Board Special Meeting

2445 – 3rd Avenue South, Seattle WA 98134

Work Sessions: Board 2016-17 Goals, Superintendent 2016-17 Evaluation Check-In;
~~Executive Session: Evaluate the performance of a public employee~~
Wednesday, December 14, 2016, 4:30-7:30pm
Auditorium, John Stanford Center

Agenda

Call to Order   4:30pm

Work Session: Board 2016-17 Goals

- Board Self-Evaluation Tool Options
- Board Self-Evaluation Cycle Timing Options

Work Session: Superintendent 2016-17 Evaluation Check-In   5:30pm*

- Introduction
- Update on Goals 1-5
- Next steps/plans for future check-ins

~~**Executive Session[1]: Evaluate the performance of a public employee**~~   ~~7:00pm*~~

Adjourn   7:~~3~~00pm *
   *Time given is estimated
   ~~[1]Executive Sessions are closed to the public~~

Board Work Session Materials

December 14, 2016

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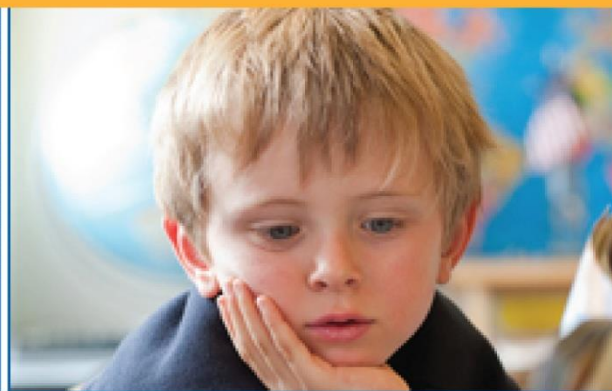
For questions and more information about this document, please contact the following:

School Board Office
206-252-0040

The following pages are presentation materials reviewed at the December 14, 2016 Board work session.

Seattle Public Schools

Board Self-Evaluation Planning Work Session

December 14, 2016
Prepared by Nate Van Duzer

Purpose

1. **Tools: Decide next steps for the <u>what</u> and the <u>how</u> of the Board self-evaluation for the coming year.**

2. **Timing: Either reaffirm the current evaluation cycle or shift to align with the Superintendent evaluation cycle.**

Background Info

- **Board Policy No. 1820, Evaluation of the Board**

"At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board's self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year."

Background Info

- **What the research says**

  - **Evaluations are recognized as a best practice for school boards to focus on and build characteristics linked to student achievement**

  - **A limited but growing body of evidence links certain Board actions to student achievement**

  - **Studies not found that link the act of self-evaluation itself to student achievement**

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Background Info

- **What the research says**

  - **See 2011 report from the Center for Public Education, an initiative of the National School Boards Association: *Eight characteristics of effective school boards***

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The "What" – Options

SMART Goals ──────────────   ────── Surveys ──────

Option 1: One or two of current SMART goals	Option 2: One or two SMART goals from rubric	Option 3: One or two SMART goals, not from rubric	Option 4: WSSDA self-eval survey and follow up	Option 5: Dr. Alsbury self-eval survey and follow up

Option 6: No Self-Evaluation
(Repeal Board Policy No. 1820)

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The "How" - Menu

- Regular check-ins

- Retreat topics and focused professional development sessions

- Formal work sessions through the year

- Surveys

- Formal evaluation work session at end of cycle

- Written evaluation narrative at end of cycle

- Others?

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Evaluation Cycle Timeline

Current Cycle:

- **November through October**

Alternative Cycle:

- **June through May**

Questions?

Problem Statement

For 2017, the Board needs to come to a collective decision about how it would like to fulfill the requirements of Policy No. 1820, Evaluation of the Board, and/or modify this policy to change the current requirements it contains.

Background

Under Board Policy No. 1820, Evaluation of the Board, the Board evaluates its own performance each school year. The policy reads, in its entirety:

> At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board's self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.

For the last few years, the Board has chosen annual SMART goals based on an evaluation rubric developed with assistance from the Washington State School Directors' Association (WSSDA). The rubric identifies four standards: Oversight and Governance; Fiscal and Fiduciary Responsibility; Board-Superintendent Relationship; and Board Relations & Public Engagement. Specific Indicators accompany each Standard to describe the specific knowledge, skills, and performance involved. The Board has matched SMART goals to a specific indicator to evaluate itself at the end of the annual cycle.

Directors have asked about the research and evidence base for school board self-evaluations. There are no studies that directly link a self-evaluation process to student achievement. However, there is a growing and consistent body of research literature that points to how successful school board practices and orientations connect to student achievement.

A 2011 report from the Center for Public Education, an initiative of the National School Boards Association, is attached to this research brief. It highlights the research available at that time and lists what it views as the eight characteristics of effective school boards. Since that time, additional studies have come out that remain consistent with these conclusions.

Board self-evaluations are recognized as a best practice because they give boards a tool to intentionally develop the recognized practices and orientations that lead to student achievement.

Options

At the December 14 work session, the Board may consider the two primary questions that exist regarding a Board's self-evaluation: the "what" and the "how."

The "What:" Identifying SMART Goals or Focus Areas

If the Board would like to pursue self-evaluation, there are several ways the Board may move forward in identifying SMART goals or topic areas for focusing its self-improvement efforts:

Option 1: Choose to continue with one to two of the current SMART goal categories from the last year: budget monitoring, public engagement, and cultural responsiveness.
- These areas align with District goals and allow for a consistent comparison of progress over time.

Option 2: Choose one to two SMART goals from the categories on the existing Board evaluation rubric (see the attached Board rubric overview).
- This approach allows the Board to choose from a broader variety of categories but maintains the structure of the rubric.

Option 3: Choose one to two SMART goals from areas outside of the existing Board evaluation rubric.
- This approach allows the Board more flexibility by not tying itself to the specific language within the rubric, but would mean more work upfront to create goal language and implementation.

Option 4: Decide to take the WSSDA self-evaluation survey and develop improvement areas after looking at the survey results.
- The WSSDA survey is free and takes a Director about 20 minutes to complete. The survey could be taken once as a baseline and then again next fall for a comparison. It is based on WSSDA's evidence-based standards of Board governance and would allow for consistent comparisons over time.

Option 5: Decide to take a self-evaluation survey administered by Dr. Tom Alsbury's Balanced Governance Solutions and develop improvement areas after looking at the survey results.
- Dr. Alsbury's evaluation materials are evidence-based, but would come at an additional cost out of the Board Office budget ($1,000 for the survey data or $2,000 for survey data plus analysis).

Option 6: Do not pursue a Board self-evaluation.
- In this case, the Board should make a motion at the December 14 Work Session to direct staff to help in preparation of a Board Action Report that repeals Policy No. 1820.

The "How:" Monitoring and Evaluating Progress

If the Board would like to pursue self-evaluation, the Board should decide how it would like to monitor and evaluate itself on its work. There is a menu of choices through which the Board could do so, ordered below from lower to higher intensity. These steps are not mutually exclusive; in other words, the Board could choose to pursue 1 and 2, or 1-3, or 2-4, etc.:

1) The Executive Committee or other designated committees have regular check-ins (on SMART goals or focus area progress).
2) The Executive Committee takes selected goals or focus areas and designs retreat topics and professional development around them.

3) The Board holds one or two formal work sessions through the year to check on Board goal or focus area progress.
4) The Board takes a survey to evaluate progress (e.g. once as a baseline and once at end of year).
5) The Board holds a more formal evaluation work session next November.
6) The Board publishes a written evaluation narrative next November.

Next Steps and Evaluation Cycle Timing

Depending on the options selected by the Board at the December 14 work session, the Board may need to either designate Directors or place the responsibility with the new 2017 Executive Committee.

The Board also needs to make a decision on December 14 regarding whether to stay on its current evaluation cycle (ending each November) or to shift to the same evaluation cycle as the superintendent (ending each June).

Attachments
- Board Policy No. 1820, Evaluation of the Board
- [Center for Public Education Research Brief: Eight characteristics of effective school boards](#)
- Seattle School Board Self-Evaluation Rubric Overview
- 2016-17 District Goals and Governance Priorities
- WSSDA Survey Questions

At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board's self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.

Eight characteristics of effective school boards: full report

More than 90,000 men and women are members of local school boards in the United States, all serving as important trustees of the nation's public education systems. According to the National School Boards Association, these public officials serve on 13,809 elected or appointed boards in the U.S.

Most of the public knows that school boards do things like set the budgets, establish school boundaries and set school policies. But does school boards' work affect student achievement? The higher media visibility of teachers and principals in the push for better learning, while important, has led some to question whether school boards matter.

From a research perspective, it's a complex question. Isolating what makes an effective board – that is, one that impacts student achievement -- involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public.

But the answer is: Yes, they do. In this research brief, NSBA's Center for Public Education looks at indicators of school board effectiveness. From this research, it is clear that school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. In the most dramatic examples from this research, scholars compared districts with similar levels of poverty and disadvantage to determine factors that separate high-performing districts from those with low performance. In many cases, these differences included the approaches taken by local school boards.

So what do these boards do? Here are some examples:

- Boards in high-achieving districts are more likely to engage in goal setting and monitoring their progress.
- They are increasingly data savvy – identifying student needs and justifying decisions based on data.
- Board members possess detailed knowledge of their district, including initiatives to jump-start success.
- Board members have crafted a working relationship with superintendents, teachers, and administrators based on mutual respect, collegiality and a joint commitment to student success.

For the full list of eight characteristics of effective school boards, keep reading.

Background on the Studies

Despite the pivotal role of school boards in the nation's educational framework, comparatively few studies focused on the practices and effectiveness of elected or appointed boards. As Sam Stringfield and Deborah Land noted in their 2002 study, *Educating At-Risk Students*, "quantitative and qualitative studies of board effectiveness are virtually non-existent," (Land and Stringfield, National Society for the Study of Education, 2002). Nonetheless, while there may be no 'magic bullet' to assess boards comprised of individuals with divergent views, there is a consistent body of research examining the characteristics and practices of effective school boards. (For the purpose of this paper, "effective" boards are those operating in high-achieving districts, particularly those that are making significant strides despite serving large numbers of disadvantaged students.)

Much of the research cited here focuses on school board / district practices and approaches gleaned through interviews, surveys, observations and qualitative measures rather than in-depth quantitative information. Several studies also date back to the early 2000s or earlier; as a result, the data have limitations.

Nonetheless, the research base now includes notable studies comparing the practices of boards in high-achieving districts and contrasting those with practices of boards in lower-achieving districts. Several of these include detailed case studies exploring the evolution of districts from low performing to high achieving – a process that includes discussion of the school board role. In addition, scholars have used quantitative methods to assess the effect of district leadership on student achievement; often, this assessment includes data and trends related to school board operation, thus providing rich details on the evolution and, in some cases, transformation of local boards.

Taken together, these reports provide a sound basis to explore the role played by school boards in student achievement. The pertinent studies for this paper fall into three general areas:

- Meta-analyses of education research, with a focus on the practices of boards, superintendents, and other school leaders;
- Case studies of high-achieving districts, with a focus on the evolving role of school boards; and
- Studies that compare school board practices in districts with similar demographics but substantially different student outcomes as reflected by annual assessments and other factors.

