



# **SCHOOL BOARD ACTION REPORT**

**DATE:** May 25, 2017  
**FROM:** Executive Committee of the Board  
**LEAD STAFF:** Dr. Larry Nyland, Superintendent

**For Introduction:** June 7, 2017  
**For Action:** June 28, 2017

## **1. TITLE**

Approval of the Board's Governance Priorities and Superintendent's Evaluation tools for 2017-18 (Instrument and SMART Goals/Accompanying Rubrics)

## **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 the evaluation instrument, SMART goals, and accompanying rubrics for 2017-18.

## **3. RECOMMENDED MOTION**

I move that the School Board:

- 1) Approve the 2017-18 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 2017-18, as attached to the Board Action Report; and
- 3) Approve the 2017-18 Superintendent Evaluation Instrument, as attached to the Board Action Report.

## **4. BACKGROUND INFORMATION**

### **a. Background:**

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. 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 2017-18 Board Governance Priorities and Superintendent Evaluation SMART Goals are also established in alignment with the district's Strategic Plan and continue to build on that work.

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 beginning and 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, one of the 6 job descriptors will be selected for 17-18. That descriptor will be evaluated on the WSSDA rubric aligned to the WSSDA model job description. However, the Board and Superintendent may select only a few of the elements on the rubric on which to focus, rather than the entire rubric. The Superintendent will conduct a self-evaluation at the beginning and end of the cycle. The Professional Practice goal will be brought to the Board for approval at a future Board meeting.

Superintendent SMART Goals: The Superintendent SMART Goals section of the evaluation will be two-thirds of the evaluation. 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 2018-19 school year.

Directors and the Superintendent have mutually developed 4 SMART Goals for 2017-18 (not including the 1 Professional Practice goal) in accordance with his contract. The SMART Goals will be evaluated on the associated rubric. The Goals are aligned to a problem of practice and have a theory of action. They have also been budgeted for. The Goals are aligned to the Board’s SMART Goals and a Director-lead will be established. The Superintendent will conduct a self-evaluation at the beginning and end of the cycle.

Instrument: 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. 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 (to be selected at a later meeting).

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.

- 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 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. 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**

Fiscal impact to this action will be dependent on the target identified for each goal (Basic, Proficient, or Distinguished on the rubrics). The Board has identified \$1.5M for 17-18 goal work. Staff is proposing to establish Basic as the target for all 17-18 goals in order to stay within budget. That does not mean staff will not work toward proficiency. The 17-18 rubrics’ Basic is elevated from last year because these are multi-year goals and contain high-expectations to build upon the infrastructure established last year.

The revenue source for this motion is general fund.

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. However, the district will work to inform stakeholders of the goals once they are approved and update the community on progress.

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

**7. EQUITY ANALYSIS**

Not applicable.

**8. STUDENT BENEFIT**

Several of the Superintendent SMART goals are focused on eliminating the opportunity gap. In addition, the Superintendent's Essential Functions and Responsibilities measured 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 17-18 Superintendent SMART Goals were discussed at work sessions on March 22, 2017 and April 18, 2017. The draft goals and rubrics attached to this motion are based on feedback from those meetings.

This motion was discussed at the Executive Committee meeting on June 1, 2017. The Committee reviewed the documents and made edits. They moved the amended motion forward with a recommendation for approval.

**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 fall 2017.

**13. ATTACHMENTS**

- 2017-18 Superintendent Evaluation SMART Goals & Rubrics (for approval)
- 2017-18 Superintendent Evaluation Instrument (for approval)
- 2017-18 Graphic Organizer of District Goals (for reference)
- Excerpt from WSSDA's Certificated Superintendent Position Description (for reference)
- WSSDA's Washington Standards-Based Superintendent Framework (for reference):  
<http://www.wssda.org/LeadershipDevelopment/SuperintendentEvaluations/StandardsResources.aspx>

