocks and develops contingencies to redirect tasks so momentum is not lost.	EMPLOYEE	SELF RATING
	MANAGER	MGR RATING
Determination <u>Action Oriented – Getting Results</u> Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself.	EMPLOYEE	SELF RATING
	MANAGER	MGR RATING
Engagement <u>Collaboration</u> Develops cooperation and teamwork while participating in a group; working toward solutions which generally benefit all involved parties.	EMPLOYEE	SELF RATING
	MANAGER	MGR RATING
Integrity Is widely trusted; is seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain.	EMPLOYEE	SELF RATING
	MANAGER	MGR RATING
Developing Others Has clear understanding of each of their employee's strengths and areas of growth; shares those with the employees. Sets measurable expectations for their growth; provides feedback during mid-year and/or quarterly reviews.	EMPLOYEE	SELF RATING
	MANAGER	MGR RATING



Cabinet Leadership Annual Performance Evaluation Form

Revised as of September 2015

B. OTHER RELEVANT COMPETENCIES / STANDARDS / REQUIREMENTS

Competency	Provide Specific Examples/Comments		
[insert competency]	EMPLOYEE		SELF RATING
	MANAGER		MGR RATING
[insert competency]	EMPLOYEE		SELF RATING
	MANAGER		MGR RATING

Section III: Overall Rating & Summary

Employee Instructions	Manager Instructions
Provide any final comments with regard to your manager's overall rating and assessment.	Review your ratings for the Goals (Section I) and Competencies (Section II) and whichever rating was predominantly used should be reflected in your overall rating. Include a summary of overall strengths, necessary areas for development or critical improvements that support the overall rating along with any additional performance-related comments not included in prior sections. More information on how to select the Overall Rating is available in the Performance Evaluation Administrative Guide.

III. OVERALL RATINGS & SUMMARY

Manager Overall Rating & Comments	Manager's Overall Rating		
	<input type="checkbox"/>	5	Outstanding
	<input type="checkbox"/>	4	Above Expectations
	<input type="checkbox"/>	3	Proficient
	<input type="checkbox"/>	2	Developing
	<input type="checkbox"/>	1	Unsatisfactory
Employee Comments			



Cabinet Leadership Annual Performance Evaluation Form

Revised as of September 2015

Section IV: Individual Development Plan for Next Review Period

Employee Instructions	Manager Instructions
Identify 2-3 individual or professional developmental goals/objectives for the next review period. Define the knowledge/skill you want to develop, rationale for why it is important to your current/future performance, action steps to be taken, additional key resources necessary to successfully achieve each objective (e.g., required resources, tools, training or other kinds of support), and a general timeline for completion.	Please work with the employee to assist with developing appropriate next steps. Provide comments on how you will support the employee in these developmental opportunities.

IV. INDIVIDUAL DEVELOPMENT PLAN FOR THE NEXT REVIEW PERIOD

Employee Comments	
Manager Comments	

Section V: Employee Acknowledgment & Signatures

Employee Instructions	Manager Instructions
Employee should review and sign completed performance evaluation.	Please sign and forward completed evaluation to Mailstop 33-157, Attn: Human Resources.

V. EMPLOYEE ACKNOWLEDGEMENT & SIGNATURES

Employee Acknowledgment	I have read this appraisal and have discussed the information with my manager. My signature does not imply agreement, only that the appraisal discussion took place and I was advised of my performance.		
Employee Signature		Date	
Supervisor Signature		Date	

Upon completion, please send completed and signed evaluation forms to Mailstop 33-157, Attn: Human Resources.

FOR HR USE ONLY		
<input type="checkbox"/>	FORM RECEIVED	DATE
<input type="checkbox"/>	DATA ENTERED	DATE



Cabinet Leadership Annual Performance Evaluation Form

Revised as of September 2015

Section VI: Mid-Year Check-in

Employee Instructions	Manager Instructions
Upon request from your manager, complete the following mid-year check-in section by providing an update on progress towards Goals & Objectives as well as any comments on competencies that are applicable to your work. Send the completed mid-year check-in form to your manager.	Complete the mid-year check-in form upon receipt from your employee and set up a meeting to assess and discuss progress on all appropriate areas. Please document status for relevant items below. Detach and send completed form to Mailstop 33-157, Attn: Human Resources.