Meta-Analysis: In 2006, J. Timothy Waters and Robert Marzano of Mid-Continent Research for Education and Learning (McREL) examined 27 studies since 1970 that, they concluded , included rigorous quantitative methods to assess the effect of school district leadership on student achievement. Their analysis, *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement: Meta-analysis of Influence of District Administrators on Student Achievement*, looked at more than two dozen studies covering more than 2,800 districts and 3.4 million students. Of the 27 studies examined, 14 had information about the relationship between district leadership and average student academic achievement.

Case Studies: Several studies on district leadership focus at least in part on board activities. The Learning First Alliance study, *Beyond Islands of Excellence*, (Togneri and Anderson, 2003), examined the practices in five school districts with high student test scores despite moderate to high student poverty levels. Districts in the study were Aldine, Tex., Independent School District; Chula Vista, Calif., Elementary School District; Kent County Public Schools in Maryland; Minneapolis, Minn., Public Schools in Minnesota, and Providence, R.I., Public Schools.

Also, a study of 10 districts in five states, *Getting There from Here* (Goodman, Fulbright, and Zimmerman, 1997), sought to identify the effect of quality governance on student achievement. Included in the analysis was an examination of the relationship between school board and superintendent and characteristics of effective board leadership. Researchers selected the districts to reflect diversity in size, geography, student achievement, graduation rates, dropout rates, board/superintendent relations and race/ethnic factors.

Studies with Comparison Districts: One of the richest data sets available is the Lighthouse I study of the Iowa Association of School Boards (IASB). Looking at similar districts with either unusually high or unusually low records on student achievement, the project examined the role of boards and how they relate to student achievement. In studying Georgia districts, Lighthouse I contrasted the knowledge, beliefs, and actions of school board members from high- and low-performing districts. Since conducting this original study in 1998-2000, IASB has expanded the project into an action research approach, identifying pilot districts in Iowa for further testing of this concept (Lighthouse II) and launching a multi-state project focused on board leadership (Lighthouse III). Multiple Lighthouse research papers were cited in this report, including *The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement* (Iowa Association of School Boards, 2001), *The Lighthouse Research: Past, Present and Future: School Board Leadership for Improving Student Achievement* (Iowa School Boards Foundation, 2007) and in the Thomas Alsbury-edited *The Future of School Board Governance: Relevancy and Revelation* (2008).

In addition, *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement* (MDRC for Council of Great City Schools, 2002) examined what it termed "fast-moving" urban districts and compared them with slower-moving districts of similar size and demographics. In selecting the districts, researchers looked for cities with improvement in reading and math in more than half of their grades through spring 2001. Districts also had to achieve growth rates faster than their respective states and narrow racial achievement gaps. The project ultimately focused on Charlotte-Mecklenburg Schools, the Houston Independent School District, the Sacramento, Calif., United School District, and a subset of New York City schools known as the Chancellor's District. One key research question was to examine district-level strategies used to improve student achievement and reduce racial achievement disparities. Several of these strategies involved school boards.

Finally, a 1993 report on school leadership in British Columbia, Canada, *The Politics of Excellence: Trustee Leadership and School District Ethos*, concluded that districts with a productive "ethos" produced higher-than-expected student achievement and lower-than-expected costs over time (LaRocque and Coleman, 1993). The role of the board was part of this district "ethos."

In reviewing these studies, it is reasonable to conclude that school boards in high-achieving school districts look different, and that they often feature characteristics and approaches that differ, from those in lower-achieving districts.

Eight Characteristics of "Effective" Boards

Eight Characteristics of an Effective School Board

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

8. Effective school boards take part in team development and training, sometimes with their

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.

superintendents, to build shared knowledge, values and commitments for their improvement efforts.

In comparing district leadership and student achievement, Waters and Marzano (2006) identified five specific district leadership responsibilities that positively correlated with student achievement:

- Establishing a collaborative process to set goals;
- Establishing "non-negotiable goals" (that is, goals all staff must act upon once set by the board) in at least two areas: student achievement and classroom instruction;
- Having the board align with and support district goals;
- Monitoring goals for achievement and instruction;
- Using resources to support achievement and instruction goals.

"Publicly adopting broad five-year goals for achievement and instruction and consistently supporting these goals, both publicly and privately, are examples of board-level actions that we found to be positively correlated with student achievement," they said. Typically, they adopted the goals with specific achievement targets and benchmarks. "The board ensures that these goals remain the top priorities in the district and that no other initiatives detract attention or resources from accomplishing these goals." The districts also provided professional development to board members and examined the effectiveness of such training.

In *Beyond Islands of Excellence*, Togneri and Anderson (2003) provided examples of the positive effects of goal setting. In its case studies, the majority of high-achieving districts adopted specific goals and boards adopted policies to consistently support them. At three case study sites – Kent County, Md., Minneapolis, and Providence – boards adopted broad strategic plans that contained both goals and the action steps needed to attain them. To assess progress on a regular basis, Kent County and Minneapolis also added indicators of success to the plan so board members could review gains or address challenges.

Each district also adopted what Togneri and Anderson termed a simply stated vision of student success. For goals on student achievement, board members identified brief, one-line vision statements such as "All our students will achieve on grade level" and used them in public and staff presentations. Significantly, the report said, school boards and superintendents also carefully examined how to stretch limited dollars to focus sufficient funding on the goals.

The Lighthouse I studies (2001, 2007) also offer important details about the importance of identifying goals. In high-achieving districts, board members adopted goals and had detailed knowledge about their relationship to curriculum, instruction, assessment and staff development. As a result, these public officials could identify not only the purposes and processes behind school improvement initiatives but also the board's role in supporting these efforts. By comparison in low-achieving districts, board members were "only vaguely aware of school improvement initiatives," researchers noted. "They were sometimes aware of goals, but seldom able to describe actions being taken by staff members to improve learning."

Notably, these differences extended down to the staff level. In high-achieving districts, staff members could link the school board's goals to building-level goals for student learning and explain how the goals impacted classrooms. "Staff members identified clear goals for improvement, described how staff development supported the goals, and how they were monitoring progress based on data about student learning." By comparison in the low-achieving districts, "There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level."

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

In the Lighthouse I studies (2001, 2007), board members consistently expressed their belief in the learning ability of all children and gave specific examples of ways that learning had improved as a result of district initiatives. Poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. Comments made by board members in Lighthouse were indicative of the differences. In a high-achieving district, one board member noted, "This is a place for all kids to excel." Another board member noted, "Sometimes people say the poor students have limits. I say all kids have limits. I believe we have not reached the limits of any of the kids in our system."

Yet in low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success. Board members often focused on factors that they believed kept students from learning, such as poverty, lack of parental support, societal factors, or lack of motivation. Board members expected it would take years to see any improvements in student achievement. For these board members, the reasons for pursuing change often were simple ones – to meet state mandates (and avoid sanctions) and a desire to not "have the lowest test scores" in the state.

In addition, board members in low-achieving districts offered many negative comments about students and teachers when they were interviewed by Lighthouse researchers. Said one, "You can lead a horse to water but you can't make them drink. This applies to both students and staff."

In one low-performing district, teachers made 67 negative comments about students and their parents during Lighthouse interviews. In a similar number of interviews in a high-performing district, there were only four such comments.

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

According to Goodman, Fulbright, and Zimmerman (1997), another characteristic of quality governance is the ability to focus on student achievement while spending comparatively little time on day-to-day operational issues. In interviews with hundreds of board members and staff across the districts, they found that high-performing boards focus on establishing a vision supported by policies that target student achievement. Yet poor governance is characterized by factors such as micro-management by the board; confusion of the appropriate roles for the board member and superintendent; interpersonal conflict between board chair and superintendent; and board member disregard for the agenda process and the chain of command.

Case studies of individual districts in other studies support many of these findings. In Chula Vista, Calif., the board took its policy role seriously and developed policies that supported instructional reform. As profiled in Togneri and Anderson (2003), the focus began when top administrators recognized a need for a new cadre of exceptional principals and asked the school board for help. In response, the board approved a policy with higher salaries for principals, giving the district more leverage to attract quality candidates to the district. Later, the board granted the central office greater flexibility to provide principal raises and bonuses. Members also supported the superintendent in dismissing principals who did not meet performance standards; this smaller but still significant action reflected the policy and partnership approach adopted earlier by the board.

Other case studies in this report were replete with examples of board commitment to policy and accountability, something often reflected through visions and strategic plans. In Aldine, Tex., board members made sure to adopt strategic plans that placed children's learning needs front and center. As one Aldine board member explained, "Everything we do is based on what's best for the children, period. Whether you are dealing with an administrative issue or a student issue, we ask, 'What's best for the children?'"

With everyone on board to promote achievement, boards encouraged their staffs to tackle difficult issues and seek innovative solutions. As a result, the districts engaged in a collegial policy-making process that emphasized the need to find solutions. An administrator in Kent County, Md., summed up the board's work as follows: "The board recognizes its role as a policymaker. [Board members]

are very professional. They never humiliate each other. They have no hidden agendas. The goal is what is best for the children."

Boards held the superintendent and his or her colleagues accountable for progress but did not engage in the daily administration of schools. Explained one board member: "I am not a professional educator….[The superintendent and her staff] are the professionals, and we say to them, 'These are the results we want to see; you are in charge of how to do it.'"

Likewise, Snipes, Doolittle, and Herlihy's case studies (2002) include similar findings. The groups concluded that fast-moving districts had developed a consensus among board members and other leaders on the identification and implementation of improvement strategies. This required a new role for the school board, which focused on decisions "that support improved

A Dozen Danger Signs

While this paper did not specifically focus on characteristics of ineffective school boards, it may be helpful to review some of the descriptions of ineffective boards mentioned in the research:

1. Only vaguely aware of school improvement initiatives, and seldom able to describe actions being taken to improve student learning
2. Focused on external pressures as the main reasons for lack of student success, such as poverty, lack of parental support, societal factors, or lack of motivation
3. Offer negative comments about students and teachers
4. Micro-manage day-to-day operations

student achievement rather than on the day-to-day operations of the district."

In Lighthouse II (2007), researchers identified five pilot school districts and provided technical assistance and support to the boards based on research findings documented in Lighthouse I. Results from this study also showed that districts made gains when they were able to focus on achievement rather than administrative issues. In the majority of districts, boards spent more than double the amount of time on policy and student achievement than they did prior to Lighthouse II. It was also common for these districts to schedule additional work sessions on student achievement. (More information on Lighthouse II is in the sidebar below).

5. Disregard the agenda process and the chain of command.
6. Left out the information flow; little communication between board and superintendent
7. Quick to describe a lack of parent interest in education or barriers to community outreach
8. Looked at data from a "blaming" perspective, describing teachers, students and families as major causes for low performance.
9. Little understanding or coordination on staff development for teachers
10. Slow to define a vision
11. Did not hire a superintendent who agreed with their vision
12. Little professional development together as a board.

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

The Lighthouse I studies are particularly relevant in conveying this theme. Looking across high-and low-achieving districts in Georgia, school board members in high-achieving districts had strong communication between the superintendent, staff, and each other. They received information from many sources including the superintendent, curriculum director, principals, teachers and sources outside the district. While the superintendent was a primary source of information, he or she was not the only source. In addition, findings and research were shared among all board members. By comparison, in low-achieving districts, board members expressed concern that not all information was shared or shared equally. As a result, researchers said, "Some felt left out of the information flow."

