



SCHOOL BOARD ACTION REPORT

DATE: June 3, 2020
FROM: Directors DeWolf and Hampson, Board President and Vice President
LEAD STAFF: Denise Juneau, Superintendent

For Introduction: June 10, 2020
For Action: June 24, 2020

1. TITLE

Approval of the 2020-21 Superintendent Evaluation Documents

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 instruments and accompanying rubrics.

3. RECOMMENDED MOTION

I move the School Board approve the 2020-21 Superintendent Evaluation documents, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

- a. **Background:** Superintendent Juneau started work on July 1, 2018. Under the terms of her contract, the Superintendent and Board are to meet to agree on a format, evaluation instrument and goals for the Superintendent's evaluation by June 30. As required by Board Procedure 1630BP, members of the Executive Committee met with the Superintendent to develop the draft 2020-21 Superintendent Evaluation documents.

The 2020-21 Superintendent Evaluation Goals are established in alignment with state law, Board policy, and the 2019-24 Strategic Plan. The proposed 2020-21 evaluation instrument continues the 2019-20 focus on African American males reading at or above grade level by 3rd grade and adds a broader executive management/leadership goal with an emphasis on human resources operations.

The first 2020-21 Superintendent Evaluation Goal falls under the Strategic Plan's High-Quality Instruction & Learning Experiences Priority. Third grade reading was selected because it is a key indicator of future success in school. The four initiatives developed in support of this goal are tied to multiple divisions within central office.

The second 2020-21 Superintendent Evaluation Goal relates to executive management/leadership and falls under the Strategic Plan's Predictable and Consistent Operations Priority. While all elements of executive management/leadership described in the goal language will be evaluated, the focus for 2020-21 is on human resources operations. As such, the effective management/leadership goal's rubric includes three

rows specific to key human resources projects as well as a row recognizing the broad responsibilities of the Superintendent as a leader.

Given the impact of COVID-19 and school closures in spring 2020, the 2020-21 Superintendent Evaluation Goals were designed to reflect the current circumstances, as well as to allow for flexibility should circumstances change in the coming year. The rubrics for the third grading reading goal have been updated where appropriate to reflect the need to leverage distance learning during school closures.

Staff will build out the timeline and work plans for each goal. While urgent issues will be addressed as they arise throughout the year, in order to maintain momentum on the selected goals, new large initiatives will need to be considered for the 2021-22 school year.

Per Superintendent Juneau’s contract, any of the timelines and deadlines pertaining to the evaluation of the Superintendent’s performance may be adjusted at the request of either party by mutual written agreement.

- b. **Alternatives:** Alternatively, the Board could choose different goals. This is not recommended, as the proposed goals and initiatives are aligned to the strategic plan and third grade reading is a key indicator for student success.
- c. **Research:** The American Association of School Administrators (AASA) and Washington State School Directors’ Association (WSSDA) materials for superintendent evaluation. The goal language and rubric for Effective Leadership/Management include excerpts from the WSSDA materials.

5. FISCAL IMPACT/REVENUE SOURCE

The Board has identified \$7.0 million for the Strategic Plan work in 20-21, with just over \$3.7 million earmarked for the 3rd grade reading goal in 20-21. Given the district’s budget situation and the 13 goals within the 2019-24 Strategic Plan, prioritization within each evaluation initiative will likely still need to occur.

In addition, the human resources operations projects will cost approximately \$500,000, which would be funded out of the infrastructure budget line item.

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.

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

The district will work to inform stakeholders of the goals once they are approved and update the community on progress. In addition, one of the initiatives under third grade reading is focused on engagement.

7. EQUITY ANALYSIS

The Executive Committee analyzed this motion using the Racial Equity Analysis Tool during its May 2020 meeting. The analysis is attached to the Board Action Report.