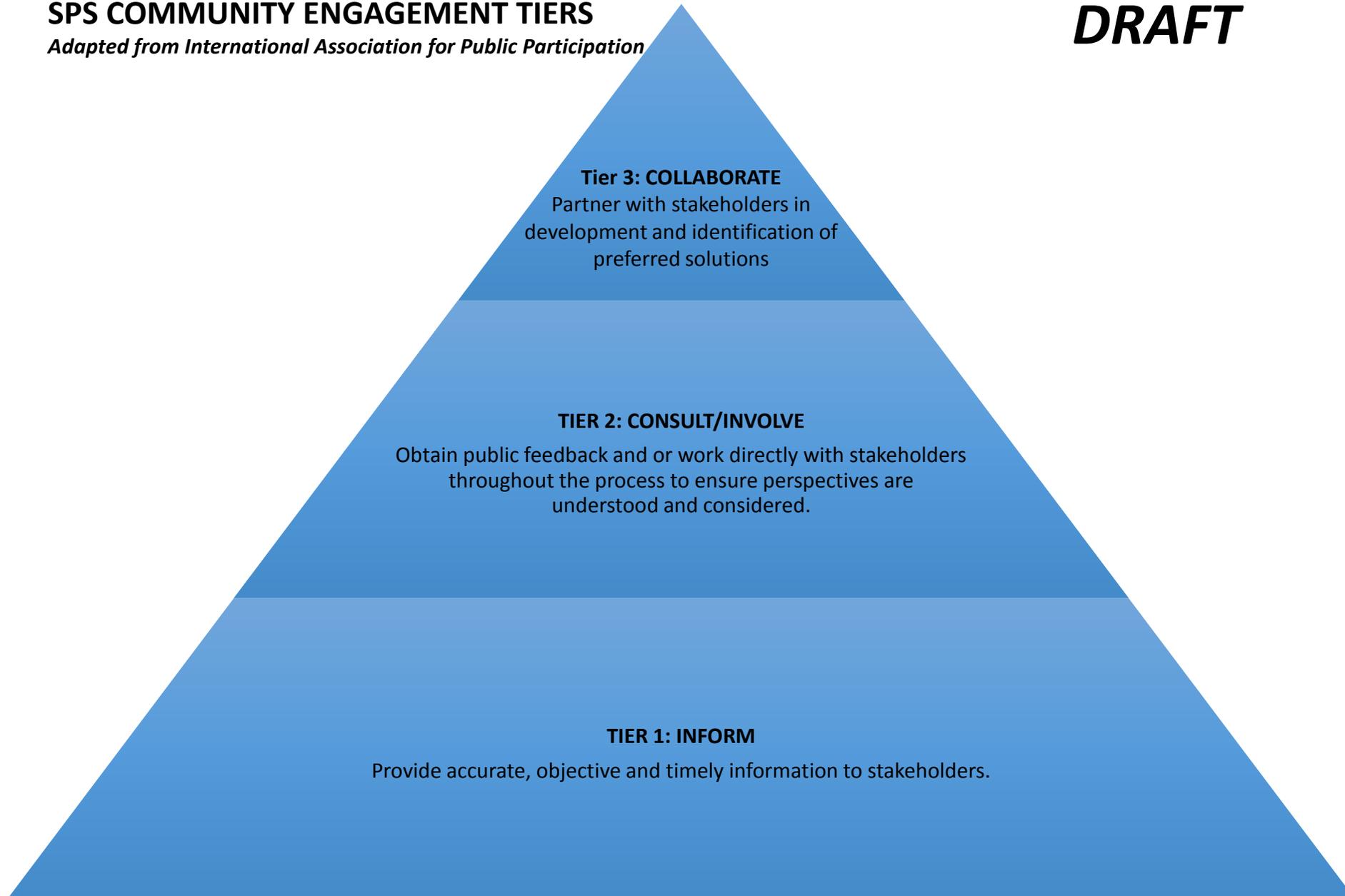
EMPLOYEE NAME	SUPERVISOR NAME
DATE OF LAST EVALUATION	DATE OF MID-YEAR CHECK-IN

VI. MID-YEAR CHECK-IN	
Area	Provide Specific Examples/Comments
Goals & Objectives Comment on progress toward any previously established goals and objectives. Document any progress or results from the "Cycle of Inquiry" SMART Goal that have occurred to date.	EMPLOYEE
	MANAGER