In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and were able to identify concrete ways they promoted this involvement. Likewise, staff members in these districts described the boards as supportive, noting that these public officials "would respect and listen to them." In interviews, board members were quick to note how they communicated actions and goals to staff. One strategy was to schedule post-board meetings to provide teachers and administrators with in-depth briefings on policy decisions.

By comparison, school boards in low-achieving districts were likely to cite communication and outreach barriers. They were quick to describe a lack of parent interest in education; in fact, they were able to list only a few efforts to solicit community involvement. Compared with board members from high-achieving districts, they frequently noted frustration with the lack of community involvement and said there was little they could do about it. As for relationships within the district, staff members from the comparison low-achieving districts contacted for the research often said they didn't know the board members at all.

While such findings perhaps could be limited to high- and low-achieving districts in Georgia, other research highlights similar findings. Similar factors were evident in Waters and Marzano's 2006meta-analysis of 27 studies. In this study, the authors

Converting Research to Action: Lighthouse II

Building on the success of Lighthouse I – which identified the different knowledge, beliefs and actions of school boards in high-achieving districts – the Iowa Association of School Boards expanded the initiative to begin embedding these ideas in other jurisdictions.

Under Lighthouse II, from 2002 to 2007, IASB identified five pilot districts in Iowa and offered technical assistance and support to the board, superintendent, and, at some sites, district leadership teams. The goal was to move entire districts from one set of assumptions, beliefs and practices to another: the set possessed by the high-achieving districts in Lighthouse I. After five years of work, the project showed significant gains:

- In three of the five districts, the time spent on policy and student achievement during regular board meetings increased from 16 percent to 37 percent.
- By the end of the project, boards in all five districts regularly scheduled extra time for boards to focus on student achievement.
- Four of the sites showed significant increases – some as high as 90 percent – in the number of staff and board members who could consistently describe the district's school improvement goals.
- At all sites, 83 percent to 100 percent of all staff and board members reported a clear, district-wide focus on improving literacy.
- All districts, by year 3 of the project, agreed strongly that local school boards can positively affect student achievement.
- By year 3, significant gains on a measure of reading comprehension were seen at

found that high-achieving districts actively involved board members and community stakeholders in setting goals.

While individual board members did pursue their own issues, the researchers said, there was a reluctance to place these issues at center stage. "When individual board member interests and expectations distract from board-adopted achievement and instructional goals, they are not contributing to district success, but in fact, may be working in opposition to that end." School board members realized, the authors noted, that these issues can be a distraction from core district goals.

every grade level in one district. In addition, in the fourth year of the study, four of the five sites showed statistically significant gains in student reading and/or math for at least two grade levels on the statewide norm-referenced measure of achievement.

Starting in 2008, IASB launched the Lighthouse III project, through which the association is working with several states to outline best practices for school boards and state school board associations.

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

In the Lighthouse I study, board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. In addition, board members were not shy about discussing trends on dropout rates, test scores, and student needs, with many seeking such information on a regular or monthly basis.

By comparison, board members in low-achieving districts tended to greet data with a "blaming" perspective, describing teachers, students and families as major causes for low performance. In one district, the superintendent "controls the reaction of the board to recommendations by limiting the information he gives to them." The Lighthouse I study contrasts this with the policy of a high-performance district, where the superintendent "believes sharing information will get them to react and encourage engagement." Board members in this district view data as a diagnostic tool, without the emotional response of assessing blame.

Board members in lower-performing districts also provided little evidence of considering data in the decision making process. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. In many cases, the study noted, "The board talked very generally about test scores and relied on the interpretation made by the superintendent." As a result, board members believed the superintendent "owned" information, leaving it to the top administrator to interpret the data and recommend solutions.

Togneri and Anderson (2003) also emphasized how effective school boards embraced data. Boards in high-achieving districts were not afraid to confront negative data and, in fact, used it as a basis to improve teaching and learning. In Minneapolis, a renewed emphasis on data has helped drive improvement. Yet back in the mid-1990s, the district showed a wide achievement gap between white and minority students and posted a high school graduation rate barely above 40 percent. When the city's Chamber of Commerce failed to support the school board's request for a tax increase, the board began a fundamental rethinking based on goals and data. It hired a new superintendent with a strong foundation in instructional improvement. Together, the board and superintendent developed goals and performance indicators to rank and monitor school progress. This process ultimately helped build trust among school and community leaders, eventually leading to district progress and, later, successful new tax proposals beneficial to schools.

Minneapolis was typical of the report's study districts, which "had the courage to acknowledge poor performance and the will to seek solutions." With the board, superintendent and community supporting the new process, the district developed a vision focused on student learning and instructional improvement with system-wide curricula connected to state standards with clear expectations for teachers.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

Successful boards recognize the need to support high priorities even during times of fiscal uncertainty. One leading example is in providing professional development for teachers, administrators and other staff. According to LaRocque and Coleman (1993), effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. "To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint," they wrote in The Politics of Excellence: Trustee Leadership and School District Ethos.

Lighthouse I researchers (2001, 2007) also identified research-based professional development for staff as one of seven "conditions for improvement" typically evident in high-achieving districts. From the board's perspective, members did not simply provide funding for such professional development – they could cite specific examples of activities and their link to improvement plans. "In high-achieving districts, board members described staff development activities in the district

and could describe the link between teacher training and board or district goals for students," the study noted. "Board members described a belief in the importance of staff development activities focused on student needs."

In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification. "Board members knew there was a budget for staff development but were unsure whether there was a plan for staff development," the study noted. In fact, board members frequently made "disparaging remarks" about staff development, calling it an ineffective strategy.

Lighthouse II, as noted in Alsbury (2008) further reinforced this point. Boards not only took an active interest in professional development but also provided the infrastructure for such programming to succeed. "For most boards, this required significant changes in the allocation of resources (people, time and money) and would not have happened without a clear understanding of the characteristics of quality professional development and a belief in the importance of improving the knowledge and skills of educators in order to improve student outcomes."

Additional evidence is available in the Snipes, Doolittle and Herlihy's 2002 analysis of high- and low-achieving districts. In high-achieving districts, the board and superintendent support uniform professional development built on curriculum. In lower-achieving districts, professional development may vary extensively from school to school. One example was in Sacramento, Calif., where teachers received at least 18 hours of in-service training per year based on uniform curricula. New teachers also received six full days of instructional training, and teachers had common planning periods to encourage collaboration on lesson plans and strategies to address student needs. In the Charlotte-Mecklenburg, N.C., schools, weeklong seminars for Advanced Placement teachers, leadership retreats for principals and financial support for attaining national board certification were among effective strategies by the district to improve curriculum.

Waters and Marzano (2006) also touts the importance of professional development. While not specifically examining the school board role in this process, this study on leadership notes that "a meaningful commitment of funding must be dedicated to professional development for teachers and principals. This professional development should be focused on building the knowledge, skills and competencies teachers and principals need to accomplish a district's goals."

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

In *Getting There from Here*, Goodman and colleagues (1997) concluded that those with a strong board/superintendent relationship had greater student achievement as measured by dropout rates, the percentage of students going to college, and aptitude test scores. Goodman's review of characteristics of quality governance included several that were directly related to school boards and their relationships:

- A trusting and collaborative relationship between the board and superintendent;
- Creation by the board of conditions and organizational structures that allowed the superintendent to function as the chief executive officer and instructional leader of the district;
- Evaluation of the superintendent according to mutually agreed upon procedures; and
- Effective communication between the board chair and superintendent and among board members.

Likewise, Snipes, Doolittle and Herlihy (2002) also emphasizes the importance of these factors. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. Nowhere was this truer than in Sacramento, Calif., one of the case study sites. In 1996, a mayor's commission concluded that the city schools, beset with high superintendent turnover and other problems, had "a lack of accountability and deplorable building conditions." A group of individuals focused on progress won seats on the school board, and they quickly bought out the contract of the old superintendent and hired one sharing their views. The new superintendent and board sought input from thousands of community stakeholders and ultimately adopted an action plan with specific achievement benchmarks based on student assessments such as the SAT-9. The board and superintendent also established seven "vital signs" of success, including high rates of kindergarten readiness; a student attendance rate of at least 95 percent; increased proficiency of English Language Learners; and objectives that at least 90 percent of students attain math and reading proficiency and graduate high school. Within four years, the district saw consistent gains in math and reading plus a drop in the disparity between white and Hispanic student achievement.

In contrast to this "moving" district, comparison districts had no such impetus to work toward success. Boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform. The differences between the districts only increased over time, as boards and superintendents in high-achieving districts jointly refined their visions over time, assessed district strengths and weaknesses and had all signs of a stable relationship. By comparison, less successful districts featured boards and superintendents that were not in alignment, as the superintendent "may develop solutions without board involvement." Such boards also may not hold superintendents accountable for goals.

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

Board member development and training is a clear theme within this research base. In high-achieving Lighthouse I study districts (2001), school board members said they regularly participated in activities in which they learned together as a group. They cited frequent work and study sessions with opportunities for inquiry and discussion prior to making a final decision. In low-achieving districts, however, board members said they did not learn together except when the superintendent or other staff members made presentations of data.

Other studies focused on this subject as well, sometimes within the context of the responsibilities of an effective superintendent. In the 2006 Waters and Marzano meta-analysis, for example, one key goal for superintendents is to produce an environment in which the board is aligned with and supportive of district goals. The study suggests that supporting board members' professional development is one of several ways that superintendents can help realize this goal.

In their study on effective governance, Goodman and colleagues (1997) emphasized in detail the importance of formal training for board members. They recommended orientation workshops for new members soon after their election. Their "sample policy statement" on orientation included a commitment by the board and administrative staff to help all new members learn board functions, policies and procedures. Chief responsibility for orientation should reside with the superintendent and board chair, they noted, but this work should include meetings with top administrative personnel to examine services, policies, and programs. As a guide, the report cited policies in Kentucky requiring a specific number of hours of training for board members based on their experience. This ranged from a high of 12 hours of annual training for board members with zero to three years experience to four hours a year for those with at least eight years of board service. Emphasizing the importance of the board/superintendent relationship, the study also recommended that superintendents participate in orientation and development workshops alongside their board members.

Elsewhere, two of the effective districts in the Togneri and Anderson (2003) study utilized formal training and professional development for school board members. In Kent County, Md., the board adopted the Baldrige in Education process, which created a strong working relationship among the central office, board, principal and teachers. In Minneapolis, the school board engaged in the Carver method, which emphasizes the board's role in establishing goals, setting indicators, aligning resources to goals, monitoring progress, and communicating with the public.

Finally, LaRocque and Coleman (1993) illustrated the value of both formal and informal learning activities for board members. According to these researchers, effective school districts in Canada offered a mixture of learning activities for their board members, or "trustees," including retreats, special meetings, work sessions, school visits and even social events. As a result, the trustees had a "willingness to meet regularly with the professionals in the district to discuss what was happening and what should be happening." This commitment conveyed to staff the importance of district goals and the importance of the staff members' work in supporting them. In addition, they noted, "The successful boards did not just rely on district staff reports…They obtained information about programs in different ways and from different sources, and sought opportunities to interact directly with administrators and teachers."

