



SCHOOL BOARD ACTION REPORT

DATE: October 13, 2017
FROM: Director Burke, School Board
LEAD STAFF: Dr. Larry Nyland, Superintendent

For Introduction: October 18, 2017
For Action: November 1, 2017

1. TITLE

Approval of the Superintendent's Professional Practice goal and rubric for 2017-18

2. PURPOSE

Per Board Policy No. 1630, Evaluation of the Superintendent, the Board establishes the evaluative criteria for evaluating the performance of the Superintendent. Therefore, Board action is required to adopt evaluation tools.

3. RECOMMENDED MOTION

I move that the School Board:

- 1) Approve the Superintendent's Professional Practice goal and accompanying rubric for 2017-18, as attached to the Board Action Report; and
- 2) Amend the 2017-18 Superintendent Evaluation Instrument, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

a. Background:

After conducting the 15-16 Superintendent annual evaluation, Directors expressed an interest in expanding the evaluation to include elements beyond the Board-adopted Superintendent SMART Goals.

The new system contains three parts:

1. Professional Practice: One-third of the evaluation
 - a. General
 - b. Focus
2. Superintendent SMART Goals: Two-thirds of the evaluation

Professional Practice: This section is divided into two parts – General and Focus. The entire Professional Practice section is one-third of the evaluation.

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.

Superintendent SMART Goals: The Superintendent SMART Goals section of the evaluation will be two-thirds of the evaluation. Directors and the Superintendent have mutually developed 4 SMART Goals for 2017-18 (not including the 1 Professional Practice goal) in accordance with the Superintendent's contract. The SMART Goals will be evaluated on the associated rubrics. The 4 SMART goals were approved by the Board on June 28, 2017: Multi-Tiered System of Support (MTSS), Eliminating the Opportunity Gap (EOG), Budget, and Engagement/Collaboration.

Instrument: 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 for the 4 SMART goals (MTSS, EOG, Budget, and Engagement/Collaboration) was approved on June 28, 2017. This motion would amend the approved instrument to identify the Professional Practice goal.

- b. **Alternatives:** Alternatively, the Board could chose a different Superintendent evaluation model. This is not recommended because the 17-18 goals build upon the 16-17 work.
- c. **Research:** The 6 job descriptors (Essential Functions and Responsibilities) measured are from the Sample Job Description and Framework/Rubric developed by the Washington State School Directors' Association (WSSDA). WSSDA has indicated their documents are researched-based.

5. FISCAL IMPACT/REVENUE SOURCE

The Board ~~has originally~~ identified \$1.5M for 17-18 SMART goal work. Basic was established as the original target for the 4 SMART goals for 17-18 (MTSS, EOG, Budget, and Engagement/Collaboration) in order to stay within budget. That ~~does-did~~ not mean staff ~~will-was~~ not working toward proficiency. An additional \$1M was approved by the Board to support the goal work, bringing the total to \$2.5M for the five goals. The fiscal impact of the 17-18 Professional Practice goal is neutral.

The revenue source for this motion is general funds.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement, as this is a Board responsibility. The evaluation process explicitly includes a formal public engagement component via the survey.

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

7. EQUITY ANALYSIS

Not applicable.

8. STUDENT BENEFIT

The Superintendent’s Essential Functions and Responsibilities all have the potential to impact students. Those include: Visionary Leadership, Instructional Leadership, Effective Management, Inclusive Practice, Ethical Leadership, and Socio-political Context.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. 1630, Evaluation of the Superintendent, provides the Board establishes the evaluative criteria for evaluating the performance of the Superintendent. Therefore, Board action is required.

Other: _____

10. POLICY IMPLICATION

Per Policy No. 1630, Evaluation of the Superintendent, the Board establishes the evaluative criteria and evaluates the performance of the Superintendent.

Per Policy No. 1640, Responsibilities & Authority of the Superintendent, the Superintendent is accountable to the Board.

11. BOARD COMMITTEE RECOMMENDATION

The original Board action report contained a motion to approve five 17-18 SMART Goals (MTSS, EOG, Budget, Engagement/Collaboration, and Professional Practice). The motion was discussed at the Executive Committee meeting on June 1, 2017. The Committee separated the motion into two steps: a) Approval of MTSS, EOG, Budget, and Engagement/Collaboration; and b) Approval of the Professional Practice goal. Step A was approved by the Board on June 28, 2017. This motion is Step B, which was discussed and moved forward for consideration at the August 24, 2017 Executive Committee.

12. TIMELINE FOR IMPLEMENTATION

The SMART goals and rubrics will be used to evaluate the Superintendent in June 2018. A check-in on progress on the SMART goals will occur in late January 2018.

13. ATTACHMENTS

- 2017-18 Superintendent Professional Practice Goal and rubric (for approval)
- 2017-18 Superintendent Evaluation Instrument (amended - for approval)
- 2017-18 Superintendent SMART Goals Graphic Organizer (for reference)

SMART Goal #5	Professional Practice - Instructional Leadership and Effective Management: From July 1, 2017 until May 31, 2018, the Superintendent will focus on the below areas of professional practice.
Problem Statement	Through this professional practice goal, the Board aims to focus Superintendent and district leadership, thereby increasing the success and efficiency of implementation of Seattle School District initiatives.
Baseline, June 2017	Basic +
Target, June 2018	Proficient +
Committee	Full Board

WORST

BEST

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

Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Fosters district-wide accountability toward policy and the board-approved vision	Does not demonstrate these behaviors	Knows and respects board policy and reminds staff to follow Board policy, emphasizing current and/or high impact policy decisions	Ensures all staff are honoring and aligning work with Board policy and SMART Goals.	Identifies potential policy conflicts and collaborates with the Board to identify and resolve discrepancies as early as possible. Work proactively and collaboratively with the Board to articulate common Board goals and align with district work. Initiates and leads efforts to resolve conflicts that may arise.
Promotes student learning through systematic improvement of curriculum, instruction, assessment, and professional development	Does not demonstrate these behaviors	Engages staff in developing problem statements and analysis of district curriculum, instruction, assessment, and professional development to improve student learning	Assures that decisions on curriculum, instruction, assessment, and professional development are aligned to problem statements and guided by regular, objective data analysis	Develops or sustains a comprehensive system for the review, analysis, and modification of curriculum, instruction, assessment, and professional development based on key learning indicators and provide factual evidence of efficacy.
Assures that policies and practices result in a district-wide culture that is welcoming, positive, and responsive.	Does not demonstrate these behaviors	Establishes initiatives and communication to transform and support a welcoming, positive, and responsive culture	Includes measures of student and employee well-being and community satisfaction in the district's data system; systematically reviews and inspires others to review outcomes to make necessary changes..	Involves parents, teachers, students, and administrative staff in developing procedures and practices that result in welcoming, positive, and responsive culture that supports learning for all students

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 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 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 <i>(Circle one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
--	---

Unsatisfactory

Basic

Proficient

Distinguished

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

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

	Unsatisfactory	Basic	Proficient	Distinguished
II-A. Environment: 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 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 <i>(Circle one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring safe, efficient, fiscally sound, and effective learning and work environments, and has a clear plan for implementing systems and the Strategic Plan.
---	---

Unsatisfactory

Basic

Proficient

Distinguished

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

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

	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 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>
--	--

Unsatisfactory

Basic

Proficient

Distinguished

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

Superintendent's Performance Rating for Goal IV: 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 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 .)	
---	--

Unsatisfactory

Basic

Proficient

Distinguished

<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Distinguished</i> or <i>Unsatisfactory</i>):</p>

*Based on the WSSDA model superintendent job description

