

Board Special Meeting



2445 – 3rd Avenue South, Seattle WA 98134

Work Session: 2015-16 Superintendent Annual Evaluation;
Executive Session: Evaluate the performance of a public employee
Wednesday, November 30, 2016, 4:30-7:00pm
Board Office Conference Room, John Stanford Center

Agenda

Call to Order

4:30pm

Work Session: 2015-16 Superintendent Annual Evaluation

- Discussion and/or Action: Approval of the Superintendent's 2015-16 Annual Evaluation

Executive Session¹: Evaluate the performance of a public employee

5:00pm*

Adjourn

7:00pm*

**Time given is estimated.*

¹Executive Sessions are closed to the public.



Board Work Session Materials

November 30, 2016

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School Board Office
206-252-0040

The following pages are presentation materials reviewed at the November 30, 2016 Board work session.

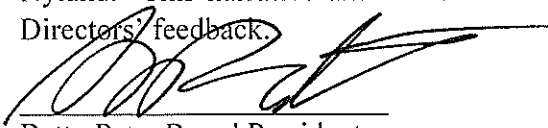
Seattle Public Schools
Superintendent Evaluation
November 2016

The current Board has had the opportunity to work with Superintendent Nyland for the last full year following his November 2015 evaluation. This second full year of Dr. Nyland's superintendency was spent implementing plans to achieve the Strategic Goals adopted in 2013 and responding to new issues and challenges as they arose. The Board is especially pleased with the Superintendent's work in Special Education becoming OSPI compliant and meeting the MOU, and in the Early Hiring initiative. Notably, the Superintendent secured the return of \$2.5 million in withheld funding by bringing the District close to compliance with the Special Education MOU. The Superintendent smoothly effected a complete change in hiring timelines, which will better allow the District to attract the most qualified candidates as teachers, leaders, and staff during a national shortage of teachers. The Superintendent also rolled out a change in bell times that, while needing further adjustment, places the Seattle Public School District as a national leader on the issue of aligning school start times with student sleep patterns, as recommended by the American Academy of Pediatrics.

The Superintendent has not met his target in SMART goals 1 and 2: closing the achievement gap for African American males and other students of color. The increase in the discipline composite index and decrease in the school climate data is concerning. The Board understands that progress in this area may be difficult to quantify, but it expects the Superintendent to track results for effective gap closing strategies and the methods chosen—MTSS-A and MTSS-B—more consistently and comprehensively in the future. The Board is also eager to see any successful “targeted” approaches of this initiative applied to other groups of students in the district, as the stated theory of action intended. The Board has observed that there is still a lack of understanding surrounding this goal by teachers, staff, and families. To fully realize this goal, stronger visible leadership from the Superintendent is imperative. Despite significant investment, the course of implementation has not been thoroughly articulated, thus making it difficult to measure progress for this goal.

Notwithstanding the above, the Board believes that the Superintendent has made a number of positive changes during his tenure, and expects him to continue to do so in the future. His experience has been valuable in placing the District on a good path in various areas. In the coming year, the Superintendent should focus on results from, and critical analysis and prioritization of, the district's various initiatives. The Superintendent should also provide strong, visionary, and visible leadership for a growing, diverse district that faces many challenges and opportunities.

Attached to this narrative is the 2015–16 Evaluation Instrument for Superintendent Larry Nyland. This narrative and the Evaluation Instrument were completed based on the Board of Directors' feedback.


Betty Patu, Board President
Seattle School District No. 1

11-29-16
Date

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.

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



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

	Unsatisfactory	Basic	Proficient	Distinguished
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"/>	X	<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.
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Unsatisfactory

Basic

Proficient

Distinguished

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

This goal includes SMART goal 1 (MTSS-A) and SMART goal 2 (MTSS-B), both aimed at closing the opportunity and achievement gaps. In its evaluation last year, the Board noted that it expected to see increased progress on the implementation of MTSS this year. While the Board commends the Superintendent on continuing to make this work a priority in the District, it finds that the Superintendent has not met the goals laid out this year. This conclusion is in part due to the lack of data supporting increased student proficiency and progress, the Board's perception that there is a lack of depth in understanding around this goal among the teachers and staff responsible for championing the goal daily, and the fact that the District lacks a comprehensive MTSS plan. The Superintendent himself must provide stronger, more visible leadership that is both authentic and persistent in engaging the community on this issue and demanding results from this initiative. The Board also notes the troubling increase in the discipline composite index and decrease in the school climate data. This lack of progress is especially troubling considering the investment that has been directed at these two SMART goals. Going forward, the Board would like to see an increased emphasis on data and clarity, for all groups of underserved students, district wide, of all abilities, so that it may more closely follow the implementation of this extremely important goal.