<b>SMART Goal #1</b>	<b>Goal 1: MTSS</b> - Ensure Educational Excellence for Each and Every Student: By May 31, 2018, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the District's shift to prevention (tier 1) and monitoring of student growth.
<b>Problem Statement</b>	In finally establishing a coherent, coordinated district-wide plan for tiered supports for schools and students, we need to continue a shared commitment to ensure fidelity and sustainability of Multi-Tiered System of Support. This will help move us from inconsistent services and student performance outcomes to consistent, high performing student outcomes that eliminate the opportunity gap.
<b>Baseline, June 2017</b>	Basic
<b>Target, June 2018</b>	Basic* (working toward proficient, dependent on budget)
<b>Committee</b>	C&I Committee

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<b>Key Organizational Behaviors</b>
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	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
<b>High Quality Instruction</b>	Fails to fulfill the responsibilities identified as basic.	<p>School leaders and staff develop academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards.</p> <p><b>Evidence/Outcome Measures:</b> At least 50 schools demonstrate instructional strategies for students above, at, and below grade level standards.</p>	<p>School leaders and teachers develop academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on student growth data.</p> <p><b>Evidence/Outcome Measures:</b> At least 33 schools demonstrate instructional strategies for students above, at, and below grade level standards.</p>	<p>School leaders and teachers develop academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on student growth, academics, and social emotional learning.</p> <p><b>Evidence/Outcome Measures:</b> At least 16 schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.</p>
<b>Teacher Collaboration</b>	Fails to fulfill the responsibilities identified as basic.	<p>Structures are in place to support a collaboration process within teacher teams focused on high-quality instruction for students above, at, and below grade level standards.</p> <p><b>Evidence/Outcome Measures:</b> All schools demonstrate department or grade level Professional Learning Communities (PLCs).</p>	<p>Structures and procedures for collaboration are established so that teacher teams optimize learning and prevent problems as early as possible through the exchange of effective instructional strategies that relate to students' stories, strengths, and needs.</p> <p><b>Evidence/Outcome Measures:</b> At least 75 schools demonstrate department or grade level Professional Learning Communities (PLCs) that review student data to inform their teaching.</p>	<p>Consistent use of structures and procedures for collaboration that capture teachers' reflections on instructional practices exists and is practices across teacher teams.</p> <p><b>Evidence/Outcome Measures:</b> At least 33 schools demonstrate a PLC that includes review of student data with demonstrated action plans for students above, at, or below grade level standards.</p>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> (all of the elements of Basic plus...)	<b>Distinguished</b> (all of the elements of Proficient plus...)
<b>Tiered Supports</b>	Fails to fulfill the responsibilities identified as basic.	Staff and school leaders use an established decision-making process to tier supports for students.  <b>Evidence/Outcome Measures:</b> At least 70 schools make decisions on tiered supports for students.	Staff and school leaders use a decision-making process that includes multiple data points to tier supports for students based on student growth / performance benchmarks.  <b>Evidence/Outcome Measures:</b> At least 53 schools use multiple data points to make decisions on tiered supports for students.	Staff and school leaders consistently use a documented decision-making process that includes multiple academic and behavioral data points to tier supports for students based on student growth / performance benchmarks.  <b>Evidence/Outcome Measures:</b> At least 18 schools use multiple academic AND behavioral data points to make decisions on tiered supports for students.
<b>MTSS Teams</b>	Fails to fulfill the responsibilities identified as basic.	School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports.  <b>Evidence/Outcome Measures:</b> At least 69 schools have an MTSS team that develops a plan for tiered instruction and supports at a school-wide level.	School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports. The MTSS team monitors student progress to evaluate effectiveness tiered instruction and supports.  <b>Evidence/Outcome Measures:</b> At least 56 schools have an MTSS team that reviews effectiveness of tiered instruction and supports.	School leaders and staff have clear MTSS protocols and standards that guide their MTSS team process. The MTSS team monitors student progress on academics AND behavior to evaluate effectiveness of tiered instruction and supports.  <b>Evidence/Outcome Measures:</b> At least 23 schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.