8. STUDENT BENEFIT

The 2019-24 Strategic Plan's Theory of Action explains the intentionality of the plan to eliminate opportunity gaps and address the needs of the district's students of color who are furthest from educational justice. The belief is that by doing so, the district *will eliminate the opportunity and achievement gaps and every student will receive a high-quality, world-class education (see Strategic Plan's Theory of Action).*

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 shall approve this item

Other: _____

10. POLICY IMPLICATION

Board Policy No. 1630, Evaluation of the Superintendent, provides the Board shall be responsible for evaluating the performance of the Superintendent as provided by statute. Board Procedure 1630BP establishes the process by which the Superintendent's evaluation will be conducted.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on May 20, 2020. The Committee reviewed the motion and moved it for consideration by the full Board.

12. TIMELINE FOR IMPLEMENTATION

The goals and rubrics will be used to evaluate the Superintendent in June 2021. As provided in Policy No. 1630, the Superintendent shall have the opportunity for confidential conferences with the Board on no less than three occasions each year.

13. ATTACHMENTS

- 2020-21 Superintendent Evaluation Documents (for approval)
- Racial Equity Analysis Tool (for reference)
- Board Policy No. 1630, Evaluation of the Superintendent (for reference)
- Board Procedure 1630BP (for reference)
- WSSDA's Certificated Superintendent Job Description model (for reference)

Introduction to 20-21 Superintendent Evaluation Goals – 3rd Grade Reading

The 2020-21 Superintendent Evaluation Goals are established in alignment with state law, Board policy, and the 2019-24 Strategic Plan. The proposed 20-21 evaluation instrument continues the 19-20 focus on African American males reading at or above grade level by 3rd grade and adds a broader executive management/leadership goal with an emphasis on human resources operations.

Given the impact of COVID-19 and school closures in spring 2020, the 20-21 Superintendent Evaluation Goals were designed to reflect the current circumstances, as well as to allow for flexibility should circumstances change in the coming year. The rubrics for the third grading reading goal have been updated where appropriate to reflect the need to leverage distance learning during school closures.

The Superintendent Evaluation is aspirational as it is focused on ensuring 100% of African American boys read at or above grade level in 3rd grade. This goal acknowledges African American males are a diverse group that are served in a variety of different ways by our system, including with Special Education, English Learner, and Highly Capable services. We have determined that African American boys and young men are our population of students furthest from educational justice and this is an adult issue. We are arranging our system to ensure that 100% of African American boys are reading at or above grade level in 3rd grade. This goal recognizes 3rd grade reading as an academic milestone with long-term positive academic impact. While organizing our system to meet this goal will be a stretch for the organization; to settle for anything less is unacceptable.

Evidence strongly points to the importance of meeting early literacy benchmarks by the end of 3rd grade. As of spring 2019, our system failed to ensure that 72% of 3rd grade African American boys were able to read at or above grade level as measured by the state reading assessment. While the Superintendent's literacy goal is specific to African American boys, we believe that all students will benefit from our system ensuring our African American boys are reading at high levels. As of spring 2019, 65% of all 3rd graders are reading at or above grade level.

We will use the four initiatives described in the rubrics below to accomplish this goal. Additionally, we will focus on including 3rd grade reading goals in all elementary and K-8 schools' Continuous School Improvement Plans (CSIPs), diversifying all school libraries and the CCC classroom collections, and supporting students' needs by implementing a field test for the state's requirement that all districts administrator a dyslexia screener by 2021-22 and designing aligned instructional supports grounded in the science of reading. We want all students to have resources that reflect our diverse student populations. We will push to normalize Black Excellence across our system.

The four initiatives developed in support of the 3rd grade reading goal are tied to multiple divisions within central office:

- *Family & Community Engagement* is tied to Strategic Plan Priority Inclusive & Authentic Engagement and involves the work of the Equity, Partnerships & Engagement, Public Affairs, and Teaching & Learning divisions.
- *P-3 Practitioner Capacity – Beliefs & Practice* is tied to the Culturally Responsive Workforce Priority and involves the work of the Human Resources, Teaching & Learning, and Equity, Partnerships & Engagement divisions.
- *P-3 Assessment Portfolio* is tied to the Operations Priority and involves the work of Teaching & Learning and Technology.
- *Establish Early Learning Pathways* is tied to the Operations Priority and involves the work of the Teaching & Learning and Operations divisions.

