

Introduction to Evaluation Instrument

The Seattle School Board previously approved the 5-year 2013-18 Strategic Plan. The 2017-18 Superintendent Evaluation tools are established in alignment with the Strategic Plan and the Governance Priorities. The proposed instrument contains four overarching areas. The first three are aligned to the district's three Strategic Plan goals. The fourth is tied to the Superintendent's professional practice, based on the WSSDA model superintendent job description.

While each overarching area within the instrument contains several indicators, if an indicator is shaded, a SMART goal and an accompanying rubric have been developed for it. The 17-18 instrument captures the 5 SMART goals for the year: Multi-Tiered System of Support (MTSS), Eliminating the Opportunity Gap (EOG), Budget, Engagement/Collaboration, and Professional Practice.

The Professional Practice section (general and focus) is one-third of the Superintendent's 2017-18 annual evaluation, and the other four SMART goals are the basis for two-thirds of the evaluation, to occur in June 2018.

The Professional Practice section is divided into two parts – General and Focus. The *General* section is based on the Washington State School Directors' Association's (WSSDA) model superintendent job description. The job description contains six essential functions and responsibilities of the role. Those six descriptors will be evaluated on a 1-5 scale by a survey given to cabinet, board, and other lead partners. In addition, the Superintendent will conduct a self-evaluation at the end of the cycle. The Board will use the data collected from the survey to write the evaluation narrative, equally weighing the superintendent & cabinet feedback with other partners' feedback. For the *Focus* section, a Professional Practice category for 2017-18 will be selected from the 6 job descriptors. Rubrics within that category will be identified based on the WSSDA Standards-Based Superintendent Framework rubric. The Board and Superintendent will mutually agree on the category and individual rubrics. An implementation guide to support the rubric may be created jointly by the Superintendent and Board. The Superintendent will conduct a self-evaluation at the end of the cycle.

Area I: Ensuring Educational Excellence and Equity for Every Student

- I-B: Instruction (*SMART GOAL 1 – MTSS*)
- I-C: Eliminating the Opportunity Gaps (*SMART GOAL 2 – EOG*)

Area II: Improve Systems Districtwide to Support Academic Outcomes and Meet Students' Needs

- II-E: Fiscal Systems (*SMART GOAL 3 – Budget*)

Area III: Strengthen School, Family & Community Engagement

- III-B: Collaboration/Engagement (*SMART GOAL 4 – Engagement/Collaboration*)

Area IV: Professional Practice

- IV-B,C: Instructional Leadership and Effective Management (*SMART GOAL 5*)

**This instrument was initially developed in consultation with WSSDA in 2013-14, but has been modified since.*

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

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Check one box for each indicator and circle the overall standard rating.</i>				
I-A. Curriculum: Ensures that school curriculum, assessment, and instructional practices are research-based and aligned, as indicated by the professional development implementation instrument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction (SMART GOAL 1): Ensures the development and use of instructional tools and assessments, as well as the development of meaningful collaborative structures, in support of the implementation of a Multi-Tiered System of Support (MTSS).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Eliminating the Opportunity Gaps (SMART GOAL 2): Ensures the implementation and continued identification of strategies to transform adult beliefs, attitudes and actions in order to eliminate opportunity gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> +	<input type="checkbox"/>
I-D. Evaluation (PG&E): Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Basic

Proficient +

Distinguished

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

The philosophies of MTSS have become more established and understood at the school level over the last year. This work has exceeded targets in many areas, primarily at the systems level. Areas for additional focus include wider implementation across all schools and school leaders, and more consistent evidence of high quality instruction and positive student impact through use of MTSS.

The Superintendent and staff made significant progress against the EOG SMART Goal last year. Work on Ethnic Studies and building-based Race and Equity Teams have both been tangible and public growth areas, with the full understanding that these are both ongoing works-in-progress with a continued need to reach more underserved SPS communities through these initiatives. Partnerships with families and CBO's have also been positive, although improvements are still needed to ensure partners are appropriately goal-aligned and supporting district & school needs. School-level discipline remains a challenge to balance positive practices with individual and district accountability measures.

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

	Unsatisfactory	Basic	Proficient	Distinguished
II-A. Environment: Develops and executes effective plans, procedures and systems to manage the capacity needs of the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. School Services/Supports: Develops and executes effective maps, plans, procedures, routines, and operational systems to support schools and provide equitable access to programs and services that support student readiness to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Management Systems: Addresses internal and external audit findings. Develops and implements a clear plan for improving systems that support day-to-day operations and implementation of the strategic plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, career growth, and retention that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems (SMART GOAL 3): Develops a budget process that supports the district's strategic plan; funds ongoing operating costs within ongoing revenues; and ensures timely monthly and annual financial reporting to executive leadership and Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> +	<input type="checkbox"/>
II-F. Special Education: Works with the Special Education department to ensure improved compliance and effective student services as measured by state reports, and as outlined in the Special Education MOU with OSPI.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Basic

Proficient +

Distinguished

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

Budget development and reporting has been proactive and comprehensive under SMART Goal 3. Scenarios were created to respond to a wide range of state legislative outcomes, putting Seattle in a leadership position statewide. Budget reports to the Board and across the community at multiple sites/events increased the public trust and transparency in SPS stewardship of public funds. Budget & Finance team work on Program Reviews created a good starting view of the budget landscape, but future focus will be needed to bring more clarity to different budget categories that could be considered in future years for SPS fiscal and operational efficiency.

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

	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>III-A. Customer Service: Ensures that systems exist to provide strong customer service and engage principals and families as partners.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-B. Collaboration/Engagement (SMART GOAL 4): Demonstrates skill and commitment while developing and implementing a plan for shifting the district's culture to one of increased transparency, collaboration and continuous improvement in partnership with key stakeholders.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/> +	<input type="checkbox"/>	<input type="checkbox"/>

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

Basic +

Proficient

Distinguished

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

Incremental progress was made in under SMART Goal 4, building internal capacity for community engagement while actively working on urgent issues as they arose. The ThoughtExchange campaign for AL/HC was informative, but this first use of ThoughtExchange was not well-coupled to district decision-making processes, especially in the context of a proposed 2-way engagement tool. For the community engagement, collaboration, and building-based problem solving components of this goal, the theories of action and initial work of staff seem appropriate, but additional time and consistent focus is needed to achieve system-level impact.

Superintendent's Performance Rating for Goal IV: Professional Practice*

	Unsatisfactory	Basic	Proficient	Distinguished
IV-A. Visionary Leadership: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision that is shared and supported by school and community stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B,C. Instructional Leadership and Effective Management (SMART GOAL 5): The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth, and by ensuring management of the organization, operations, facilities planning, and resources for a safe, effective, and humane learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Inclusive Practice: The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Ethical Leadership: The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Socio-Political Context: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal IV (Circle one .)	
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Unsatisfactory

Basic

Proficient

Distinguished

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

Under this SMART goal, policy alignment has been a focus, including high-impact components like CSIP improvement and training, and related principal collaboration. The Superintendent has personally invested in relationships with community groups to understand and better respond to individual needs. Additional beneficial work could include better aligning policy initiatives with root cause analyses on district "hot topics" to provide more systemic improvements. As identified in the Superintendent's self evaluation, improvements in both content and alignment for staff professional development should also be an ongoing emphasis.

*Based on the WSSDA model superintendent job description