<b>SMART Goal #2</b>	<b>Goal 2: EOG</b> - Eliminating Opportunity Gaps in Students' Access to High Quality Instruction and Learning Supports: By May 31, 2018, 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.
<b>Problem Statement</b>	In order for SPS to meet the needs of each and every African American male and other students of color in SPS, then we must have an educational paradigm shift in adult beliefs and practices which permits all students regardless of their needs or capabilities to excel within our system. This shift must address the institutional, operational and structural practices that are founded upon a dominant culture teaching and learning model. In order to overcome this model that has produced pervasive opportunity and achievement gaps, we must build capacity and supports across the system through investments in resources and targeted high-leverage equity centered strategies. These strategies will support equity-centered adult practices and beliefs – positive learning, positive beliefs, positive relationships, and positive partnerships and cultivate each and every students' talent and capabilities.
<b>Baseline, June 2017</b>	Basic
<b>Target, June 2018</b>	Basic* (working toward proficient, dependent on budget)
<b>Committee</b>	C&I Committee

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**Key Organizational Behaviors**

	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
<b>Positive Learning (Teacher &amp; Principal practices culturally proficient instruction)</b>	Fails to fulfill the responsibilities identified as basic.	<u><b>CSIPs/Building Leadership Teams (BLTs)</b></u> a. Identify primary gaps b. Schools participate in BLT Training with an equity focus <b>Evidence/Outcome Measures:</b> Inventory of CSIPs BLT training  <u><b>Ethnic Studies</b></u> Identify and inventory existing offerings.	<u><b>CSIPs/Building Leadership Teams (BLTs)</b></u> a. Establish and/or re-establish equity gap goals in CSIPs. b. BLTs align resources <b>Evidence/Outcome Measures:</b> Inventory of gap closing strategies  <u><b>Ethnic Studies</b></u> Conduct a small pilot on ethnic studies curriculum (modules).	<u><b>CSIPs/Building Leadership Teams (BLTs)</b></u> a. Conduct inquiry around equity gap goals. Share inquiry results. <b>Evidence/Outcome Measures:</b> Sharing results and replicating promising practices  <u><b>Ethnic Studies</b></u> Schools identify what they have learned and share how it can be replicated at other schools.
<b>Positive Beliefs (Equity-oriented mindset)</b>	Fails to fulfill the responsibilities identified as basic.	<u><b>Race &amp; Equity Teams (RET)</b></u> Expand RETs role to 10 more schools (41 total).  <b>Evidence/Outcome Measures:</b> 10 added RETs are established.	<u><b>Race &amp; Equity Teams (RET)</b></u> Utilizing RETs' existing knowledge and insight, pilot goals for closing achievement gaps.  <b>Evidence/Outcome Measures:</b> Ten teacher teams pilot gap closing strategies.	<u><b>Race &amp; Equity Teams (RET)</b></u> Schools review what they learned. Schools share what can be replicated in other schools with and without Race Equity Teams.  <b>Evidence/Outcome Measures:</b> Teams report on success of gap closing strategies.