The 20-21 Superintendent Annual Evaluation will occur in June 2021.

20-21 Goal/Initiative #1	By June 2021, Seattle Public Schools will continue to develop and implement a Family & Community Engagement strategy to promote P-3 literacy, including continuing to adapt and develop supports to meet distance learning needs.
Strategic Plan Measurable Goal Alignment	100% of African American males will read at or above grade level in 3rd grade.

	Unsatisfactory	Proficient	Distinguished
(reordered row) Family Engagement: Implement family engagement dual-capacity model for advancing P-3 literacy.	Limited family engagement strategy developed	Continue to develop and pilot a family engagement dual-capacity model for advancing P-3 literacy that is culturally responsive, asset based, and relational that connects families to student learning. Example strategies: literacy focused family engagement (promote family/school partnership in support of literacy practices), sharing family based best practices in literacy through digital media.	Using lessons from the pilot, engaging with additional schools to replicate the family engagement dual-capacity model for advancing P-3 literacy that is culturally responsive, asset based, and relational that connects families to student learning at a target set of schools. Example strategies: literacy focused family engagement (promote family/school partnership in support of literacy practices), sharing family based best practices in literacy through digital needs.
Communications and Marketing: Implement an internal and external communications/marketing plan to build awareness and support for 3 rd grade reading for all of SPS.	Limited written communication/marketing plan developed.	Maintain comprehensive communication/marketing plan including key messages, branding, and related materials through June 2021. Implement broad and targeted strategies to engage families, staff, and the broader community in support of literacy best practices and 3rd grade reading including new digital learning portals and services. Messages reflective of community feedback and distributed using culturally responsive channels. Intentional engagement of public ambassadors and partners to carry the work forward and build community will (i.e. Seattle Public Libraries, Team Read, Page Ahead).	Expand and implement new, innovative tactics, including new digital learning portals and services, to reach target audiences (students, parents, communities) and to share why reading is important, best practices, and how to get involved. Example strategies: Joint SHA social media campaign, community influencer group, ads in language specific publications, faith organization presentations, earned media.
Community Partner Alignment: Align community-based organization partner practices/supports to district's core literacy strategies.	Limited alignment between Seattle Public Schools and community-based organizations with no formal systems or infostructure.	Expand list of key Community Reading Partners and initiate mechanisms to share district's core literacy strategies with community-based organizations and partners and share with the Board: <ul style="list-style-type: none"> • Focus SPS Community Alignment Summit on district's core literacy strategies • Surface promising practices from Community Reading Partners • Expand access and opportunity to SPS professional development to community partners 	Implement mechanisms to share district's core literacy strategies with community-based organizations and partners. Example strategies: Surface promising practices from Community Partners and replicate in a subset of schools, expand access and opportunity to SPS professional development to community partners (quarterly CBO / SPS convenings focused on literacy)
Continuous Improvement: Invite students and educators to provide ongoing feedback, support quality control, and review of initiative strategies.	Limited framework developed to elicit feedback with no formal systems or infostructure.	Implement the framework to elicit feedback from students and educators to provide ongoing input, support quality control, and review of initiative strategies Feedback reflective of communities elicited using culturally responsive engagement pathways. Example strategies: surveys, focus groups, document review, interviews.	Use feedback from students and educators to improve upon the third grade reading goal's strategies.

20-21 Goal/Initiative #2	By June 2021, Seattle Public Schools will expand and align professional learning to improve P-3 Practitioner capacity and effective early literacy instruction, including continuing to adapt and develop supports to meet distance learning needs.
Strategic Plan Measurable Goal Alignment	100% of African American males will read at or above grade level in 3rd grade.

