School Board Briefing/Proposed Action Report

☐ **Informational** (no action required by Board)   ☒ **Action Report** (Board will be required to take action)

DATE: September 30, 2016
FROM: Executive Committee of the Board
LEAD STAFF: Superintendent Larry Nyland

I.   TITLE

Approval of the Board's Governance Priorities and Superintendent's Evaluation tools for 16-17 (Instrument and SMART Goals/Accompanying Rubrics)

For Introduction: October 12, 2016
For Action: November 2, 2016

II.   WHY BOARD ACTION IS NECESSARY

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 the evaluation instrument, SMART goals, and accompanying rubrics for 2016-17.

III.   FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this motion is N/A. However, there is a financial impact to the implementation of the 16-17 Superintendent SMART Goals. The Board funded an initial $2M for the anticipated goals in June 2016 from unused one-time funds. At the September 2016 Board Retreat, the Board approved an additional $2M for the 16-17 SMART goals. Achievement of several of the elements on the rubric remain budget dependent.

The revenue source for this motion is ___N/A_____.
Expenditure: ☐ One-time ☐ Annual ☐ Other Source

IV.   POLICY IMPLICATION

Per Policy No. 1630, 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.

V.   RECOMMENDED MOTION

I move that the Board:
1) Approve the 2016-17 Board Governance Priorities:
    a. Eliminate the Opportunity Gap
    b. Improve Systems & Supports
    c. Create Culturally Inclusive School, Family & Community Engagement;
2) Approve the Superintendent SMART goals and accompanying rubrics for 2016-17, as attached to the Board Action Report; and

3) Approve the 2016-17 Superintendent Evaluation Instrument, as attached to the Board Action Report.

VI. BOARD COMMITTEE RECOMMENDATION

The Superintendent SMART Goals and budget were discussed at several meetings: March 12, 2016 Board Retreat, May 24, 2016 Work Session, June 4, 2016 Board Retreat, June 15, 2016 Work Session, June 29, 2016 Work Session, June 30, 2016 Work session, and September 10, 2016 Board Retreat.

This motion was originally reviewed at the Executive Committee on September 8, 2016. On September 8, 2016, the Executive Committee moved the item forward to the full Board for consideration pending the discussion at the September 10, 2016 Board Retreat. Because additional revisions were requested at the Retreat, the revised documents were brought back to the Executive Committee on October 6, 2016. The revised documents and additional document were reviewed and the Committee moved the item forward to the full Board for consideration.

VII. BACKGROUND INFORMATION

The goal of selecting governance priorities and SMART Goals is to maintain the Board and staff focus on a few, high-priority and high-impact goals, focused on student achievement, and aligned to the Board-adopted 2013-18 Strategic Plan. Staff will build out the timeline for and implement the projects and initiatives needed to successfully achieve the priorities and goals. While urgent issues will be addressed as they arise throughout the year, in order to maintain momentum on the selected priorities and goals, new large initiatives will need to be considered for the 2017-18 school year.

Seattle Public Schools is in the process of creating a rigorous Superintendent evaluation process. In 2013-14, the Board and Superintendent consulted with the Washington State School Directors' Association (WSSDA) to revise the evaluation process by creating rigorous goals and measurement rubrics aligned with the Strategic Plan. The 2016-17 Board Governance Priorities and Superintendent Evaluation SMART Goals are established in alignment with the district's Strategic Plan and continue to build on that work.

Policy Nos. 1630 and 1640 govern the Evaluation of the Superintendent and the Responsibilities & Authority of the Superintendent, respectively. In order to evaluate the Superintendent using a fair process, the discussion of the 2016-17 goals and evaluation tools began earlier this year. They are being brought before the Board for approval in October so the Superintendent knows the expectations of the Board and has until May 31, 2017 to make progress on the goals.

The proposed evaluation instrument contains four overarching goals. The first three are aligned to the district's three Strategic Plan goals. The fourth is tied to the Superintendent's professional practice and core competencies. While each overarching goal within the instrument contains several indicators, if an indicator is shaded, a SMART goal and an accompanying rubric have been developed for it. The 2016-17 SMART goals and accompanying rubrics will be the focus of the June 2017 annual evaluation of the Superintendent.

Please see the attached graphic organizer that describes how the District's goals align at each level: Strategic Plan Goals – Board Governance Priorities – Superintendent SMART Goals.

VIII. STATEMENT OF ISSUE

Whether to adopt the 2016-17 Board Governance Priorities and the Superintendent's Evaluation tools, including the instrument, SMART goals and accompanying rubrics.

IX. ALTERNATIVES

Not applicable.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

The Washington State School Directors' Association (WSSDA) consulted with the Board on amending the evaluation process and instruments in 2013-14. This motion builds upon that work.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

The SMART goals and rubrics will be used to evaluate the Superintendent in June 2017. This is an intentional timing shift, as previous evaluations occurred in November. Moving forward, the Superintendent's annual evaluation will occur in June of each year. Check-ins on progress on the SMART goals will occur in December 2016 and March 2017.