	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
<b>Positive Relationships (educator-student relationships)</b>	Fails to fulfill the responsibilities identified as basic.	<p><b>Preventative &amp; Positive Discipline:</b></p> <p>a. All suspensions must be reported centrally (database)</p> <p>b. 90-100% of elementary schools have RULER charter</p>	<p><b>Preventative &amp; Positive Discipline:</b></p> <p>a. 80% of elementary schools have four (4) or less suspensions</p> <p>b. 50% of elementary schools in year 2 (RULER)</p> <p>c. Schools set goals to eliminate disproportionate discipline</p>	<p><b>Preventative &amp; Positive Discipline:</b></p> <p>a. Positive outliers share what they have learned and how it can be replicated.</p> <p>b. Integrated district teams provide direct support to schools with more than four (4) suspensions. Analyze the need(s), determine necessary supports and interventions (e.g. PBIS, RULER, Implicit Bias, de-escalation), implement strategies, evaluate the results.</p> <p><b>Evidence/Outcome Measures:</b></p> <p><u>Preventative &amp; Positive Discipline:</u> 4 or less suspensions in 80% of elementary schools. Notice of Disc actions decrease</p>
<b>Positive Partnerships (Access to programs/supports/services)</b>	Fails to fulfill the responsibilities identified as basic.	<p><b>Family Engagement/Partnership:</b></p> <p>Review current SPS family engagement standards, practices and services, and policies. As part of Family Engagement Scan, ask schools for strategies used to create "welcoming environments." Develop representative Task Force to provide additional perspective on how family engagement is currently working. Surface strengths, best practices and areas of growth. Develop report with clear recommendations on vision and how to bring coherence to the work.</p> <p><b>Deliverable:</b> report with recommendations reflective of community input and national best practices.</p>	<p><b>Family Engagement/Partnership:</b></p> <p>Respond to the Family Engagement Scan, including positive climate research, and Task Force report by prioritizing recommendations and developing a multi-year action plan with Family Engagement Task Force. Action Plan to include clear goals, annual deliverables, authority, and anticipated budget needs (if required). Action plan to address both universal Family Engagement needs (Tier 1) and targeted (Tier 2) interventions.</p> <p><b>Deliverable:</b> District action plan that bring coherence to district standards, policies, services and practices.</p>	<p><b>Family Engagement/Partnership:</b></p> <p>Implementation of the Family Engagement Action Plan including: revision of roles/responsibilities within the Communications and Engagement division to support implementation of the plan; implementation of 1-2 key elements of the plan in Spring 2018 (i.e. selection of common standards, professional development on universal strategies); launch a new Family Engagement vision and supports including a revised webpage. <b>Deliverables:</b> 1-2 activities in the action plan, evaluation of activities from participants to support continuous improvement, launch new vision, supports and revised webpage.</p>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> (all of the elements of Basic plus...)	<b>Distinguished</b> (all of the elements of Proficient plus...)
<b>Positive Partnerships (Access to programs/ supports/ services)</b>	Fails to fulfill the responsibilities identified as basic.	<p><b>My Brother's Keeper (MBK):</b> Expand the MBK model to five (5) middle schools.</p> <p><b>Evidence/Outcome Measures:</b> School meets basic criteria to be selected</p>	<p><b>My Brother's Keeper (MBK):</b> a. Identify program goals b. Train new mentors</p> <p><b>Evidence/Outcome Measures:</b> School establishes program goals, training roster, and evaluates mentors.</p>	<p><b>My Brother's Keeper (MBK):</b> Schools examine what they have learned and how can this be replicated at other schools. Coordinate with external mentoring initiatives to leverage more support for expanding the model.</p> <p><b>Evidence/Outcome Measures:</b> School collects and analyzes data on effectiveness. School climate survey, Attendance data, Discipline data.</p>

<b>SMART Goal #3</b>	<b>Goal 3: Budget</b> - By May 31, 2018, the district will continue to conduct budget community engagement activities and analysis to inform the 18-19 budget. The district will continue an analysis and comparison of costs and benefits of major activities, initiatives and programs including looking for efficiencies within.
<b>Problem Statement</b>	SPS projects a significant budget deficit for school year 2018-19. Unless significant funding is received from the legislature, we will be turning over every rock looking for ways to reduce costs. Currently 2018-19 school year looks to have a major budget shortfall of \$50+ million. One time reserves have already been used. A budget deficit of this size will impact school and central office staffing, thus either additional state funding will need to be received, or costs will need to be reduced. Additionally, if budget information is not adequately communicated to our stakeholders, SPS will lose their support in communicating its budget situation to others and an informed public that understands the difficult decisions that must be made creates a stronger relationship between SPS and its stakeholders.
<b>Baseline, June 2017</b>	Basic
<b>Target, June 2018</b>	Basic* (working toward proficient, dependent on budget)
<b>Committee</b>	C&I Committee

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**Key Organizational Behaviors**