	Unsatisfactory	Proficient	Distinguished
Alignment of Professional Development Structures	Train all new to district teachers on CCC Curriculum and SPS Foundational Beliefs module.	Align current professional learning structures that enable teachers and school leaders to engage in professional learning, including in a digital format as needed, that integrates SPS Foundational Beliefs, Foundational Coursework, and Literacy practices focused on building practitioner capacity.	Provide an additional 8 hours of district-directed professional learning structures for teachers to increase capacity and skills in teaching Literacy
Align Professional learning content for P-3 educator's beliefs and practices	Continue limited literacy professional development approach.	Implement 2020-21 professional learning structures, including in a digital format as needed, that are aligned to standard, whole child development, and culturally responsive practice. Example strategies: Continue K-2 and 3-5 Center for Collaborative Classroom collaborative literacy lead cohort learning days across the year with principals, develop professional learning for reading interventions and support staff aligned to core instruction, develop guidance documents describing the components of balanced literacy.	Implement a multi-year, tiered professional learning system, including in a digital format as needed, to calibrate instructional practices across grade levels and pathways aligned to standard, whole child development, and culturally responsive practice.
Tiered professional development supports for schools	Continue limited tiered supports for schools (e.g. grant or levy funded investments)	Provide targeted 2020-21 professional development and supports to a subset of schools, replicating promising practices through job-embedded learning to support whole child development and high-quality, differentiated, instruction to accelerate growth for students of color. Example Strategies: consultancy model, teacher coaching, teacher capacity building model, practitioners' academy (tools of the trade).	Implement multi-year targeted professional development and supports to a subset of schools, replicating promising practices through job-embedded learning to support whole child development and high-quality, differentiated, instruction to accelerate growth for students of color. Example Strategies: consultancy model, teacher coaching, teacher capacity building model, practitioners' academy (tools of the trade).

20-21 Goal/Initiative #3	By June 2020, Seattle Public Schools will promote teacher collaboration and establish a P-3 assessment Portfolio to support 3 rd grade literacy outcomes, including continuing to adapt and develop supports to meet distance learning needs.
Strategic Plan Measurable Goal Alignment	100% of African American males will read at or above grade level in 3rd grade.

	Unsatisfactory	Proficient	Distinguished
(reordered row) Refine P-3 assessment portfolio	Continue current P-3 assessments	Share and elicit feedback from key stakeholders on literacy landscape analysis of P-3 assessments used in SPS and other large urban districts to identify best in class tools and assessment practices for closing gaps in early literacy. The goal of the landscape analysis was to identify validated, standards-aligned assessments of students' early literacy skills in key domains such as phonological awareness, fluency, comprehension and vocabulary – so that educators know precisely which early literacy skills each child has mastered, which skills need additional work, and which students need more practice, additional instruction, or intervention.	Implement recommendations of literacy landscape analysis of P-3 assessments, including around implementation of the forthcoming OSPI-required dyslexia screener. Conduct landscape analysis to include for “holistic culturally responsive student assessment” to help provide educators with a social-emotional “portrait” of the unique strengths and challenges of each young person. Conduct key stakeholder engagement (e.g., school leaders, educators, families, community partners) and develop an implementation plan for a comprehensive “whole child” Pk-3 assessment framework, to be phased in with targeted schools during 2021-22 (Year 3 of the Strategic Plan) and fully implemented districtwide by 2023-24 (Year 4 of the Strategic Plan)
Educators work as teams to improve literacy instruction and effectiveness in the classroom	Continue with a site-based approach to defining collaboration between educator teams.	A district-wide framework and related guidance documents are created to further support collaboration (including remotely as needed) so educator teams optimize learning and prevent problems as early as possible through the exchange of effective, culturally responsive instructional strategies that relate to students' stories, strengths, and needs.	A district-wide framework and related guidance documents are created to further support collaboration (including remotely as needed) so teacher teams use multiple data points (whole child) to optimize and differentiate learning (academic and SEL) and prevent problems as early as possible through the exchange of effective, culturally responsive instructional strategies that relate to students' stories, strengths, and needs.
Assessment for student learning	Limited training or professional development is offered to support using student data to inform and improve instructional practice.	Develop a district-wide framework and related guidance documents to further support educators in the use of student assessment data to understand student progress, instructional effectiveness and overall students' strength and need, including through digitally administered formative assessments.	Implement a district-wide framework and related guidance documents to further support educators, families and students in the use of student assessment data to understand student progress, instructional effectiveness and overall student strength and need, including through digitally administered formative assessments.