XII. ATTACHMENTS

- 2016-17 Superintendent Evaluation SMART Goals & Rubrics (for approval)
- 2016-17 Superintendent Evaluation Instrument (for approval)
- 2016-17 Graphic Organizer of District Goals (for reference)

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.	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.	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.	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.	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.	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.	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.	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.	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	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.
	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.	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	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.	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	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.	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) --- 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.	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. --- 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.	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 --- 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.	Conduct an inventory of local partner resources resulting in an asset map of available community resources and identify targeted school needs.	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.	
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.	Discuss with internal staff the mapping needs of district	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.	Existing non-interactive maps that would show current program offerings	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.	A program template is created to document the alignment of programs to strategic plan goals and their intended impact on specific student outcomes	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.	Annual program review cycle mapped and approved with clear process timelines and inputs	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

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. Budget: By June 15, 2017, the district will conduct budget community engagement activities and analysis to inform the 17-18 budget. The district will conduct a district comparison by major activities and programs, including looking for efficiencies.			
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.	Identifies revenue and expenditures of SPS budget to state policy makers	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.	Develops budget options to reflect changes in levy policy by the legislature. Conducts an analysis of SPS activities and programs to prior years.	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.	Reviews the Weighted Staffing Standards (WSS) in context of known individual school needs	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.	Distributes revenue and expenditures of SPS budget to internal and external stakeholders	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.			
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.	Establishes community engagement principles, a model, and predictable protocols for when and how to involve stakeholders in decision making.	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

		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.	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.	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%.	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.	Train leaders throughout SPS how to navigate and deal with conflict and build supportive relationships through collaborative problem solving strategies and techniques.	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.	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. | 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 | • 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. |

<u>Introduction</u>

The Seattle School Board previously approved the 5-year 2013-18 Strategic Plan. The 2016-17 Superintendent Evaluation tools are established in alignment with the Strategic Plan and the Governance Priorities.

The proposed instrument contains four overarching goals. The first three are aligned to the district's three Strategic Plan goals. The fourth is tied to the Superintendent's professional practice and core competencies. While each overarching goal within the instrument contains several indicators, if an indicator is shaded, a SMART goal and an accompanying rubric have been developed for it. These SMART goals will be the basis of the Superintendent's 2016-17 annual evaluation, to occur in June 2017.

This instrument was initially developed in consultation with WSSDA in 2013-14, but has been modified since to match the year's SMART goals.

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

Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Basic	Proficient	Distinguished
I-A. Curriculum: Ensures that school curriculum, assessment, and instructional practices are research-based and aligned, as indicated by the professional development implementation instrument.	☐	☐	☐	☐
I-B. Instruction (SMART GOAL 1): Ensures the development and use of instructional tools and assessments in the fourth year of implementation of Multi-Tiered Systems of Support (MTSS).	☐	☐	☐	☐
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.	☐	☐	☐	☐
I-D. Evaluation (PG&E): Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	☐	☐	☐	☐

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.

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

Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Basic	Proficient	Distinguished
II-A. Environment: Develops and executes effective plans, procedures and systems to manage the capacity needs of the district.	☐	☐	☐	☐
II-B. School Services/Supports (SMART GOAL 3): 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.	☐	☐	☐	☐
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.	☐	☐	☐	☐
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.	☐	☐	☐	☐
II-E. Fiscal Systems (SMART GOAL 4): 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.	☐	☐	☐	☐
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.	☐	☐	☐	☐

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.

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

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

	Unsatisfactory	Basic	Proficient	Distinguished
III-A. Customer Service: Ensures that systems exist to provide strong customer service and engage principals and families as partners.	☐	☐	☐	☐
III-B. Collaboration/Engagement (SMART GOAL 5): 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.	☐	☐	☐	☐

Overall Rating for Goal III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of integrity, collaboration, strong customer service, accountability, and high performance.

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: Core Competencies & Professional Practice

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

	Unsatisfactory			
IV-A. Collaboration: Develops cooperation and teamwork while participating in a group, including with the School Board and senior staff, and works towards solutions which generally benefit all parties.	☐	☐	☐	☐
IV-B. Cultural Awareness: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	☐	☐	☐	☐
IV-C. Decision Quality, Problem-Solving, and Getting Results: Uses analysis, wisdom, experience and logical methods to make good decisions and solve difficult problems with effective solutions; appropriately incorporates multiple inputs to establish shared ownership and effective action. Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself.	☐	☐	☐	☐
IV-D. Integrity & Personal Accountability: Leads by example and communicates expectations to staff that create a culture where ethical behavior is expected. Is widely trusted; provides clear and visible leadership on ethical issues, including protection of whistleblowers. Holds self and others accountable for measuring high-quality, timely and cost-effective results; determines objectives, sets priorities and delegates work; accepts responsibility for mistakes; complies with established control systems and rules; develops and implements corrective action to address audit or other compliance findings.	☐	☐	☐	☐
IV-E. Fiscal Responsibility: Works to ensure fiscal and reporting compliance with all applicable laws and regulations. Strengthens financial controls and accountability to protect taxpayer resources and improve efficiency of operations.	☐	☐	☐	☐
IV-F. Professional Preparation and Scholarship: Acquires the substantive knowledge and techniques necessary to run a large, urban district and to implement a sound educational program; Regularly applies the knowledge and techniques in interactions with staff and community.	☐	☐	☐	☐

Overall Rating for Goal IV (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of integrity, collaboration, accountability, and high expectations.

Unsatisfactory	Basic	Proficient	Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*): A SMART goal was not identified from this page for 16-17.

Every Student.

Every Classroom.

Every Day.

SEATTLE PUBLIC SCHOOLS

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)

Introduction, October 12, 2016