Related Finding: Stability of Leadership
In the 2002 Snipes *et. al* study, researchers noted that fast-moving districts had political and organizational stability, as evidenced by low rates of school board and superintendent turnover. Goodman's research echoed all of these points, concluding two characteristics of high achieving districts were long tenures by superintendents and school board members and regular retreats by senior staff and board members for evaluation and goal setting purposes.

Similarly, Togneri and Anderson (2003) note the long tenure of board members and superintendents in high-achieving districts. "They set their courses and stayed with them for years," the study said. Among the five successful districts profiled, superintendents in three districts had been at their jobs for at least eight years. In most of those profiled, the majority of board members had been serving in that capacity for 10 or more years. "That continuity allowed superintendents and boards to grow together in their approaches to change and to better understand each other's work."

Conclusion

During the past 15 years, a number of research studies have begun to document the value that school boards and their members add to the development of an effective public education system. This fledgling base of research provides a foundation for boards and other policymakers. The research also is timely, since it coincides with a period in U.S. public policy that has focused substantially greater attention on accountability in public education. Much of this research has contrasted boards in low-performing and high-performing districts, thereby providing best practices for new and veteran board members nationwide. While there is a need for additional research – a study on boards in districts with mid-range

achievement might be one useful step – it is increasingly clear that board members in high-performing districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts.

Based on the studies included in this report, it is clear that school boards in high-achieving districts hold a high, shared vision about the capabilities of both students and staff—they believe that more is possible and are motivated to improve results for students. They are policy and accountability driven, focusing their time and energy on governance-level actions related to student achievement and classroom instruction. They engage in goal-setting processes that can drive action in the district to improve. They align resources—including staff professional development—around those goals. They are data savvy—using data to both diagnose problems and to monitor and drive continuous improvement efforts. They communicate with and engage staff and community and work well together as a team and in collaborative leadership with their superintendents. And, they commit to their own learning, building the knowledge and skills it takes to govern during a period of educational reform.

In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for boards in lower-achieving school districts nationwide.

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This report was written by Chuck Dervarics and Eileen O'Brien. O'Brien is an independent education researcher and consultant in Alexandria, Virginia. Much of her work has focused on access to quality education for disadvantaged and minority populations. O'Brien has a Master of Public Administration from George Washington University and a Bachelor of Science degree in psychology from Loyola University, Chicago. Chuck Dervarics is an education writer and former editor of Report on Preschool Programs, a national independent newsletter on pre-k, Head Start, and child care policy. As a writer and researcher, he has contributed to case studies and research projects of the Southern Education Foundation, the American Council on Education, and the Massachusetts Board of Higher Education, often focusing on issues facing disadvantaged populations. Dervarics has a Bachelors degree from George Washington University.

Board Rubric Overview

Standard I: Oversight and Governance	Standard II: Fiscal & Fiduciary Responsibility	Standard III: Board-Superintendent Relationship	Standard IV: Board Relations & Public Engagement
A. Mission, Vision, and Core Beliefs 1. Adoption, Commitment, and Alignment	**A. Fiscal Responsibility and Alignment with Strategic Plan** 1. Budget Adoption 2. Budget Monitoring	**A. Delegation of Authority and Responsibility to Superintendent** 1. Supportive Delegation of Executive Authority and Responsibility 2. Procedures and Communication	**A. Communication** 1. Interpersonal, Written, and Verbal Communication 2. Public Engagement
B. Governance 1. Policy Alignment	**B. Internal and External Audits** 1. Audits and Compliance	**B. Evaluation of Superintendent** 1. Objectivity, Tools, and Processes	**B. Safe Environment for Divergent Opinions** 1. Internal and External Engagement Practices
C. Evaluation of District Operations 1. District Annual Operations Data Dashboard 2. Oversight Work Sessions 3. Committees 4. Code of Conduct, Ethics, and Whistleblower Policies			**C. Cultural, Racial, and Ethnic Understanding and Responsiveness** 1. Continuous Improvement
D. Transparency and Accountability 1. Open Public Meetings Act			**D. Confidentiality of Private Information** 1. Adherence to Policy
E. Development and Progress-Monitoring of Strategic Plan 1. Collaborative Development, Progress-Monitoring, and Course Correction			**E. Orientation of New Members** 1. Shared Responsibility for Training
F. Efficacy and Efficiency 1. Tools, Protocols, and Processes			

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16-17 District Goals

Strategic Plan Goal 1:
Educational Excellence & Equity

Strategic Plan Goal 2:
Improve Systems

Strategic Plan Goal 3:
School, Family & Community Engagement

Board Governance Priority 1:

Eliminate the Opportunity Gap

Board Governance Priority 2:

Improve Systems & Supports

Board Governance Priority 3:

Create Culturally Inclusive School, Family & Community Engagement

Superintendent SMART Goal 1: MTSS- Ensure Educational Excellence for Each & Every Student

(revised 15-16 Goals #1 & 2 MTSS-A&B)

Superintendent SMART Goal 2: EOG-Eliminate Opportunity Gaps in Students' Access - Transforming Adult Attitudes, Beliefs & Actions

(revised 15-16 Goal #2 MTSS-B)

Superintendent SMART Goal 3: Inventory of Offerings (Program Mapping & Review)

Superintendent SMART Goal 4: Budget/Funding

Superintendent SMART Goal 5: Engagement/ Collaboration

(revised 15-16 Goal #6 Customer Service)

Question ID	Standard Number	Benchmark Letter	QuestionText
			2016 Self Assessment Survey Questions
1			Select your School District:
2			What is your role?
3			How long have you served in this position?
			To what extent does our board:
4	1	A	Base its decisions on what is best for students' success?
5	1	A	Commit to a clear and shared purpose?
6	1	B	Provide information to the public that supports board discussions and decisions?
7	1	B	Follow a defined process for gathering input prior to making critical decisions?
8	1	B	Carry out annual assessments of its performance?
9	1	B	Set goals for its improvement?
10	1	C	Delegate authority to the superintendent to manage district operations and implement policy?
11	1	C	Honor the roles and responsibilities of the superintendent?
12	1	C	Use written protocols for its interactions?
13	1	D	Govern using policies that align with research-based best practices?
14	1	D	Focus policy decisions on what is necessary for all students to achieve at high levels?
15	1	D	Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?
16	1	E	Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?
17	1	E	Promote continuous improvement throughout the organization?
18	1	E	Treat all individuals, including fellow board members, staff, students, and community members, with respect?
19	1	F	Work with the superintendent to achieve mutual trust and commitment?
20	1	F	Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?
21	1	F	Use collaborative processes that result in well-informed problem-solving and decision-making?
22	1	F	Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?
23	2	A	Through policies and actions, express our belief that all students can learn?
24	2	A	Through policies and actions, communicate high expectations for all students?
25	2	A	Foster a culture of collaboration around the shared purpose of improving student achievement?
26	2	B	Include stakeholders when developing and revising the district's vision?
27	2	B	Communicate its rationale for decisions to the community?
28	2	C	In collaboration with staff and the community, formulate and maintain a district plan with goals and outcomes?
29	2	C	Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?
30	2	C	Continually monitor progress toward the goals and outcomes of the district plan?
31	2	D	Together with the superintendent agree that high expectations for all students is the highest priority?

2016 Self Assessment Survey Questions

Question ID	Standard Number	Benchmark Letter	QuestionText
32	2	D	Together with the superintendent review student achievement regularly?
33	3	A	Ensure that facilities comply with current health, safety, security, and accessibility standards?
34	3	A	Have policies that require regular evaluation and management of safety and security
35	3	B	Have policies that ensure hiring and retention of highly qualified staff?
36	3	B	Have policies for evaluating staff based on student success?
37	3	B	Have policies that support research-based, best practices for staff development?
38	3	C	Have an established course of study for students and graduation requirements that align with high expectations for student achievement?
39	3	C	Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?
40	3	C	Adopt a budget that supports quality staff development and resources for curriculum implementation?
41	3	C	Have a process that includes community and parent involvement in selecting curriculum?
42	3	C	Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?
43	3	C	Have a process in place to support evaluation and updating of technology?
44	3	C	Have a long-term facilities plan in place for construction and maintenance?
45	3	D	Communicate an expectation that all classrooms will implement effective instructional practices?
46	3	D	Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?
47	3	E	Keep the community informed about the district's financial status?
48	3	E	Seek public input during the budget process?
49	3	E	Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?
50	3	E	Adopt a fiscally responsible annual budget that is aligned with the district's vision and
51	3	E	Regularly monitor the budget and fiscal status of the district?
52	4	A	Follow a schedule for the timely review of the district plan?
53	4	A	Ensure a high degree of coherence between the district plan and school improvement
54	4	A	Annually review and make recommendations to the district plan and school improvement plans?
55	4	A	Publicly recognize the efforts of schools in improving student learning?
56	4	B	Have written goals for the superintendent that focus on specific outcomes for student learning?
57	4	B	Communicate performance expectations for the superintendent to our community?
58	4	B	Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?
59	4	C	Require the effective use of data throughout the system to monitor student achievement and district performance?
60	4	C	Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?

2016 Self Assessment Survey Questions

Question ID	Standard Number	Benchmark Letter	QuestionText
61	4	C	Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?
62	4	C	Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?
63	5	A	Advocate at the local, state and federal levels on behalf of students and the district?
64	5	A	Model cultural, racial, and ethnic understanding and sensitivity?
65	5	A	Establish policies and partnerships that promote and expand educational opportunities for all students?
66	5	A	Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?
67	5	B	Ensure the public is well informed of the board's roles and responsibilities?
68	5	B	Conduct its business in a transparent and accountable manner?
69	5	C	Communicate proactively to disseminate information that addresses issues throughout the system and community?
70	5	C	Communicate district performance to the public in clear and understandable ways?
71	5	D	Seek community and staff input in its decision-making to gain community and staff support?
72	5	D	Carefully consider community and staff input in its decision-making?
73			I am familiar with Washington School Board Standards, including Benchmarks of Success and Indicators for Evaluation?
74			Which of these methods does the board use to study and gain a deeper understanding of issues?
75			Prior to making critical decisions, our board systematically gathers input from:
76			To ensure input from a wide spectrum of the community, our board provides ongoing opportunities for input from:
77			In our district planning process, the board incorporates:
78			Our board uses the district vision and mission to guide and drive efforts in:
79			What is your year of birth?
80			What is your highest level of education?
81			Are you male or female?
82			What is your ethnicity?
83			School District

Photos by Susie Fitzhugh

Work Session: 2016-17 Superintendent SMART Goals Check-In
December 14, 2016

Agenda

- **Introduction** – 10 mins
- **16-17 SMART Goals Check-In** – 50 mins
  - ~10 mins/goal
    - 3-4 mins staff update; 6-7 mins Director questions
- **Next Steps/Plan for future Check-Ins** – 20 mins

Introduction

- Timeline
    - **March – Nov. 2016**: Development of 16-17 SMART Goals
    - **Nov. 2, 2016**: Adoption of 16-17 SMART Goals
    - **March 2017**: Next Check-In
    - **June 2017**: Superintendent Annual Evaluation

- Documents
    - Update
    - Rubric
    - Budget

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16-17 District Goals

Strategic Plan Goal 1:
Educational Excellence & Equity

Strategic Plan Goal 2:
Improve Systems

Strategic Plan Goal 3:
School, Family & Community Engagement

Board Governance Priority 1:

Eliminate the Opportunity Gap

Board Governance Priority 2:

Improve Systems & Supports

Board Governance Priority 3:

Create Culturally Inclusive School, Family & Community Engagement

Superintendent SMART Goal 1:

MTSS- Ensure Educational Excellence for Each & Every Student

Superintendent SMART Goal 2:

EOG-Eliminate Opportunity Gaps in Students' Access - Transforming Adult Attitudes, Beliefs & Actions

Superintendent SMART Goal 3:

Inventory of Offerings (Program Mapping & Review)

Superintendent SMART Goal 4:

Budget/ Funding

Superintendent SMART Goal 5:

Engagement/ Collaboration

Next Steps for 16-17 Goals

- **Process Questions for March 2017 SMART Goals Check-In:**
  - What documents would be helpful to demonstrate the work completed since December?
  - How much time do Directors need to discuss each goal?
  - What is the format of the SMART goals work session?
- **June 2017 – Superintendent's Annual Evaluation of SMART Goals:**
  - Executive Committee to determine number of meetings and schedule for annual evaluation.
  - What documents would be helpful to demonstrate work completed on the goals (Nov. – June)?
  - How much time do Directors need to discuss each goal?
  - What is the format of the SMART goals work session?

