



Board Special Meeting

Work Session: 2019-20 Superintendent Evaluation Development

Tuesday, May 14, 2019, 5:30 – 7:00pm

Board Auditorium, John Stanford Center

2445 – 3rd Avenue South, Seattle WA 98134

Minutes

Call to Order

Director Burke called the meeting to order at 5:30pm. Directors Burke, Geary, Pinkham, Mack, and DeWolf were present. Director DeWolf left the meeting at 6:32 p.m.

Staff present: Superintendent Denise Juneau, Special Assistant to the Superintendent Sherri Kokx, Deputy Superintendent Stephen Nielsen, Chief of Public Affairs Carri Campbell, Chief of Equity, Partnerships, and Engagement Dr. Brent Jones, Chief Financial Officer JoLynn Berge, Chief Operations Officer Fred Podesta, Executive Director of Curriculum and Instruction Cashel Toner, Chief Academic Officer Dr. Diane DeBacker, Chief Information Officer John Krull, and Chief of Human Resources Dr. Clover Codd.

Work Session: 2019-20 Superintendent Evaluation Development

Director Burke gave a brief review of the topics being discussed throughout the evening.

Superintendent Juneau gave an introduction, reviewed the strategic plan priority, goals, and the four initiatives of the district for the 2019-20 Superintendent evaluation goals. She highlighted how this first year evaluation is different than what it has looked like in the past, gave a brief review of the documents being discussed this evening, and shared information about Board Policy 1630 and 1630BP, Evaluation of the Superintendent.

She noted that the 2019-20 superintendent evaluation goal is an aspirational, focused goal on ensuring that 100% of African American males read at or above grade level in 3rd grade, noting that our Research Evaluation and Assessment team is currently working hard on identifying an outcome-based percentage point which will be included in the Board Action Report (Goal: X% of African American males will read at or above grade level by 3rd grade) at the time she brings it to the Executive Committee. Currently, only 32% of Seattle Public Schools' African American males are reading at or above grade level by 3rd grade. Superintendent Juneau shared information about Philadelphia school district's five-year target to ensure every student of theirs is reading on or above grade level by age 8.

Superintendent Juneau explained the importance of Initiative 1: Family and Community Engagement (Inclusive & Authentic Engagement), highlighting the communications and marketing and community partner alignment factors of the goal.

She also noted that the summer reading program will begin to ramp up and messages would be reflective of public ambassadors and build community will with partners such as Team Read and public libraries.

Director Pinkham spoke about the importance of having oral tradition embedded and involving partners from across the city. He noted how this goal would impact all students while we are focusing on African American male students.

Director DeWolf asked about the significance of focusing on third grade for long-term success. Cashel Toner responded that many systems focus on third grade reading because it can be a predictor for student academic success. Superintendent Juneau noted that data shows that children who cannot read by third grade are four times less likely to graduate than students who can read by that age.

Directors DeWolf expressed the importance of sharing information across the city on SPS's targeted percentage and what we are doing to ensure students are reading in 3rd grade. It would be something that would be easily understood by the public. Carri Campbell noted how her team will be developing a comprehensive marketing plan such as bookmarks that can be handed out to families and the community, highlighting the need to shift from a deficit-based to an asset-base.

Director Mack asked how we would leverage resources with our city's partners, for example Seattle Public Libraries have a lot of resources, but many students do not have library cards. It would be a good idea to strategically work together on addressing this need with our community partners. Superintendent Juneau shared information about the Global Reading Challenge, which involves all students, not just Seattle Public Schools students. The key is that everyone can see themselves as part of the 3rd grade literacy campaign that we will be working on. Cashel Toner noted one thing we can do better is to get student voices by asking them: How can we support you and furthermore what are you interested in? This initiative has a lot of possibilities to empower our students.

Director Geary asked how we would measure the effectiveness of these initiatives for accountability purposes; they seem to be broad, currently. Director Burke suggested being aspirational with our goal and having a single metric of 100% for reading in 3rd grade and asked what the visibility of the metrics for kindergarten, 1st and 2nd grades would be and whether those would be a part of the public messaging. Cashel Toner noted this is not necessarily a third-grade issue, this is an Early Learning-system issue. SPS has historical data around it. However, it is not perfect. That is part of the work that SPS will need to do, but we do have a consistent metric in third grade. Director Burke suggested the need for asset-based language by replacing the word "barriers" with "obstacles" instead.

Director Mack asked whether this is the right format to use because the metric may be challenging to read and noted it would be helpful to clearly define the collaborative work with our partners. For example, we would need to advertise in every single classroom that Seattle Public Libraries have summer reading programs, even though some schools are doing it and others are not. Stating that clearly and having some outcomes reflected are needed. Cashel Toner noted that more specific language would come forward when we look at the action plans and work plans which would help us vet our partners and be clearer on our collaboration. Director Mack noted it would be important to get a list of our partners and information on how we are partnering, as part of the goal. Superintendent Juneau noted the importance of identifying our partners to make sure we are strategically working on the 3rd grade literacy campaign.

Director DeWolf expressed his appreciation that the District is focusing on the group of 400 African American male students, as part of targeted universalism which would help disrupt the school-to-prison pipeline.