	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
<b>Program Review</b>	Fails to fulfill the responsibilities identified as basic.	Activities, initiatives and programs for which analysis is desired are outlined. For each program an information one pager is developed that includes basic information about the program, including FTEs, total expenditures, locations, etc. Ten initial drafts completed by August 1.  <b>Evidence/Outcome Measures:</b> List of activities and program is developed. Ten one pagers.	20 one pagers, in total are complete by August 1.  <b>Evidence/Outcome Measures:</b> 20 one pagers	40 one pagers, in total are complete by Aug 1.  <b>Evidence/Outcome Measures:</b> 40 one pagers
<b>Community Engagement</b>	Fails to fulfill the responsibilities identified as basic.	Distributes revenue and expenditures of SPS budget to internal and external stakeholders  <b>Evidence/Outcome Measures:</b> Meeting dates/meeting materials.	Meetings are held with labor partners, community based organizations and at least three parent meetings where the budget situation for 18-19 is discussed and feedback is requested. The Community Engagement Toolkit is used to determine the level of stakeholder involvement. Budget presentations are made at LLD days, upon request. WSS Committee meetings are held.  <b>Evidence/Outcome Measures:</b> Meeting dates/meeting materials/feedback is gathered.	More than three parent/community meetings about the budget are held. Two "high-level overview" budget sessions are held. Monthly WSS committee meetings are held.  <b>Evidence/Outcome Measures:</b> Meeting dates/meeting materials/feedback is gathered.

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> (all of the elements of Basic plus...)	<b>Distinguished</b> (all of the elements of Proficient plus...)
<b>Budget Options</b>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>Develops budget options to reflect changes in levy and compensation policy by the legislature. The Race and Equity Tool is used in the development of all budget options.</p> <p><b>Evidence/Outcome Measures:</b> Budget option documents.</p>	<p>Completes analysis after each budget is released (Gov/Senate/House) to provide feedback to legislative members.</p> <p><b>Evidence/Outcome Measures:</b> Analysis is completed.</p>	<p>Analysis of conference budget is completed within 3 days of release. Lists of programs/activities, etc. will be developed by August 1st and will inform the options developed.</p> <p><b>Evidence/Outcome Measures:</b> Analysis is completed.</p>

<b>SMART Goal #4</b>	<b>Goal 4: Engagement/Collaboration</b> - By May 31, 2018, 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.
<b>Problem Statement</b>	The district hasn't had a consistent engagement and collaborative decision-making framework, practices and accountability. As a result, external and internal (i.e. employees) stakeholders don't perceive the district central office as responsive to input and concerns and some voices and perspectives are over represented in major decisions. Over time, this has created an environment where trust has been broken with our families and communities, as well as our staff. Central Office is not perceived as transparent in our decision making thus leading to a lack of confidence in SPS.
<b>Baseline, June 2017</b>	Basic
<b>Target, June 2018</b>	Basic* (working toward proficient, dependent on budget)
<b>Committee</b>	C&I Committee

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**Key Organizational Behaviors**

	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
<b>Communications: Two-way Engagement</b>	Fails to fulfill the responsibilities identified as basic.	Select an online-2 way communication platform through a competitive RFP process. Platform will be used to gather feedback/guidance on key district work and gather trending community issues and ideas. Manage solution design and integration with current communication channels and technology solutions as needed (i.e. new external website). Provide training for key central users (i.e. Communications Department, DoTs, Cabinet as needed). <b>Evidence/Outcome Measures:</b> Integration of tool and initial training.	Activate the online 2-way communication platform. Implementation will include selection of high level engagements in advance (2-3 per year); review and guidance by formed Community Engagement Advisory Committee; project plan and budget; training for key staff; an analysis of data gathered and distribution back to the community; and post action report for the board. <b>Evidence/Outcome Measures:</b> Number of families engaged (baseline) and increase in underrepresented families over time. A XX% reduction in dissatisfaction related to Family Climate Survey item: <i>The district reaches out to parents when decisions important to families need to be made.</i> 2017 Baseline is XX.	Develop and implement a process for responding to unsolicited advice/guidance gathered through the 2-way communication platform. Working in collaboration with the Community Advisory Committee, the Community and Engagement Division and others determine the process for sharing back high level trend data with departments/school, process and timeline for prioritizing actionable steps towards solutions, and how to best report progress back to the community. <b>Evidence/Outcome Measures:</b> Detailed process and related project action plans. A XX% reduction in dissatisfaction related to Family Climate Survey item: <i>The district reaches out to parents when decisions important to families need to be made.</i> 2017 Baseline is XX.