SMART Goal #1	Ensure Educational Excellence for Each & Every Student – MTSS: By May 31, 2017, establish an aligned focus on the "whole child" through the implementation of a district-wide Multi-Tiered System of Support (MTSS) framework that clearly identifies methods for providing culturally responsive, differentiated instructional and behavioral supports for each and every student.
Baseline, September 2016	Basic
Target, June 2017	Proficient

1. <u>What work have you done under this goal so far?</u>
   - Stakeholder committees, project plans and timelines have been established and vetted.
   - Orientations to MTSS and the Whole Child Framework have been provided to all school leaders.
   - Tools and resources for implementation of MTSS have been drafted, including the Whole Child Framework, Professional Development Plans, MTSS Implementation Guide, Fidelity Tool, Toolkit, and Decision-Making Protocol
   - Through an RFP process, three short-listed vendors have presented their Student Data Portals to a group of school and leadership stakeholders. Participants also had access to their demonstration accounts and provided input and feedback.
   - Schools have been invited to participate in a field test of the selected Student Data Portal for MTSS.
   - PSAT assessments were administered to 5,670 students this fall across several high school sites
   - Formative Practices Institute cohorts have been solidified and the first training/professional development session was held for both ELA (10/25) and Math (10/18)

2. <u>What work remains to be done?</u>
   - MTSS implementation tools and resources will be routed to the MTSS Task Force, School and Family Partnerships, and SPS Leadership for review and finalization before publishing for schools to use.
   - Selection of a Student Data Portal and implementation of a field test in 10-20 schools will begin in January, 2017.
   - Continued training and orientation on MTSS provided centrally and for schools, based on their implementation progress.
   - Early Warning Indicators will be established and communicated, with a clear connection to the Data Portal and District KPI's.
   - Determining the types and quality of interim assessments out on the market that meets expectations of school staff.
   - SAT is scheduled to be administered in the spring.
   - Formative Practices Institutes (professional development) are scheduled in both ELA and Math (ELA 12/13, 2/9, 6/1; Math 12/8, 2/16, 6/8)

3. <u>Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?</u>
   - We are currently on track for schools to use common decision-making and data-accessing protocols, forms and action plans
   - We are currently on track for schools to use a standardized fidelity tool to assess successful implementation
   - We are currently on track to provide differentiated PD across schools and cohorts based on needs.
   - The establishment and tracking of Early Warning Indicators, tied to our Student Data Portal, District KPI's, has been delayed due to the foundational work needing to be completed and the shift in culture to increase collaboration in order for MTS to be implemented successfully.

SMART Goal #1	Ensure Educational Excellence for Each & Every Student – MTSS: By May 31, 2017, establish an aligned focus on the "whole child" through the implementation of a district-wide Multi-Tiered System of Support (MTSS) framework that clearly identifies methods for providing culturally responsive, differentiated instructional and behavioral supports for each and every student.
Multi-Year Vision	Every Student on Track to Graduate
Baseline, September 2016	Basic
Target, June 2017	Proficient
Committee	C&I Committee

WORST   **BEST**

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

Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus…)	Distinguished (all of the elements of Proficient plus…)
Collaboration	Fails to fulfill the responsibilities identified as basic.	HY: Ensures each school engages in, and effectively capitalizes on, a collaborative data inquiry process through regularly scheduled MTSS team meetings. A MTSS District Implementation Team (DIT) comprised of representatives from divisions and teams within Teaching and Learning exists with executive leadership to approve and support team decisions (e.g., prioritized funding, resource allocation, work streams) **Evidence includes:** MTSS team established at each school meets monthly and DIT team meeting notes.	HY: MTSS teams at each school are using a common decision-making protocol to develop action plans and are actively responding to those action plans. MTSS DIT implements a clearly articulated "whole child" MTSS framework aligning personnel, resources and streams of work across the district in service to schools at tiered levels. **Evidence includes:** Use of common decision-making and data access protocols, forms, and action plans at the school and central levels, as well as frequent review of data and resources.	Develops MTSS teams at 20-25 schools that address both academic and behavior supports for students. School MTSS meetings discuss evidence based instructional and behavioral practices, supports, and interventions linked to the gap closing for African American males and other students of color. **Evidence includes:** A multi-year plan which includes established procedures, schedules for reviews of data and decision-making protocols, as well as student performance data (i.e., services, program and demographic, etc.)

Common Tools and Procedures	Fails to fulfill the responsibilities identified as basic.	MG: Develops and publishes a common set of district approved procedures, materials and technical tools as outlined in the MTSS "whole child" framework. These support items are easily accessible to staff serving students pre-K to 12th grade. **Evidence includes:** An MTSS Advisory Team (i.e., representatives Advanced Learning, ELL and Special Education) reviews and recommends procedures, an online access point for approved procedures, materials, and tools is developed.	LG: Provides evidence of successful implementation of MTSS, including Positive Behavior Intervention Supports, in at least 25% of SPS schools using a standardized fidelity assessment tool. District-wide instructional and behavioral documents designed for schools to utilize MTSS language and align procedures, materials and technical tools to the MTSS "whole child" framework. **Evidence includes:** Use of standardized fidelity assessment tool to assess successful implementation of procedures, materials, and tools.	Develops at least five schools which are ready and scheduled to serve as MTSS demonstration sites for the 2017-18 school year. Implementation of district's MTSS "whole child" framework is evident in a majority of schools. **Evidence includes:** Use of common language, definitions, data analysis, procedures, adopted materials, progress monitoring timelines, and technical tools. A minimum of 50% of schools are able to demonstrate use of the "whole child" framework.
Data and Assessment	Fails to fulfill the responsibilities identified as basic.	MY: Actively administers common interim and classroom assessments to drive instructional and behavioral decisions at the elementary and secondary levels. Develops a district-wide balanced scorecard comprised of established metrics to guide decisions for the MTSS District Implementation Team that monitors services, programs, key resources, etc. **Evidence includes:** Majority of schools use approved assessments to drive decisions, development of a district balanced scorecard with established metrics.	LY: Develops a robust, district-wide early warning indicators (EWI) on attendance, behavior and academic performance that supports school and district-wide decisions related to the MTSS "whole child" framework. **Evidence includes:** Development and tracking of accurate EWIs, schools and DIT regularly review data.	Implements district-wide early warning indicators (EWI) on attendance, behavior, and academic performance that supports gap eliminating instructional practices for African American Males and other students of color. The District's balanced scorecard actively informs the actions of identified Central Office personnel and links to schools increasing the performance of targeted students. **Evidence includes:** Schools gather EWI data, data is tracked through scorecard/dashboard, DIT uses data to drive decisions and provide support to schools.

Professional Development	Fails to fulfill the responsibilities identified as basic.	LG: Trains SPS staff, district-wide, on the MTSS "whole child" framework, including common definitions, procedures, materials and technical tools. Develops cadres of experts in MTSS at the central office level as well as Career Ladder personnel. **Evidence includes:** PD developed and administered to central office staff and school leaders, cadres established at central office.	LG: Provides targeted professional development to schools based on their performance on established metrics, including on differentiation related to ELL, HCC and Special Education services. District personnel differentiate coaching and training methods based on a school's identified, tiered needs. Continues training offered to school teams (extending cohorts 1 and 2) to deepen formative assessment and inquiry practices. **Evidence includes:** PD is differentiated across schools and cohorts based on identified needs.	Applications of culturally responsive supports and interventions exist at the early adopter schools (20-25 schools). This application at select schools is linked to the MTSS and/or Formative Practices training and technical assistance provided to school teams. Coaching and trainings emphasize common language, definitions, data analysis, procedures, materials and progress monitoring timelines and technical tools. **Evidence includes:** Examples of culturally responsive supports and interventions at early adopter schools at minimum. Trainings incorporate developed language and materials. A decision-making metric is developed to guide specific supports to schools.

SMART Goal #2	<u>EOG - Eliminate Opportunity Gaps in Students' Access to High-Quality Instruction and Learning Supports</u>: By May 31, 2017, accelerate implementation of a comprehensive theory of action and strategies to positively impact outcomes for African American males and other students of color by transforming adult attitudes, beliefs and actions.
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient

1. **What work have you done under this goal so far?**

Positive Learning: Accountability

- Executive Directors of schools are providing guidance for academic and behavior targets for African American males and other students of color to be used in Continuous School Improvement Plans (CSIP) for 2016-17

Positive Relationships: Equity

- Continuing to provide PBIS and RULER trainings across the district.
- Continuing to refine the *positive outlier* work in order to identify best internal practices.