Competencies Comment on progress in appropriate areas: 1) where strengths were demonstrated; and 2) where there are opportunities for improvement.	EMPLOYEE
	MANAGER
Other Comments Provide any other relevant examples or comments with regard to progress to date.	EMPLOYEE
	MANAGER

Employee Signature	Date	
Manager Signature	Date	

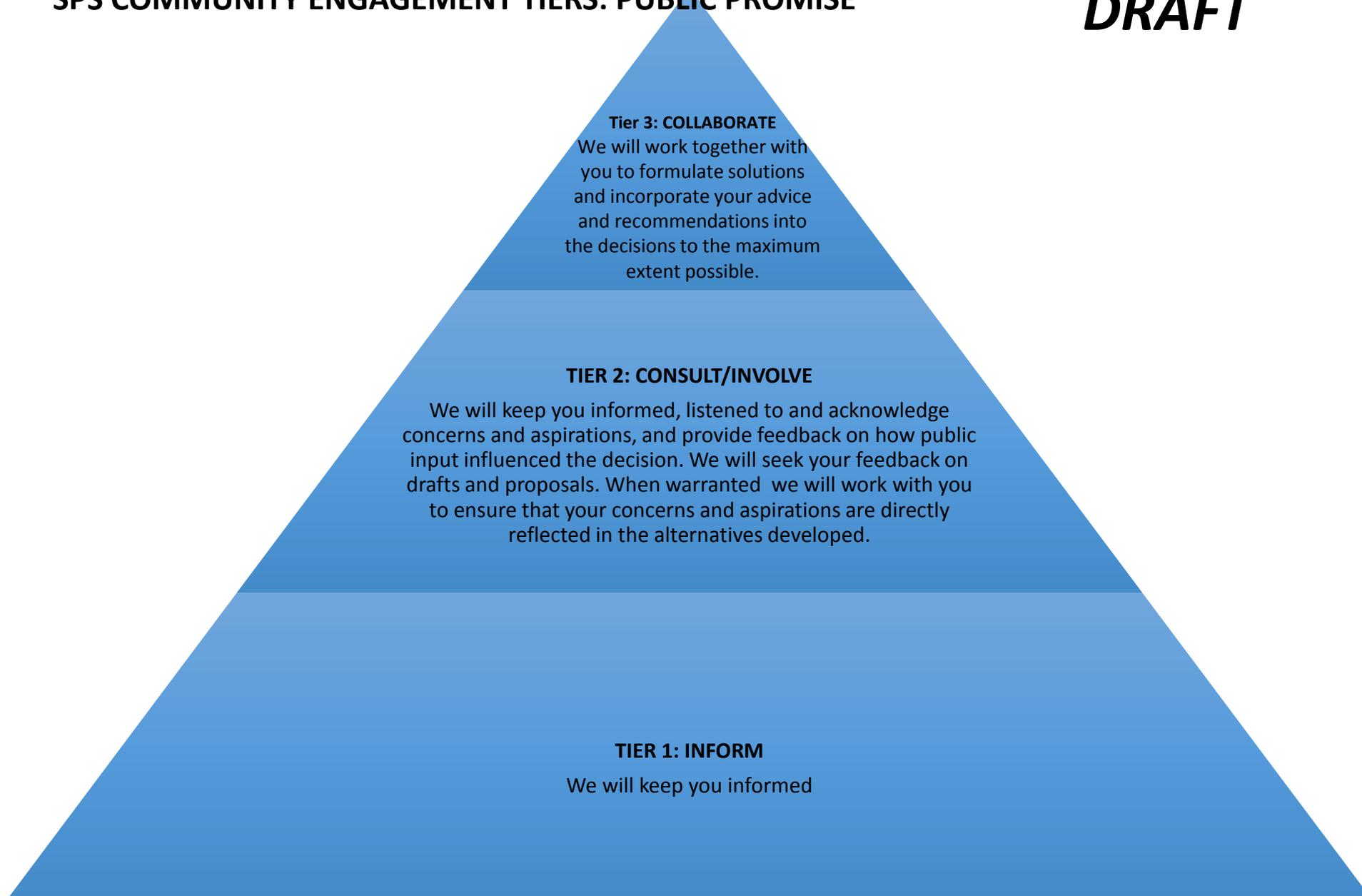
SPS COMMUNITY ENGAGEMENT TIERS
Adapted from International Association for Public Participation