20-21 Goal/Initiative #4	By June 2020, SPS will examine current early (P-3) learning pathway capacity and review current facilities to promote establishing early learning pathways.		
Strategic Plan Measurable Goal Alignment	100% of African American males will read at or above grade level in 3rd grade.		
	Unsatisfactory	Proficient	Distinguished
SPS capacity analysis and planning facilitates the development of spaces that support early learning pathways.	<p>Analysis is completed that:</p> <ul style="list-style-type: none"> ▪ Inventories existing space ▪ Quantifies overall space capacity shortfall or excess ▪ Identifies specific schools or attendance that have capacity shortfalls 	<p>Analysis and planning are completed that:</p> <ul style="list-style-type: none"> ▪ Inventories existing space ▪ Quantifies overall space capacity shortfall or excess ▪ Identifies specific schools or attendance areas that have capacity shortfalls ▪ Identifies options for addressing capacity shortfalls ▪ Chooses one or more options for addressing shortfalls ▪ Develops a work plan for addressing shortfalls 	<p>Develop strategies that enhance alignment between P and K-3</p> <ul style="list-style-type: none"> ▪ Enhance transitional strategies for students (e.g. provide information about enrollment timelines, site visits) ▪ Improving collaboration between P and K-3 teachers
SPS facilities offer optimal environments for early learning pathways	<p>A protocol is developed to assess the effectiveness of the elementary school educational specification with respect to supporting early learning pathways.</p>	<p>Analysis is completed that assesses:</p> <ul style="list-style-type: none"> ▪ The effectiveness of the educational specification ▪ The extent to which early learning spaces, as built, conform to the educational specification and support early learning pathways 	<p>Analysis and planning are completed that:</p> <ul style="list-style-type: none"> ▪ Assesses the effectiveness of the educational specification ▪ Assesses the extent to which early learning spaces conform to the educational specification and support early learning pathways ▪ Describes a work plan for correcting deficiencies in the educational specification and early learning spaces

Strategic Plan Priority: High-Quality Instruction & Learning Experiences

Unsatisfactory	Proficient	Distinguished
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Check one box for each initiative and the overall goal rating.

20-21 GOAL: By June 2021, 100% of African American males will read at or above grade level by 3 rd grade.			
Initiative 1: Family & Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative 2: P-3 Practitioner Capacity – Beliefs and Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative 3: P-3 Assessment Portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative 4: Early Learning Pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Goal Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Comments:

Board's Comments:

Introduction to 20-21 Superintendent Evaluation Goals - Effective Leadership/Management

The 2020-21 Superintendent Evaluation Goals are established in alignment with state law, Board policy, and the 2019-24 Strategic Plan. The proposed 20-21 evaluation instrument continues the 19-20 focus on African American males reading at or above grade level by 3rd grade and adds a broader executive leadership/management goal with an emphasis on human resources operations.

The Effective Leadership/Management Goal's rubric includes: the broader overarching responsibilities of the Superintendent as a leader running over a \$1.5 billion budget with over 55,000 students and 12,000 staff; as well as three rows specific to a priority focus on key human resources improvements.

Given the impact of COVID-19 and school closures in spring 2020, the 20-21 Superintendent Evaluation Goals were designed to reflect the current circumstances, as well as to allow for flexibility should circumstances change in the coming year.

The 20-21 Superintendent Annual Evaluation will occur in June 2021.

Human Resources Focus

The district's vision is every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community. Realizing this commitment requires the focused efforts of all departments. In Spring of 2016, the SPS Human Resources division (HR) began a series of transformation efforts to move from an under-performing organization to one capable of supporting district goals, most specifically, ensuring a high-quality, culturally responsive teacher in every classroom on the first day of school and every day of school.