Positive Beliefs: Professional Development

- Several planning meetings for the learning management system have taken place. Conducted preliminary assessment of what the technical and business requirements are.
- Explored the contours of a research plan to secure literature around gap elimination. Developing approaches that measure the impact of our efforts to ensure the outcomes are being met.
- All principals, assistant principals, small and extended cabinet members have been trained and set goals connected directly to cycles of inquiry (August-January 2017) directly connected to improving relationships and outcomes for transforming the attitudes, beliefs, and actions of adults.
- All principals, assistant principals, small/extended cabinet members have been trained on the cycle of inquiry goal setting tool which was developed in September 2016.
- Principal Professional Development Team has renewed its commitment to make educational and racial equity a top priority for the leadership development of instructional leaders at monthly principal and assistant principal Leadership Learning Days

- Principal Professional Development Committee has met two times to discuss specific expertise that is recommended in an outside (regional/national) expert to help move the race and equity work.
- Bi-monthly school visits by EDS' beginning in November 2016 at five "priority schools".
- Monthly principal PLC's set up and facilitated by EDS'.
- Race and equity is the top training in monthly Leadership Learning Days with principals.
- The SPS/SEA Partnership Committee selected 11 additional School Racial Equity Teams for the 2016-2017 school year. We will continue supporting our existing 20 School Racial Equity Teams
- Revised the School Racial Equity Team Theory of Action and professional development offerings for the 2016-2017 school year
- Have provided coaching support to existing and new Racial Equity Teams
- Offered the first Ensuring Educational and Racial Equity Institute focused on Adaptive Leadership, Critical Race Theory and Racial Equity in Education.
- Developed the District's Racial Equity Tool professional development and have offered to different departments

Positive Partnerships: Community Engagement

- School Community Partnerships department has finalized the 8 elements of the While Child Framework (WCF)
- Hosted focus groups with School Leaders, Central Staff and Community Partners to introduce the WCF

2. **What work remains to be done?**
- Develop a scorecard to track Continuous School Improvement Plans (CSIP) for 2016-17
- Identify best-practices research on supporting African American males and other students of color
- Review data and facilitate problem-solving around attendance, discipline, and opportunity gaps. Examine other districts for replicable practices.
- Selection of variety technical support staff for various functions required to launch the Learning Management System
- Securing national/regional expert on educational and racial equity to co-lead the work with District staff.
- Train Senior Leadership on the Racial Equity Analysis Tool
- Launch Central Office Racial Equity Team
- Assess learning needs of adults to inform the content of the learning management systems
- Select, develop and finalize measurements for assessing adult beliefs and attitudes.
- Update School Community Partner Principal Survey to include elements of the WCF and partner services tracked by school and region
- Close of first cycle of inquiry (January 2017), begin second cycle of inquiry January-May 2017.

- A clear scope and sequence for principals and assistant principals for race and equity work through August 2017 including June and August School Leaders Institute.
- Securing a national/regional expert on educational and racial equity to co-lead that scope of work with central office and building leaders
- A co-developed tools for cycles of inquiry, race and equity scope and sequence tools, on-boarding training for leaders beyond 2017/18.
- Principal PLC's in each region along with co-constructed tools
- Identify potential resources to support the development of Community Partner Database to ensure alignment to the Academic Data Warehouse and the future MTSS system

3. **Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?**
   - Yes, we are on track to meet this goal by June 2017.

		EOG - Eliminate Opportunity Gaps in Students' Access to High-Quality Instruction and Learning Supports: By May 31, 2017, accelerate implementation of a comprehensive theory of action and strategies to positively impact outcomes for African American males and other students of color by transforming adult attitudes, beliefs and actions.
SMART Goal #2		
Multi-Year Vision		Caring adult advocates for every historically underserved student
Baseline, September 2016		Basic- (majority of Basic elements)
Target, June 2017		Proficient
Committee		C&I Committee

WORST   **BEST**

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

Key Organizational Behaviors				
	Unsatisfactory	**Basic**	**Proficient** (all of the elements of Basic plus…)	**Distinguished** (all of the elements of Proficient plus…)
Positive Learning: Accountability	Fails to fulfill the responsibilities identified as basic.	LG: Clear guidance for academic and behavior targets for African American males and other students of color to be used in Continuous School Improvement Plans (CSIP) for 2016-17 is communicated and a scorecard for tracking measurable outcomes is provided	MY: Each CSIP has a 2016-17 school climate goal, with measurable outcomes and monitoring timelines, to address social, emotional and intellectual safety intended to improve positive outcomes for African American males and other students of color	CSIP academic and behavior outcomes identified for African American males and other students of color are achieved or exceeded in 50% of schools; evidence of support services/interventions designed and implemented according to the MTSS "whole child" framework exist
Positive Relationships: Equity	Fails to fulfill the responsibilities identified as basic.	MY: Continue to expand social-emotional work alternatives to suspension through RULER and PBIS. Identifies best-practices research on supporting African American males and other students of color; identifies exemplary schools/districts. Provide district-wide PD in concert with SEA and PASS	MY: Continue to reduce the number of suspensions for non-violent behavior. Identifies learning goals and principles that underlie the learning process for African American males and other students of color based on common language and shared knowledge; develops and shares with schools a learning and teaching model based upon best practices research and interviews with exemplar schools that includes student voice; implements tiered supports based on the MTSS "whole child" framework	Eliminate non-violent suspensions at elementary and middle levels. Fully implements and continuously refines tiered supports for African American males and other students of color; develops and shares a portfolio of proven Culturally Responsive Pedagogical (CRP) models; builds staff capacity in order use of the Racial Equity Analysis Tool & CRP models; and uses an action research design to provide rapid feedback that enable course corrections

Positive Beliefs: Professional Development	Fails to fulfill the responsibilities identified as basic.	HY: Launch 30 (10 in 2014-15, 10 in 2015-16 and 10 in 2016-17) school-based Racial Equity Teams as well as the MTSS District Implementation Team to review data and facilitate problem- solving around attendance, discipline, and opportunity gaps (Positive Beliefs & Relationships)	MY: Launch of the JSCEE (Central Office) Racial Equity Team. Provides evidence that school-based Racial Equity Teams have formulated theory of action, strategies, action plans, and that they are leading conversations using disaggregated data to improve academic outcomes, increased attendance, and reductions in disproportionate discipline informed culturally responsive professional development and use of the Racial Equity Analysis Tool & MTSS "whole child" framework.	A forum exists for sharing Racial Equity Teams &MTSS District Implementation Team findings with central office leadership and school board; information gained is used to inform policies, practices, and resource allocations for fiscal year 2017-18
		HR: Curriculum Specialists develops plans (scope, schedule and budget) for developing support for practitioners are developed. Data and learning needs are articulated; and online learning and tools (learning management system) are identified with the support of consultants.	MR: Regional facilitators, curriculum specialist and online resources for practitioners are available to improve their knowledge and practice. Gap closing research data and technical support is accessible and relevant. Practitioners have facilitators, coaches and researcher provided information available to them. Provide culturally responsive professional development for the school board. Develop the Learning Management System for Culturally Responsive leadership and instruction.	Online resources for practitioners are effective in improving their knowledge and practice. Gap closing research data and technical support is accessible and is being used to close gaps. Practitioners are successfully using facilitators and coaches to reflect on their practice.
Positive Partnerships: Community Engagement	Fails to fulfill the responsibilities identified as basic.	HY: Conduct an inventory of local partner resources resulting in an asset map of available community resources and identify targeted school needs.	MR: With stakeholders and community partners match opportunities and resources available that align to identified school needs and further supports student exposure to high quality learning opportunities.	Leverage community resources to expand and expose students to high quality learning opportunities that tangibly increase positive outcomes for African American males and other students of color.

SMART Goal #3	Program Mapping and Review: By May 31, 2017, the district will create an interactive program mapping tool that enables stakeholders to view and explore the district's continuum of program offerings by school, region and students served. In addition, the district will design and implement a pilot program review process to systematically evaluate the implementation and impact of current program offerings.
Baseline, September 2016	Basic
Target, June 2017	Proficient

1. What work have you done under this goal so far?
   - Created a comprehensive spreadsheet of schools and the services/programs at these schools
   - Signed contract with a vendor - worked with vendor to identify an electronic tool to map schools, programs and services to be utilized by internal and external stakeholders
   - Developed a draft program template to document program design

2. What work remains to be done?
   - Update the school list to include ALE, service school, option school, K8, special Ed services like DHH, Med Fragile, and other unique services
   - Add information regarding additional funding sources for each school (e.g., PTA, FEL, Title, LAP, cost/pupil)
   - Compile student achievement data for school programs and services
   - Develop a short list of candidate programs to pilot for review
   - Implement a mixed-methods (quantitative and qualitative) pilot review process for at least 2 programs

3. Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?
   - Yes-the electronic tool will be in use and the list will include all the needed information
   - Yes-we expect to support pilot program review through a combination of data compilation and mixed methods research

SMART Goal #3	Program Mapping and Review: By May 31, 2017, the district will create an interactive program mapping tool that enables stakeholders to view and explore the district's continuum of program offerings by school, region and students served. In addition, the district will design and implement a pilot program review process to systematically evaluate the implementation and impact of current program offerings.
Multi-Year Vision	Gather information to identify and analyze the district's continuum of offerings in alignment with the district's strategic plan and budget
Baseline, September 2016	Basic
Target, June 2017	Proficient
Committee	C&I Committee

WORST   **BEST**

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

Key Organizational Behaviors				
	Unsatisfactory	**Basic**	**Proficient** (all of the elements of Basic plus…)	**Distinguished** (all of the elements of Proficient plus…)
Program Mapping	Fails to fulfill the responsibilities identified as basic.	LG: Discuss with internal staff the mapping needs of district	HY: Engage with internal staff and Directors around the mapping needs of district	Engage with internal staff, Directors, and external stakeholders around the mapping needs of district
	Fails to fulfill the responsibilities identified as basic.	LG: Existing non-interactive maps that would show current program offerings	MR: Newly created non-interactive maps that would show current program offerings and static layered student demographic information	Dynamic or interactive tool that maps current data to create new displays. Tool also allows for the ability to show certain program offerings with student demographic overlays that enable future location decisions
Program Review	Fails to fulfill the responsibilities identified as basic.	HR: A program template is created to document the alignment of programs to strategic plan goals and their intended impact on specific student outcomes	LR: A method or solution is identified for automated compiling and reporting of student outcomes linked to specific program offerings	Outcomes for students served by district program offerings are reported via an interactive tool that enables stakeholders to explore disaggregated data by school, region and student group
	Fails to fulfill the responsibilities identified as basic.	HR: Annual program review cycle mapped and approved with clear process timelines and inputs	LR: A pilot annual program review process is implemented for 2-4 educational programs or services. The process and data collected provides decision-makers with insights into program implementation and impact	The pilot annual program review contributes significantly to decision-making, specifically with respect to budgetary allocations (or reallocations) to improve the quality and impact of district educational program offerings

DRAFT

SMART Goal #4	<u>Funding</u>: By May 31, 2017, the district will engage in state-level policy discussions for adequate funding under *McCleary* to address levy use. <u>Budget</u>: By June 15, 2017, the district will conduct budget community engagement activities and analysis to inform the 17-18 budget. The district will begin an analysis and comparison of costs and benefits of major activities and programs, including looking for efficiencies within.
Baseline, September 2016	Basic+ (all elements of Basic and less than a majority of Proficient)
Target, June 2017	Proficient

1. <u>What work have you done under this goal so far?</u>
   - Set up meeting with House leg staff to review our revenue/expenditure information about our deficit/levy/compensation funding. Have asked for a meeting with Senate staff.
   - Met with members of the Seattle delegation.
   - Met with members of OSPI staff.
   - Budget options are in development.
   - Have held 4 family meetings, 2 Community Based Organizations (CBOs)/labor partner meetings, 3 Weighted Student Staffing (WSS) Standards committee meetings
   - Developed communications plan, provided principals with talking points, and are scheduled to review WSS options with them on December 6th.
   - Coordinated with Goal 3 leads about how to develop a process to determine the impact of programs/activities, as well as to develop a plan for how to define major activities and programs efficiencies.

2. <u>What work remains to be done?</u>
   - Set meeting date with Senate staff.
   - Continue conversations with legislators.
   - Continue family meetings.
   - Bring forward recommendations in context of our SMART goals.
   - Analyze and apply any legislative action that addresses state funding.
   - Gather expenditure and resource information.
   - Conduct an analysis of the pilot programs in Goal 3.