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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

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

Basic

Proficient

Proficient (+)

Distinguished

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

This goal contains SMART goals 3 (Special Education), 4 (Early Hiring), and 5 (Bell Times). The Board finds that the Superintendent has essentially accomplished all three of these goals. The Superintendent's work in meeting the Audit Findings MOU regarding Special Education has moved the District in the right direction in terms of compliance. Although not every single target was completed in this area, this was due to the administration's emphasis on completing the job correctly and future investment, which the Board understands and appreciates. The Board looks forward to the return of the final balance of withheld Special Education funds. The work on Early Hiring is also praiseworthy. The Superintendent has made some key staffing choices in Human Resources that will keep this goal moving in the right direction. The Board appreciates the clarity and amount of data available to document the improvement and hopes this approach is translated to other SMART goals as well. The Superintendent has overseen an impressive shift in hiring that will attract and retain first-rate teachers and staff to better serve our students and communities in this competitive environment. Finally, the Board has rated the Superintendent as Proficient in regards to the switch in bell times, but believes there is still work to be done in this area. The transition to the new bell times was very smooth, and the Superintendent

should be commended for this. Moreover, the shift in bell times has made the Seattle Public School District a national leader on a very important issue at the forefront of education. The District is at a good starting point from which to keep moving forward by continuing to listen to the community, and should strive to move all students into Tier 1 or Tier 2. In the future, the Superintendent should place greater emphasis on mitigating the disparate budgetary and academic impacts of the new bell times on student athletes, other after-school activities, and Tier 3 families.

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



	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>III-A. Customer Service: Ensures that systems exist to provide strong customer service and engage principals and families as partners.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal III (<i>C i r c l e o n e .</i>)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of integrity, collaboration, strong customer service, accountability, and high performance.
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Unsatisfactory

Basic

Proficient

Distinguished

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

The Board finds that the Superintendent has not accomplished SMART goal 6, reflected here as III-A. This is in large part due to the departmental leadership change in this area that occurred at the beginning of the year. But although the Superintendent has not yet met this goal, the District is turning a corner on this issue. The District’s communications with the outside community are becoming more proactive rather than reactive. This is a welcome and important shift in culture. Thus, although the Board rates this SMART goal as not being completed, it has great hope for its future completion, and is looking forward to working with the Superintendent to accomplish this goal.

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



	Unsatisfactory	Basic	Proficient	Distinguished
<i>Check one box for each indicator and circle the overall standard rating.</i>				
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"/>	X	<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 (-)

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):
 The Superintendent has made substantial progress towards this goal. Moreover, the Superintendent has made some solid hires to critical positions during the last cycle that portend strong distributed leadership in the future. The Board has rated the Superintendent as Proficient (-) because it believes that the District's

Strategic Plan and message needs to be shared more widely and leadership demonstrated more clearly. To be effective, the plan must reach families and community members, so that the community understands District goals and wants to partner with the District to accomplish them. The Superintendent should take more leadership in spreading the Strategic Plan and setting the direction of the District. The Board would also like to see the Superintendent and District take a more proactive rather than reactive stance on issues and opportunities as they arise. In some cases, consultation with the Board on issues where the Board has greater communication with the public may result in more informed decisions. And the Board encourages the Superintendent to be more of an out-front leader with respect to taking ownership of staff decisions. Although not specifically enumerated in SMART goal 7, the Board also hopes that in the coming cycle the Superintendent will step in with greater frequency to be the Board's primary point of contact when the Board comes together behind an issue, both in communicating with the Cabinet and providing the Board information and analysis.