	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
<b>Community Engagement Model: Expand central supports; develop and implement school-based</b>	Fails to fulfill the responsibilities identified as basic.	Expand on last year's initial central training and create a comprehensive professional development plan for community engagement/improved communications. In person training or sessions offered could include: community engagement 101; building a community engagement plan; techniques and tools; facilitation; and evaluating community engagement. The professional growth plan would be supported by the Communication Team and trainings offered each month. Creation of online learning modules to support sustainability. <b>Evidence/Outcome Measures:</b> Number of central and school-based participants (goal 100 staff) and exit survey responses. Baseline will need to be gathered.	With partners and principals, analyze and document how the current community engagement toolkit should be used to support improved engagement at the school level. Adjust tools/training to meet the needs of school leaders and BLTs. Offer and provide pilot training to 10 schools and adjust based on focus school feedback. Determine if Superintendent Procedures related to communications and engagement need to be adjusted and if so make appropriate revisions to support. <b>Evidence/Outcome Measures:</b> Participation of 10 schools; focus school feedback and revision of toolkit to address school needs.	Create an apprentice or leadership program to build internal capacity of school staff and central office to disseminate community engagement principles and best practices within all areas of the district. Identify creative incentives or provide stipend to support the coaching and capacity building program. <b>Evidence/Outcome Measures:</b> 15 staff able to support colleagues in improved community engagement and communications; increased employee satisfaction based on pre and post self evaluations.
<b>Collaboration, Problem Solving, and School-Based Supports</b>	Fails to fulfill the responsibilities identified as basic.	Increase the capacity of individual managers and school leaders to effectively understand the context of conflict, and increase skills for improving communication and collaborative problem solving. <b>Evidence/Outcome Measures:</b> Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: <i>1) How departments and management effectively deal with conflict, 2) Solve problems collaboratively and find resolution</i> (baseline 50.9% and 67%)	Increase the capacity of departments and school/program leadership to effectively understand the context of conflict and provide tools for improving communication and collaborative problem solving. Implement an employee engagement and recognition program. <b>Evidence/Outcome Measures:</b> Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: <i>1) How departments and management effectively deal with conflict, 2) Solve problems collaboratively and find resolution</i> (baseline 50.9% and 67%)	Implement an Alternative Dispute Resolution Process to be accessed by employees, where there is a continuum of support for employees engaged in conflict with others. <b>Evidence/Outcome Measures:</b> Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: <i>1) How departments and management effectively deal with conflict, 2) Solve problems collaboratively and find resolution</i> (baseline 50.9% and 67%)

## **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.

### **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**

- TBD (*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>				
<b>I-A. Curriculum:</b> 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"/>
<b>I-B. Instruction (SMART GOAL 1):</b> 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"/>
<b>I-C. Eliminating the Opportunity Gaps (SMART GOAL 2):</b> 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"/>
<b>I-D. Evaluation (PG&amp;E):</b> 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"/>

<b>Overall Rating for Goal I</b> (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*):**



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

		Unsatisfactory	Basic	Proficient	Distinguished
<i>Check one box for each indicator and circle the overall standard rating.</i>					
<b>II-A. Environment:</b>	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"/>
<b>II-B. School Services/Supports:</b>	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"/>
<b>II-C. Management Systems:</b>	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"/>
<b>II-D. Human Resources Management and Development:</b>	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"/>
<b>II-E. Fiscal Systems (SMART GOAL 3):</b>	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"/>
<b>II-F. Special Education:</b>	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"/>
<b>Overall Rating for Goal II (Circle one.)</b>	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

<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Distinguished</i> or <i>Unsatisfactory</i>):</b></p>          
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# 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><b>III-A. Customer Service:</b> 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><b>III-B. Collaboration/Engagement (SMART GOAL 4):</b> 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><b>Overall Rating for Goal III</b> ( <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*):**