3. <u>Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?</u>
   - Yes, we believe we are on track to meet the target for this goal. However, there are a lot of unknowns around what will happen during legislative session.

SMART Goal #4	Funding: By May 31, 2017, the district will engage in state-level policy discussions for adequate funding under *McCleary* to address levy use. Underline Budget: By June 15, 2017, the district will conduct budget community engagement activities and analysis to inform the 17-18 budget. The district will begin an analysis and comparison of costs and benefits of major activities and programs, including looking for efficiencies within.		
Multi-Year Vision	Clear focus on how we can best invest our limited resources to support each and every student		
Baseline, September 2016	Basic+ (all elements of Basic and less than a majority of Proficient)		
Target, June 2017	Proficient		
Committee	A&F Committee		

WORST   **BEST**

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

Key Organizational Behaviors				
	Unsatisfactory	**Basic**	**Proficient** (all of the elements of Basic plus…)	**Distinguished** (all of the elements of Proficient plus…)
District Engagement at State Level	Fails to fulfill the responsibilities identified as basic.	LY: Identifies revenue and expenditures of SPS budget to state policy makers	LY: Actively uses revenue and expenditure details to foster action with state policy makers	Fosters legislative action on addressing state funding of education
Budget/WSS	Fails to fulfill the responsibilities identified as basic.	LY: Develops budget options to reflect changes in levy policy by the legislature. Conducts an analysis of SPS activities and programs to prior years.	HR: By June 15, 2017, develops budget options to reflect changes in levy policy by the legislature. Continues to analyze cost of programs compared to revenue.	By May 15, 2017, develops budget options to reflect changes in levy policy by the legislature. Identifies by division and by FTE the funding source for each position to identify possible efficiencies and options.
Weighted Staffing Standards (WSS)	Fails to fulfill the responsibilities identified as basic.	MY: Reviews the Weighted Staffing Standards (WSS) in context of known individual school needs	LY: Engages school stakeholders to review WSS in context of known individual school needs	Reviews and analyzes adjustments in context of revenue and SMART Goals
Engagement (Budget)	Fails to fulfill the responsibilities identified as basic.	HY: Distributes revenue and expenditures of SPS budget to internal and external stakeholders	HY: Conducts three areas of outreach regarding budget development, both to inform and solicit feedback. (1)Hold community meetings for parents and community members; (2)Hold WSS internal committee meetings; and (3) Hold meetings for Community Based partners and labor partners.	Engages with internal and external stakeholders around SPS revenue and expenditures to clearly articulate what they value as recommendations to the Superintendent and School Board.

SMART Goal #5	Engagement/Collaboration: By May 31, 2017, through established guidelines, protocols and training, Seattle Public Schools will develop a culture of predictable and transparent engagement with stakeholders at all levels, including internal staff, building a collaborative culture with a foundation of trust and confidence in Seattle Public Schools.
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient

1. <u>What work have you done under this goal so far?</u>

Community Engagement Model
- We have selected a draft community engagement model and tools in partnership with the board; developed and shared a work plan.
- We developed a twenty-eight person Community Engagement task force, representative of the community to provide guidance and revisions to the engagement model and tools. This group has been meeting once a month since August and have received presentations from Research and Evaluation and the South East Seattle Education Coalition (SESEC). Data has helped shape recommendations that will be presented to the board on December 3.
- The extended cabinet has been trained on the draft community engagement model and tools.
- Published tools and Engagement Task force meeting agendas/minutes on a webpage.

Communications
- **Website:** An analysis of community engagement related to the website refresh project was completed in October and presented to the Operations Cabinet. This information along with recommendations, timeline and additional related activities (e.g. user group) will be presented the Executive Committee on December 1 during the regular communications update for feedback.
  - o Developed a "hot topic" buttons on the website homepage to direct stakeholders to important, timely information. Have recently used for boundaries, hard to fill jobs and eliminating opportunity gaps.
  - o Connected school profiles, Executive Directors of Schools, and Board Directors on the website for the first time.
- **Editorial Calendar**: Developed draft editorial calendar and launched with new Superintendent monthly blog post. This month's post was focused on gratitude; our commitment to eliminating gaps while accelerating learning for all students; and our four signature strategies with a focus on relationships. Calendar programmed for December, Jan., Feb, May and June.

Collaboration and Problem Solving
- We have secured facilitators for PAR (agreed upon by SEA and SPS)
- We have convened PAR teams 3 times since August
- We sent a PAR Constituency team to Montgomery County for the PAR Institute
- We have developed "proto-straws" – collaboratively developed mini proposals for our PAR work (agreed upon by PASS, SEA and SPS work group)
- We have secured facilitator for Conflict Resolution Leadership Training

- We have offered two management trainings to date and over 40 managers from JSCEE have attended
- We have consulted SEA to determine BLT training. We have decided that it should be collaboratively designed and facilitated
- We have put together a working group to design and plan an Alternative Dispute Resolution program that includes mediation. This team will determine scope, feasibility, timeline and budget

2. <u>What work remains to be done?</u>

Community Engagement Model:
- Finalize revisions to the model based on task force recommendations; board guidance on December 3. Produce a "toolkit".
- Develop contract with media operations and design online learning module to support CE sustainability.
- Design, in response to task force recommendations, and implement training for central office and school leaders from February – June 2017.
- Place community engagement tools and support on built out website including examples, testimonials and PD opportunities.
- If capacity allows, determine how to implement a continuous feedback system to monitor stakeholder satisfaction with engagement/decision-making process to support our improvement.

Communications:
- **Two-way communication:** Develop "Key communicators" and ongoing advisory committee structure and launch. Approach supports ongoing CE with our diverse communities.
- **Two –way communication:** Gather feedback from task force on criteria for a 2-way communication model, most likely technology based. Develop RFP based on criteria and select a vendor.
- **Editorial Calendar:** Finalize the draft editorial calendar and program missing months with EOG work – ask colleagues to use the new Communication Plan template.
- **Website:** Present website community engagement findings and recommendations to the Executive Committee. Finalize the work group. Develop wire frames based on feedback, build out sample architecture, hire "user group" and activate partners, teachers and PTSA to help test. Refine and launch in June 2017. Gather additional feedback from June – August 2017 and make final revisions in September 2017.

Customer Service:

- Work with Heidi Henderson to develop a cross-department working group to refine/define customer service standards of practice and resource to support.
- Train JSCEE key staff on established principles, values and expectations.

Collaboration and Problem Solving:

- We will continue drafting "proto-straws" with SEA and PASS until they become actual proposals to be negotiated regarding the components and timeline for a PAR program. This includes designing a set of "pre-requisite" courses for 0-3 year teachers, and a

system of teacher supports that involve coaching/mentoring around teacher evaluation standards. We plan to have a PAR panel included in our system by 2017-2018.

- We will continue to offer Tier 1 Conflict Resolution training for managers
- We will begin offering Tier 2 training for managers to facilitate groups engaged in conflict (begin February 2017)
- We will begin offering BLT training February 2017
- We need to design an ADR system

3. Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?

Community Engagement Model and Communications:
- Yes, in these two elements we are on target to meet or exceed our goal for June 2017.

Collaboration and Problem Solving:
- We are on target for most parts of each strategy. We do expect to offer all of the trainings we set forth in our proposal and have been funded for during the 2016-2017 school year. The challenge we face is in getting ALL managers to sign up. We will need to continue advertising and "pushing out" the communications.
- We will offer BLT training to a cohort of schools during the 2016-2017 school year. We are working with SEA to co-develop the sessions. Given that this strategy was half funded, we will try to get at least half of our schools trained before September 2017.
- The funding for ADR was $15K. This is enough to put together a working group, a proposal that includes scope, timeline and budget. We will also support mediation in some of our most challenging schools (with multiple grievances).

Customer Service:
- This is at risk due to lack of capacity in the communication and customer service departments. Most of our attention (communications) is focused on launching the community engagement model and improving our strategic communications. Once two open positions in the department have been filled, capacity will be improved and attention can be given to this important element.

SMART Goal #5	Engagement/Collaboration: By May 31, 2017, through established guidelines, protocols and training, Seattle Public Schools will develop a culture of predictable and transparent engagement with stakeholders at all levels, including internal staff, building a collaborative culture with a foundation of trust and confidence in Seattle Public Schools.
Multi-Year Vision	SPS is viewed as a responsive, high functioning organization that fulfills our promise to families and stakeholders feel ownership for our collective success
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient
Committee	Executive Committee

WORST   **BEST**

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

Key Organizational Behaviors				
	Unsatisfactory	**Basic**	**Proficient** (all of the elements of Basic plus…)	**Distinguished** (all of the elements of Proficient plus…)
Community Engagement Model	Fails to fulfill the responsibilities identified as basic.	MG: Establishes community engagement principles, a model, and predictable protocols for when and how to involve stakeholders in decision making.	HY: CE Website: Creates a community engagement website and disseminates resources and protocols to staff responsible for engagement in order to support staff in understanding when and how to effectively engage all families and communities in decision-making. Training: Train key staff (e.g. cabinet, extended cabinet, family engagement and school and community partnerships) responsible for community engagement on the selected principles, model and protocols. Training to include in-person workshops and online learning modules. Technical assistance will also be provided from the Communication Department to central office staff. Outcome: At least a 5% increase in satisfaction related to the following family survey item: The district central office is responsive to the input and concerns from all families. The 2014-2015 baseline was 26%. Gather baseline data on the new survey item: The district does a good job engaging the community about issues and concerns that matter to my family.	Develop a continuous feedback system for district and SPS School Board to monitor stakeholder satisfaction in the engagement and decision making process. Outcome: A 6% or more increase in satisfaction related to the following family survey item: The district central office is responsive to the input and concerns from families

		MY: With partners, identify or develop culturally responsive tools and techniques for central and school leadership to ensure effective and representative communication and engagement with internal and external stakeholders.	MR: Develop and implement new methodologies to ensure engaged families are representative of our student population. Integrate culturally responsive tools and techniques into community engagement model. Provide examples of how and when to use various engagement techniques. Disseminate resources on the community engagement website. Outcome: At least a 5% increase in satisfaction related to the following family survey item: The district reaches out to parents when decisions important to families need to be made. The 2014-2015 baseline was 49.4%.	Train staff responsible for community engagement on various culturally responsive tools and techniques. Work in partnership with community based organizations to provide the workshops and training. Outcome: A 6% or more increase in satisfaction related to the following family survey item: The district reaches out to parents when decisions important to families need to be made. Engaged families are representative of our Seattle Public Schools community.
Communications	Fails to fulfill the responsibilities identified as basic.	LY: Improve district's strategic communications. Refine the district website based on end user feedback and within constraints of the SPS budget. Post key district information on the website. Outcome: At least a 10% increase in satisfaction related to the following family survey item: It is easy to find useful information on the District website. The 2014-2015 baseline was 33.6%.	LY: Develop an editorial calendar and using a variety of channels (e.g. district-sponsored traditional and digital media channels as well as media relations) strategically and proactively share accurate and timely communications to ensure schools and families have the information they need to support students and knowledge of the district's strategic initiatives. Gather baseline data on the following survey item: Communications from the district central office are clear, timely and informative.	Develop and implement 2-way communication opportunities for community stakeholders to both inform stakeholders on key district work and gather trending community issues and ideas (e.g. community listening sessions, online communication platforms). Outcome: A 6% or more increase in satisfaction related to the following family survey item: The district central office is responsive to the input and concerns from families. Engaged families are representative of our Seattle Public Schools community.
Collaboration & Problem Solving	Fails to fulfill the responsibilities identified as basic.	HY: Train leaders throughout SPS how to navigate and deal with conflict and build supportive relationships through collaborative problem solving strategies and techniques.	HY: Increase the capacity of individuals and teams to effectively understand the context of conflict, a process in support of preparing for and initiating challenging conversations, and skills for improving communication and collaborative problem solving. Building Leadership Teams have been trained around the technical aspects (bylaws and decision making matrix), as well as the adaptive challenges involved with change.	HY: Develop a cadre of in-district trained facilitators to support individuals and teams with alternatives to formal complaints and grievances related to workplace conflict. Design and Implement an Alternative Dispute Resolution Process to be accessed by employees.