Director Geary asked how to keep communities included in this 3rd grade literacy campaign, noting there may be classrooms that do not have African American male students in them and yet that does not mean they do not have any gaps. She asked if it was possible to provide clear expectations for school buildings so that staff do not excuse themselves from the work.

Supt. Juneau responded that there are places that are built in for this, noting our Strategic Plan will keep an eye out on the 400 African American male students. This goal on literacy is bringing many people in

the city together because people are paying attention to dropouts and are interested in providing jobs to graduates.

Director DeWolf noted that White students need to know, understand, and see themselves as neighbors to African American male students and asked how to incorporate that into the learning. Dr. Brent Jones noted that there will be training for new educators in order to create environments to make students of color feel successful.

Supt. Juneau reviewed Initiative 2: P-3 Practitioner Capacity and Effective Early Literacy Instruction. She noted that this initiative is about aligning our Professional Development (PD) to engage in professional learning to our foundational beliefs and coursework to create the capacity needed. The 2019-20 evaluation goal is aligned to standard and culturally responsive practice. We are working on being proficient and are targeting a subset of schools as we replicate successful practices.

Director Geary asked whether we are going to be developing accountability measures for staff in order to demonstrate this work. Dr. Clover Codd provided information about classroom management and spoke about the criteria which shows up at the PAR panel. Also, in the works is training Building Leadership Teams (BLTs) to align their Continuous School Improvement Plans (C-SIPs) and budget. It has also been discussed with principals during the Leadership Learning Day (LLD) and incorporated in trainings on the racial equity tool.

Cashel Toner spoke about how this work is being aligned in the professional development trainings that are offered to teachers.

Dr. Codd also shared information about the District's TRI days, where every member of the Seattle Education Association (SEA) has professional development training, noting there is a base training for staff and now we are interested in layering on top the third-grade literacy training.

Director Mack asked how we are going to reach out to our ELL students since we have many languages spoken and many immigrant families in our system. Cashel Toner responded that staff has thought about that and there is a need to align mechanisms to make sure this work is in lockstep with our ELL department to reach out to all students.

Supt. Juneau reviewed initiative 3: P-3 Assessment Portfolio (High-Quality Instruction & Operations). Directors asked what assessments are being used in P-3. Cashel noted some teacher-created tools, some district-required tools, and some classroom observations, which is a tool that the state requires. There are also other state and federal requirements. Diane DeBacker spoke about the need to do work with substantive assessments and to start that work very early. Director Pinkham suggested changing the goal statement to say: "reading in 3rd grade" instead of "reading by 3rd grade." Cashel Toner spoke about the need to have strong foundational skills and learning from inference and shared information on literacy in a nutshell. She also spoke about there are some systems currently in place to look at student data today to see what is happening with a child, for example, looking at a student's growth in 2nd and 3rd grade. It is also possible to look at some data trends in the city.

Supt. Juneau reviewed initiative 4: Establish Early Learning Pathways (High-Quality Instruction & Operations). Director Geary noted the issue of intersectionality between African American male students and special education. If we dig into it then the African American males will be even more marginalized in that population. Our work as a central agency is to figure out how to look at it and measure it in a meaningful way. It would require us to go beyond the easy check of the boxes. Supt. Juneau spoke about the issue of intersectionality between African American males and programs like special education, Highly Capable, and English Language Learner. We currently do not have the ability with our data systems to go deeper with our intersectionality data and can work on getting there. Director Mack expressed interest in the analysis work on operational capacity in order to accurately

reflect the number of seats available for students, which is a critical and complex problem. Supt. Juneau spoke about the importance of how learning space matters to students.

Supt. Juneau spoke about the second goal on effective management. Director Burke shared written comments from Director Harris noting she is concerned that goal two is too broad and there is a need for specificity to determine what effective management means and how to determine it. Supt. Juneau asked for clarification from the Executive Committee members on what they had meant by effective management, noting the committee had wanted to have a laser-like focus on a single and critical goal.

Director Burke spoke about managing effectiveness through the eyes of the customer and asked what is the lens by which we measure this efficacy. Dr. Codd spoke about using data to improve our operations and create Key Performance Indicators (KPIs) from continuous improvement stakeholders, as principals were telling the District what we needed to do better. Director Geary noted liking parallel structure and asked if we can create C-SIPs for our departments so we can see how their goals tie into the Strategic Plan, which would help us move away from silos. Sherri Kokx noted that it would be helpful to first identify who our customers are, and it would be more than just our principals. Director Geary noted that the leaders of every division already have a sense of accountability, a sense of their own goal, and it would be helpful to make it transparent.

Stephen Nielsen noted that the new goal focuses on what we are doing to improve 3rd grade reading and having effective management in the district is important for this work. Superintendent Juneau noted in order to carry out the early literacy evaluation goal, there must be effective management of the district.

Directors spoke about the importance of being intentional about goal two and asked to have clarity around district operations. It would be appropriate to have this goal, but to make it more specific and we will need to continue to flesh it out.

Director Burke adjourned the meeting at 7:16 p.m.