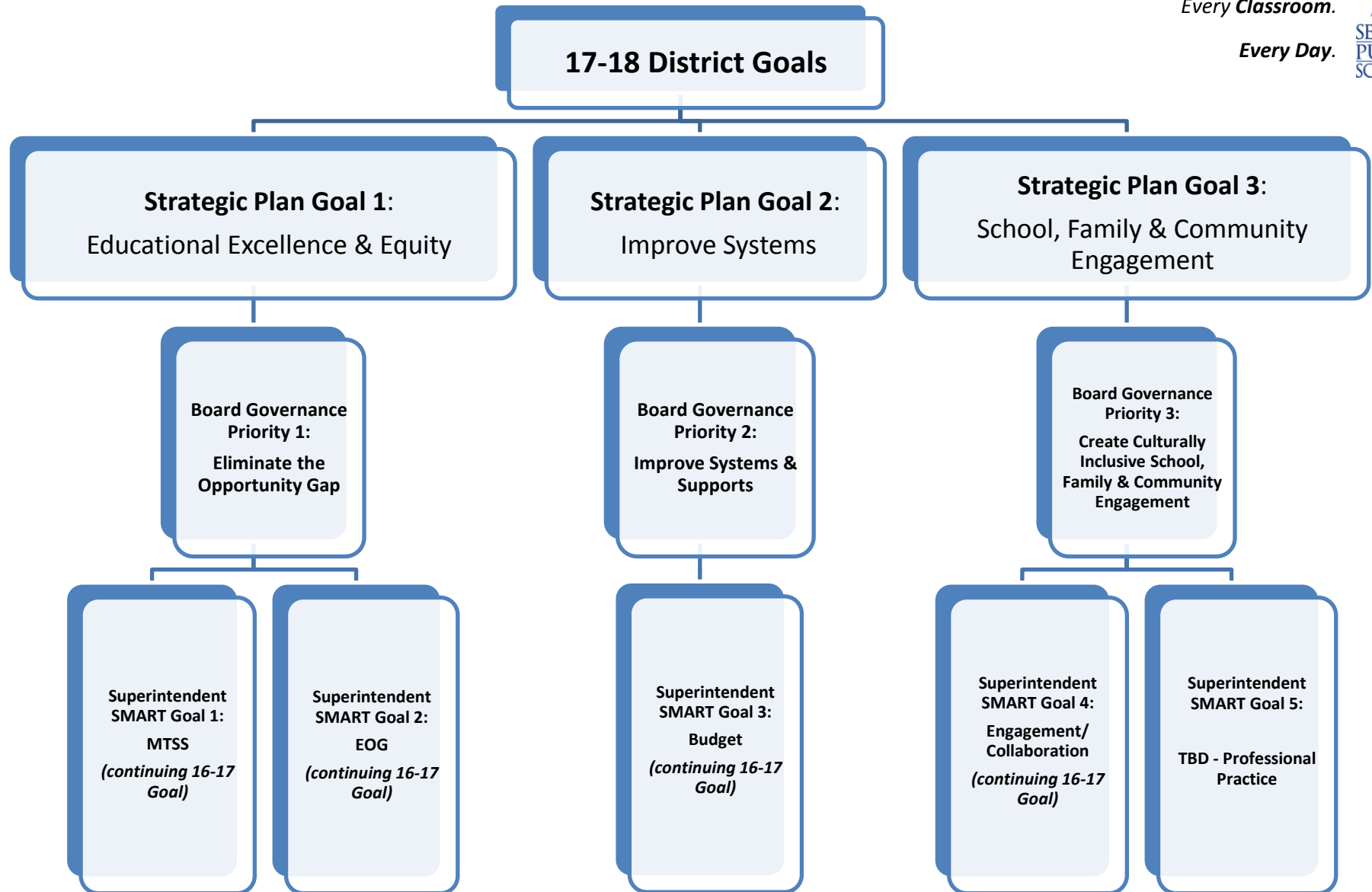
## Superintendent's Performance Rating for Goal IV: Professional Practice\*

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<b>IV-A. Visionary Leadership:</b> 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.
<b>IV-B. Instructional Leadership:</b> 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.
<b>IV-C. Effective Management:</b> The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, facilities planning, and resources for a safe, effective, and humane learning environment.
<b>IV-D. Inclusive Practice:</b> 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.
<b>IV-E. Ethical Leadership:</b> The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.
<b>IV-F. Socio-Political Context:</b> 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.