DRAFT



SPS COMMUNITY ENGAGEMENT TIERS: PUBLIC PROMISE

DRAFT



Tier 3: COLLABORATE

We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.

TIER 2: CONSULT/INVOLVE

We will keep you informed, listened to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals. When warranted we will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed.

TIER 1: INFORM

We will keep you informed

Goal 7 Evidence of Progress

<u>SMART Goal #7: Professional Practice</u>	<p>By October 31, 2016:</p> <ul style="list-style-type: none"> - Cabinet has completed inquiry cycle for one SMART goal each - Engagement matrix developed and in use - Principals report greater engagement in district decision making - Parents and teachers report greater clarity around district goals
Baseline, November 2015	Basic- (majority of Basic elements)
Target, November 2016	Proficient

1. Did you meet your Target for November 2016? What evidence or data demonstrates the color provided on each row and box of the rubric?

- **Row 1:** We are currently Proficient, and have made strong progress into Distinguished. The evidence/data that demonstrates this progress includes the collaborative work between the Board and Cabinet to develop both the 15-16 and 16-17 SMART goals in alignment with the three Strategic Plan goals.
- **Row 2:** We are currently Proficient, and have made progress into Distinguished. Cabinet’s evaluation documents now require a SMART goal tied to the 16-17 Superintendent SMART goals. Cabinet has been trained on these evaluation tools. The evaluation documents require check-ins on the goals during the year and prior to the annual evaluation. The focus on a cycle of inquiry continues from 15-16 into 16-17. Three opportunities for additional training on conducting a cycle of inquiry were offered.
- **Row 3:** We are currently Proficient, and have made progress into Distinguished. For example, in the area of Early Hiring, we exceeded the target for the # of early hires with 97% of teaching positions having a permanent teacher on Day 1. We also did not displace any general education certificated staff.
- **Row 4:** We are currently Proficient, and have made progress into Distinguished. The district has made strong progress in accomplishing the elements of the Special Education MOU as well as focusing on Early Hiring. SPS met verification requirements for all regions and continues to pursue central office verification. In addition, the website and process for field trips was improved.
- **Row 5:** We are currently Proficient. The use of a briefing paper to assist in making informed decisions continues to grow. The briefing paper helps to identify alternatives and develop recommendations. This year’s staffing and mitigation review involved numerous steps and analyses in order to make informed choices in support of students.
- **Row 6:** We have made progress in Proficient. Core cabinet competencies have been developed and cabinet has been trained on them. The Superintendent’s expectations of cabinet document has been distributed and discussed. Professional development has been embedded into extended cabinet meetings. We are building an MTSS model. The Teaching & Learning division has been reorganized. The Superintendent regularly checks in with direct reports on goals. Cabinet goal check-ins will be quarterly in 16-17 (not just mid-year).
- **Row 7:** We are currently Proficient, and have made progress into Distinguished. An example is the work around the Bell times goal. This work required coordinated work plans and timelines. We also continue to identify and coordinate independencies between projects.