Customer Service	Fails to fulfill the responsibilities identified as basic.	LR: Establishes a cross department working group that will: • Refine/Define SPS Customer Service Standards of Practice. • Determine a reasonable baseline of Service Expectation for Schools & District Depts. (this will assist with institutionalizing the standards through practice). • Identify resources available and increased resources needed to implement and sustain the baseline service expectations needed to carry	LR: • Begin to train key staff leaders throughout district on established principles, values and expectations in order for them to be able to guide quality customer service throughout the year in their school or dept. • Begin to implement Standards and Service Expectations throughout District.	• Development of a customer feedback system to provide continuous feedback and improvement in customer service by school and district staff. • Ensure feedback loops are transparent and replicable.

Update on One-Time Funding for 16-17 Superintendent SMART Goals

	Budget	$ Spent or Encumbered to Date	Budget Activity to Date	Upcoming Budget Activities
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Goal 1: Ensure Educational Excellence for Each & Every Student – MTSS				
1. Positive Behavior Intervention & Supports (PBIS)	$309,000	$133,000.00	• Finalized a contract with a outside vendor for consultation on PBIS ($30K to be encumbered) • Specialist position ($103K) - Expanded PBIS training to a total of 45 schools with cohort 2 • Designed and delivered differentiated and culturally responsive PD to over 3,000 staff	• Revise the fidelity tool to monitor implementation • Increase training and coaching for behavior specialist team • Align training and support documents for PBIS with MTSS
2. RULER	$285,000	$9,964.00	• Generated and distributed materials for cohort 3 • Family Charter Nights (5 schools) • Extra-hourly assistance to support training, engagement and website development	• Purchasing and distribution of curriculum to cohort 2 (25 schools) • Additional Family Charter Nights and engagement strategies • $150K for contract with Yale for professional development • Training videos of SPS teachers for each anchor tool
3. Academic Data Dashboard	$439,000	$92,520.00	• Concluding the RFP process the week of November 28th, 2016 ($90K to be encumbered) • Concurrent actions to communicate field testing with a selection process for an estimated 15-20 schools • Drafted Request for Proposal (RFP) on a tool to post district balanced scorecard data	• Negotiations with the selected vendor for a school-based data management portal • Initiate training plan for selected schools for field testing • Post the RFP when the school-based data management portal is selected for field testing
4. PSAT & SAT	$285,000	$273,188.68	• Encumbered costs for PSAT/SAT tests (pending final invoice): $72,552.50 PSAT + $136,760 SAT • Facilities (desks, chairs, labor): $60,726.68 • Nutrition Services : $3,150.00	• Projected costs for Facilities for SAT test (desks, chairs, labor): $30,000.00 • Projected costs for Nutrition Services (snacks): $2000.00 • Any expenditure beyond the allotted $285K will be covered by state allocated assessment grant funding (~$20K)
5. PLC / Teacher Collaboration	$128,050	$0.00	• Developed a plan in response to a reduced allocation	• $65,000 to be expended for "Since Time Immemorial" professional development: "Since Time Immemorial"" professional development will focus on 4th grade, in order to promote grade-level collaboration within schools. Five opportunities will be provided, one for each region, dates to be determined in the month of February. Target number of teachers to be trained: 225, with collaborative planning opportunities to follow. • $63,000 to improve collaboration toward MTSS in identified schools: Schools in need will be identified in an analysis of MTSS implementation, and support provided to improve PLC collaboration
6. PD for District Online Assessments	$170,000	$0.00	• Currently waiting to determine which interim assessment is selected • Researching methods of PD that would fit different options for interim assessments	• See budget activity to date

	Budget	$ Spent or Encumbered to Date	Budget Activity to Date	Upcoming Budget Activities
7. Formative Practices	$248,896	$36,923.00	• English Language Arts (ELA) Professional Development at the Formative Practices Institute = $16,981 • Math Professional Development at the Formative Practices Institute = $19,942	• Three remaining FPI session are planned (12/13, 2/9, 6/1 for ELA; Math 12/8, 2/16, 6/8) • ELA projected cost of $16,981 x 3 = $50,943 • Math projected cost of $19,942 x 3 = $59,826 • Total: $110,769 • The current projected underspent is $101,124. This is due to adjusting the delivery model to accommodate both cohorts within one day rather than individual days for each cohort. In addition, when developing the original budget assumptions were made to accommodate all original participants and the difference is due to attrition.
8. Common Formative Assessments	$215,000	$0.00	• Drafted Request for Proposal (RFP) for an interim assessment ($215K) • Collecting information from schools on current practices, needs and capacity • Convening of the Assessment Steering Committee	• Move forward with a psychometrically validated assessment • Continue with the process to acquire an interim assessment • Research what other assessments fill the need on the assessment framework
Goal 1 Total	**$2,079,946**	**$545,595.68**		

Goal 2: EOG - Eliminate Opportunity Gaps in Students' Access to High-Quality Instruction and Learning Supports				
	Budget	**$ Spent or Encumbered to Date**	**Budget Activity to Date**	**Upcoming Budget Activities**
1. Professional Development (Learning Management System)	$1,000,000	$0.00	• None	• Hire 3 Facilitarors (on contract) - $210K • Online Hosting of Professional Development Learning Management System - $230K • Hire Curriculum Specialists (on contract) - $230K • Hire Researcher (on contract) -$100K • Consulting Fees for experts on closing the gap - $72K •Technical Support - $45K
2. School Leaders	$150,000	$51,516.00	• Center for Educational Leadership (CEL), University of Washington, supporting principals, asst. principals, extended cabinet in Cycle of Inquiry work (RFP encumbered $49,916) • Dr. Daudi Abe ($1,600 spent) presented on Seattle's racial history and equity to principals and assistant principals at the Learning Leadership Day	• UW/CEL Facilitation, Systemic Tool Development (PLC's, Cultural Competency), RFP to be submitted for supporting principals and assistant principals in PLCs ($50K) • Cultural competency speakers and/or PD for principals, assistant principals, and central office leaders ($49K)
Goal 2 Total	**$1,150,000**	**$51,516**		

Goal 3: Inventory of Offerings (Program Mapping & Review)				
	Budget	**$ Spent or Encumbered to Date**	**Budget Activity to Date**	**Upcoming Budget Activities**
1. Inventory/Portfolio System to Map District Programs	$141,528	$53,721.00	• Indentification of mapping software • Identify qualitative analysis software (Dedoose) • Identify transcription services options (Verbal Ink or Rev.com)	• Purchase of GuideK12 mapping software ($49,920.58/one year contract plus $3,800 first year service fee - $53,721 encumbered) • Hire contract Analyst to support the program mapping needs ($72K allocated) • Indentify and purchase Audio transcription services and qualitative analysis software; exploring possiblity of doctoral fellowship to assist in program review (if funds available - approx. $10K)
Goal 3 Total	**$141,528**	**$53,721**		

Goal 5: Engagement & Collaboration				
	Budget	**$ Spent or Encumbered to Date**	**Budget Activity to Date**	**Upcoming Budget Activities**
1. Contract for Online Comms Platform	$345,000	$0.00	• Development and implementation of a Community Engagement Task Force to support determination of culturally responsive engagement tools and strategies. August 2016-January 2017 • Example scope/support developed by ThoughtExchange for review	• Development of RFP criteria of online 2-way communications tool by Task Force and central office staff - December/January. Public bid process for multi-year contract - February/ March. Selection of vendor - spring 2017. Training - summer 2017 ($345K)
2. Ongoing Key Communicator Supports	$16,000	$0.00	• Development and implementation of a Community Engagement Task Force to support determination of culturally responsive engagement tools and strategies. August 2016-January 2017	• Taskforce recommendations including ongoing CE advisory committee presented to the Board on December 3. • Based on the Board's feedback, development of Key Communicator/CE advisory committee structure and implementation. ($16K - support for key communicators program)
5. Enhanced website R&D budget	$100,000	$1,565.74	• CE Toolkit Development: $1315.74, Community Engagement Task force development and implementation • Strategic Communications: $250, contract extension for music library; partnered with media operations.	• Community Engagement Toolkit: Selection of contractor to finalize the CE toolkit (~19,700) • Community Engagement Training: Contract with media operations/contractor to create online learning modules for launch in February 2017 ($10K); Leadership In person training ($1500) • Strategic Communications: Determine if we want to move forward with electronic flyer distribution. ($2250K) • Website: Enhancement in negotiation with website vendor. One new deliverable agreed upon: icalendar. Additional enhancements and supports including user grouup in process ($65K total, ~33K in process with vendors)

	Budget	$ Spent or Encumbered	Status	Next Steps
6. Building Leadership Teams (BLT) Training	$82,500	$0.00	• SEA and SPS have agreed to co-develop training. We are deciding upon a facilitator. Dates are currently being set.	• Meet with facilitators and plan content • Funding will allow for some, but not all schools to be trained in 2016-2017. Number of schools depends on number of days provided for the training (2, 3 or 4). 2 people/school but may not be able to afford all schools at this time. This will be decided by January 2017. ($82,500)
7. Leadership Training	$50,000	$50,000.00	• Personal Service Contract has been approved ($50K encumbered) • Two trainings have been offered to date. Over 40 Managers have attended. • Several dates scheduled for the 2016-2017 school year.	• New invitations being sent to all managers (including school leaders) • Principal Communicator announcements ready to be sent each month
8. Alternative Dispute Resolution (ADR)	$15,000	$3,078.00	• We secured a personal services contract for mediation services to support a school with ADR; printing expenses ($3078)	• Working group to determine approach and scope of building an ADR program. • Feasibility analysis needs to be conducted by work group. Personal Services Contract needed for 16-17 school year to support these efforts.
9. Peer Assistance & Review (PAR)	$35,000	$31,000.00	• NEA faciliator secured ($15K) • PAR convening (SEA, SPS, PASS) dates all secure • Draft proposals being developed • We sent PAR constituency team to Montgomery County for PAR Institute ($16K)	• 4 more convenings January - May • Proposals to be negotiated • PAR Panel proposal to be determined spring 2017 for implementation fall 2017.
Goal 5 Total	**$643,500**	**$85,644**		

	Budget	$ Spent or Encumbered to Date
Total	**$4,014,974**	**$736,476**