While significant progress has been made to the operating environment, culture, skills of staff, and process, a concerted effort and prioritized focus will enable the Human Resources (HR) division to demonstrate effective management and leadership on behalf of the Superintendent.

The three HR projects outlined below follow the recommendations of the Moss Adams audit that was conducted in Human Resources in the fall of 2018. Moss Adams more specifically focused on the challenges of the Labor and Employee Relations department and created a roadmap for changes to organizational structure, systems and processes, staffing, and stakeholder relationships that would result in a high-performing operational function. While over half of the 22 recommendations have been implemented to date, the pace of change must be expedited.

Improvement in the three HR areas described below will result in demonstratable improvements with clear deliverables that will inspire trust and confidence with our public, and more importantly, ensure every student in Seattle Public Schools is in a school environment that is safe and welcoming.

20-21 Goal: Effective Management/Leadership	*Effective Leadership/Management: The Superintendent is responsible for ensuring effective management of all district resources—fiscal, human and capital—and operations as well as understanding, responding to, and influencing the socio-political, ethical, economic, environmental, and cultural contexts in benefit to all students’ intellectual health. The 20-21 evaluation includes a specific focus on Human Resources Operations.
Strategic Plan Alignment	Predictable and Consistent Operational Systems

	Unsatisfactory	Proficient	Distinguished
By June 2021, develop a case management project plan/scope of work and implement it, including digitization of paper LER files.	The Human Resources Division will issue an RFP, draft a project plan, complete a scope of work and begin developing an automated case management system for employee misconduct cases.	The Human Resources Division will implement a case management system, incorporating data for employee misconduct cases that includes tracking of dates/timelines, status (open/closed), outcomes, and disciplinary actions imposed. All paper files for 2019-20 and beyond will be digitized and the data will be uploaded into the	All paper files from 2016-2017, 2017-2018, 2018-2019 will be digitized and data entered into the automated case management system.
By June 2021, develop training videos/facilitator guides and a project plan for suite of mandatory trainings, including reporting sexual harassment/misconduct, staff/student boundary violations, HIB, and discrimination.	A schedule of all current mandatory trainings and policy reviews will be published on the Human Resources website for all staff. An email reminder for all staff will be sent in August of each school year.	The Human Resources Division will develop new training videos/facilitator guides for Adult Sexual Misconduct, Mandatory Reporting, Reporting Sexual Harassment, Policy 5253 (staff/student boundaries), HIB and Discrimination. All trainings will be available in a virtual format.	In addition to the development of materials/videos, a schedule for mandatory trainings for all staff will be developed that outlines a three-year schedule. HR will deliver at least two of the new training videos in the 20-21 school year.
By June 2021, make process improvements to meet key performance indicators**	Human Resources will provide a yearly update to the Superintendent and Board regarding progress on each of the 22 Moss Adams recommendations outlined in its January 2019 Labor & Employee Relations Organizational Review.	The Human Resources Division will provide a quarterly update to the Superintendent and the Board regarding progress on each of the 22 Moss Adams recommendations outlined in its January 2019 report, and will demonstrate the division has met 75% of all Key Performance Indicators outlined in the February 2020 HR Oversight Work Session.	Human Resources will demonstrate the division has met 90% or more of all Key Performance Indicators outlined in the February 2020 HR Oversight Work Session.
Is prepared to and effectively leads and manages the organization. Outcomes include but are not limited to: -Prepares for and responds to significant external forces in partnership with local,	Does not progress in majority of the outcomes supporting the broader Goal of effective leadership and management and/or progress is minimal.	Achieves progress in the majority of outcomes supporting the broader Goal of effective leadership and management, ensuring key elements of district operations are governed by defined policies and practices.	Effectively leads and manages the district by demonstrating significant progress toward the vast majority of desired outcomes supporting the Goal of effective leadership and management.