- **Row 8:** We have made progress in Proficient. The district has shifted the focus from communications to community engagement with the hiring of a new Chief Engagement Officer. A focus in 15-16 that will continue into 16-17 is the development and implementation of a new community engagement model to be used for key decisions. This work began in collaboration with Directors during a Board Retreat and will continue at the December Board Retreat.
- **Row 9:** We are currently Proficient. This year the district communicated with stakeholders multiple times on a variety of issues: bell times, attendance, late start for kindergarten, eliminating the opportunity gaps, and negotiations with SEA.
- **Row 10:** We are currently Proficient. Several working groups, task forces, advisory committees, or community meetings were held in order to consult with our stakeholders on important issues: Community Engagement Task force, Capacity Management Task force, Preschool Task force, PASS Resolution Team, PASS Leadership, SPS/SEA Partnership Committee, Peer Assistance and Review working group, African American Think Tank, 24-credits, Dual Language, Neighbor-to-Neighbor for Bell Times, and community meetings for boundary changes.
- **Row 11:** We are currently Basic, and have made some progress into Proficient. The development of the community engagement model, the formation of the Community Engagement Taskforce to think about implementation, regular meetings with PASS and other community leaders, and the inclusion of the community engagement review into the Board Action Reports all demonstrate progress in this area. We will continue to refine the new engagement model's implementation in collaboration with the Board at the December retreat.
- **Row 12:** The Superintendent has emphasized that every division or department needs to know and own the district's and their department's goals and how their work is connected to the strategic plan. This emphasis is on purpose. This will continue to be a focus as we cannot say yet that all employees know the district goals and vision. TBD –Awaiting data
- **Row 13:** We are currently Proficient, and have made some progress into Distinguished. Core cabinet competencies have been developed and incorporated into the cabinet's evaluation instruments. Cabinet has been trained on the tools and expectations. The evaluation instruments continue to be refined and are aligned with the Superintendent's 16-17 SMART goals.
- **Row 14:** We are currently Basic, and have made some progress into Proficient and Distinguished. The Superintendent has emphasized that every division or department needs to know and own the district's and their department's goals and how their work is connected to the strategic plan. This emphasis is on purpose. This will continue to be a focus as we cannot say yet that all employees know the district goals and vision. The Superintendent also continues to emphasize to cabinet the need to demonstrate the red thread throughout the work. He has distributed and discussed his expectations of cabinet. The Teaching & Learning division was reorganized to better be able to focus on the goals. Cabinet has been trained on new evaluation instruments that include a cycle of inquiry and a problem of practice.
- **Row 15:** We are currently Basic, and have made some progress into Proficient and Distinguished. Cabinet's evaluation documents now require a SMART goal tied to the 16-17 Superintendent SMART goals. Cabinet has been trained on these evaluation tools. The evaluation documents require check-ins on the goals during the year and prior to the annual evaluation. The focus on a cycle of inquiry continues from 15-16 into 16-17. Three opportunities for additional training on conducting a cycle of inquiry were offered.
- **Row 16:** We are currently Proficient. The Superintendent and senior staff regularly meet with PASS leadership and the PASS resolution team. Principal input is sought in working groups (e.g., PAR).
- **Row 17:** We are currently Basic, and have made progress into Proficient. We use the Friday memo, our website, department meetings, community meetings, task forces and committees to message the district's work. This year we have a new cabinet evaluation tool that clearly aligns district goals and individual responsibilities.

- **Row 18:** We are currently Proficient. We are working to align and sequence our work. We use the State of the district, Friday memo, website, report to the Board at legislative meetings, and cabinet meetings to engage across the district. Again, we have many tools, but continue to look for more methods that engage staff below the cabinet level.
- **Row 19:** We are currently Proficient, and have made some progress into Distinguished. A collaborative working group of PASS, SEA and central office continue to make strong progress in developing a Peer Assistance & Review (PAR) model for SPS. In addition, the recent TRI day involved joint planning with district leaders, PASS, and SEA. It was well received and evidence of the work and ownership can be seen in many schools.
- **Row 20:** The district's strategic plan is featured in many presentations (e.g., SLI, TRI Day, and State of the District). SPS partnered with the City around the Mayor's Summit as it is aligned with our EOG work. The City engaged with 2000 people over 7 months. The Board President and Superintendent were on the committee. The work brought partnerships to the district from the community.