### Comments and analysis:

*\*Based on the WSSDA model superintendent job description*



SMART Goal #5 - Professional Practice: Will be determined after the 16-17 survey is reviewed in June 2017

Graphic of 2017-18 Gov. Priorities and Supt SMART Goals Options

DRAFT; Introduction, June 7, 2017

## Excerpt from Certificated Superintendent Position Description

**JOB TITLE:** Superintendent

**REPORTS TO:** School Board of Directors

**JOB OR POSITION SUMMARY:** The Superintendent reports directly to the board and holds all executive and administrative authority and responsibility for the effective operation of the schools, excluding those areas of control that are required by statute to be exercised directly by the board or another officer. The Superintendent acts as the district leader with the support of the district's administrators, who make up the district leadership team.

### **ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:**

**1. 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.

- Builds commitment to the district's vision and mission.
- Develops strategies to implement the district's vision.
- Holds board and staff mutually accountable for striving toward the vision.
- Aligns district procedures and practices with the vision.
- Uses the vision as an indicator of progress.

**2. Instructional leadership:** 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.

- Advocates for student learning as the district's highest priority.
- Promotes the systematic improvement of curriculum, instruction, and assessment.
- Assures that district policies, practices, and resources support student learning.
- Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.
- Gives a high priority to reducing achievement gaps.
- Focuses evaluation and professional development on the improvement of student learning.
- Implements effective procedures for staff evaluation.
- Develops systematic strategies for using professional development to improve student learning.
- Personally models effective professional development.
- Builds leadership capacity to improve student learning.

**3. Effective management:** The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, facilities planning, and resources for a safe, effective, and humane learning environment.

- Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.

- Effectively manages fiscal resources to support instructional improvement and other district goals.
- Strategically manages human resources to support instructional improvement and other district goals.
- Effectively manages key elements of district operations.
- Develops system for assuring that employee performance meets district expectations.
- Ensures long-range facilities planning and maintenance schedules are monitored, and that cost effective strategies are implemented to meet board priorities.
- Develops and implements procedures and practices that ensure the safety and well-being of students.
- Develops and implements procedures and practices that ensure the safety and well-being of employees.
- Develops and implements procedures and practices that ensure an orderly learning environment.
- Assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of students and employees.

**4. 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.

- Develops two-way communication strategies to reach families, and other individuals, agencies, or community members.
- Develops strategies to involve families and community members in the educational process.
- Develops strategies for constructive resolution of conflicts with families and community members.
- Mobilizes community resources to support district goals.
- Assists board in planning, conducting, and building support for levy and bond campaigns.
- Recognizes and responds to the diversity within the district.
- Capitalizes on the diversity of students and community to improve learning.
- Increases district capacity to positively address cultural tensions or conflicts.
- Works to reduce achievement gaps.
- Identifies and eliminates district policies and practices that have discriminatory effects.

**5. 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.

- Models high standards of professional and ethical behavior.
- Interacts respectfully with others.
- Articulates high expectations for ethical and professional behavior of district employees and students.
- Examines district procedures and practices for possible violations of fairness, social justice, and human dignity.

**6. 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.

- Gains understanding of the community by interacting with local community members and engaging in community activities.
- Engages with local, state and federal officials in order to protect and promote the interest of children in the district.
- Engages with professional associations, business organizations, and other external groups to gain understanding of the current environment and develop district responses to emerging issues.
- Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.
- Honors board policy.
- Provides the board with timely information.
- Treats all board members fairly, respectfully, and responsibly.
- Provides necessary support for effective board decision-making.
- Builds strong team relationships with the board.