Introduction, 6.10.20

*Goal language and rubric includes excerpts from WSSDA’s Superintendent Evaluation model documents

**Improve labor partners' trust in HR staff & processes; Every classroom has teacher by first day of school; Increase substitute fill rates; Increase 5-year retention rate of new teachers; Increase diversity of new teacher hires; LER & Investigations staff resolve an employee misconduct complaint within 180 days; Improve hiring, supervisory, and removal practices within District to address employee misconduct concerns; Improve staff confidence with processing of internal employment discrimination complaints

<p>state, federal officials and outside organizations to benefit students.</p> <ul style="list-style-type: none"> -Develops and maintains system to assure employee performance meets high expectations centered on student need. -Develops and implements procedures and practices to ensure a consistent and predictable learning environment. -Utilizes systematic enterprise-wide risk identification and analysis, planning for risk mitigation, and effective implementation of District policy and supporting procedure. -Fosters a district culture that is positive, unbiased, and responsive to the needs of students and employees. -Develops two-way communication and strategies for constructive resolution of conflicts with families and community. -Advocates for mutual understanding of the roles and responsibilities of superintendent and board and provides Board with timely information. -Models high standards of professional behavior while articulating expectations for professional behavior of district employees. -Identifies and eliminates procedures and practices that are discriminatory, inequitable, or unjust in nature or application. 			
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Introduction, 6.10.20

*Goal language and rubric includes excerpts from WSSDA's Superintendent Evaluation model documents

**Improve labor partners' trust in HR staff & processes; Every classroom has teacher by first day of school; Increase substitute fill rates; Increase 5-year retention rate of new teachers; Increase diversity of new teacher hires; LER & Investigations staff resolve an employee misconduct complaint within 180 days; Improve hiring, supervisory, and removal practices within District to address employee misconduct concerns; Improve staff confidence with processing of internal employment discrimination complaints

Strategic Plan Priority: Predictable & Consistent Operational Systems

	Unsatisfactory	Proficient	Distinguished
<p>2020-21 GOAL - The Superintendent is responsible for ensuring effective management of all district resources—fiscal, human and capital—and operations as well as understanding, responding to, and influencing the socio-political, ethical, economic, environmental, and cultural contexts in benefit to all students’ intellectual health. The 20-21 evaluation includes a specific focus on Human Resources Operations.</p>			
HR Operations Project 1: Case Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HR Operations Project 2: Training videos/facilitator guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HR Operations Project 3: Process Improvement to meet key performance indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Leadership/Management Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Goal Rating (including Effective Leadership/Management and HR Projects):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Board's Comments:

Superintendent's Comments:



Racial Equity Analysis Tool

Rev. 4/7/19

Seattle Public Schools Strategic Plan

Theory of Action: When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system...

By:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

Then we will eliminate the opportunity and achievement gaps and every student will receive a high-quality, world-class education.

In Seattle Public Schools We Agree:

- That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional racism be addressed within our own organization as well as in the broader systems with which we interact.
- To explore and develop a shared understanding relating to racial equity, and we also recognize that we are all at different places as individuals, programs, departments and school communities. We are committed to move forward with a focus that is intentional and strategic within our organization. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.
- To have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool and take a learner stance. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.
- To approach racial equity analyses from an evaluative / continuous improvement perspective, as opposed to a **check list**. We will seek to strengthen programs, policies and procedures until racial inequities are eliminated.
- That if the strategy, practice, policy, or procedure works for our most vulnerable communities, it works for everyone. The reverse however, is not true.
- That we will not let the perceived barriers such as (time, agendas, schedules, etc.) prevent us from interrupting patterns of racial inequity within our schools, our departments and programs.



Racial Equity Analysis Tool

Rev. 4/7/19

Ensuring Educational and Racial Equity School Board Policy #0030

Racial Equity Analysis: The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool.

STEP 1: Set Outcomes, Identify and Engage Stakeholders

Leadership sets key racially equitable outcomes and engages stakeholders (SPS staff and community members.)

1. What does your department/division/school define as racially equitable outcomes related to this issue?
Alignment with 2019-2024 Strategic Plan; recruiting and retaining educators of color; that African American/black boys are centered and their intellectual health is prioritized.
2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?
The Board will communicate with labor partners, SCPTSA, SPED-SCPTSA, NAACP-YC, Strategic Plan Workgroup, SPS Leadership, community groups, and Student Advisory Board, Community Engagement Task Force, at retreats, community meetings, and Friday memo
3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?
We will share with labor partners (PASS, SEA, et al), ELL Groups, SPED PTSA, through community virtual community meetings and tell-town halls

STEP 2: Engage Stakeholders in Analyzing Data

Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?
Through our official Superintendent / Board check-ins throughout the year, family survey, and analysis from the 13 schools.
2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?
None identified, Board will work with PASS, SEA

STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden

Stakeholders (SPS staff and community members) collaborate to analyze how this policy/decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

1. What are the potential benefits or unintended consequences?
Potential Benefits: gaps are closed, students feel seen and served, students can read, rebuilding trust
Unintended Consequences: over promise and under deliver, inappropriate targeting and students feel pathologized, lack of transparency

Racial Equity Analysis Tool

Rev. 4/7/19

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

We will cease to see racial disparities in our students' outcomes, students feel served, supported, and intellectually stimulated and healthy

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts


1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?
Lack of resources can't be why we don't move forward.
2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?
Stay on track with Board goals, check-ins at Board Retreats, partner with groups to report out on progress and ask for feedback, solicit new ideas for groups from groups we currently work with, Superintendent can share updates during Supt comments.

After conducting the analysis, reflect and discuss:

What are the lessons learned?

What resources are needed to make changes?

What are the next steps?

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>EVALUATION OF THE SUPERINTENDENT</p>	<p>Policy No. 1630 June 1, 2011 Page 1 of 1</p>
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The Board shall establish evaluative criteria and shall be responsible for evaluating the performance of the Superintendent as provided by statute.

The Superintendent shall have the opportunity for confidential conferences with the Board members on no less than three occasions in each year, the purpose of which shall be the aiding of the Superintendent in his/her performance. The Board, on the basis of the evaluation, may renew and/or extend the Superintendent's contract for periods not to exceed three years.

Adopted: June 2011

Revised:


Cross Reference: Policy No. 1620

Related Superintendent Procedure: N/A

Previous Policies: B61.00

Legal References: RCW 28A.405.100 Minimum criteria for the evaluation of certificated employees, including administrators—Procedure—Scope—Penalty

Management Resources:

	<p>EVALUATION OF THE SUPERINTENDENT</p>	<p>Board Procedure 1630BP</p> <p>September 18, 2018</p> <p>Page 1 of 2</p>
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In alignment with Board Policy No. 1630, Evaluation of the Superintendent, and the Superintendent’s employment agreement, the Seattle School Board establishes the following process for conducting the Superintendent’s annual performance evaluation.

A. Setting of the Annual Performance Goals

- a. Per Policy No. 1240, Committees, the Executive Committee members will work with the Superintendent to draft the Superintendent’s annual performance goals for the following year to propose to the full Board.
- b. The Executive Committee members and the Superintendent will meet at least twice to develop the draft evaluation documents.
- c. After discussions between the Executive Committee and Superintendent, the agreed upon proposed evaluation instrument and goals will be brought before the Board for approval at a public meeting by the end of June each year. (For the 2018-19 school year, the instrument and goals must be established by September 30, 2018.)

B. Check-Ins During the School Year

- a. Executive Sessions: The Superintendent shall have the opportunity to meet with the Board in an executive session no less than three occasions each year, the purpose of which shall be the aiding of the Superintendent in their performance.

C. Annual Evaluation

- a. In June of every year, the Superintendent will be evaluated on the goals established by the Board and Superintendent the previous year.
- b. The Board and Superintendent will meet at least once in executive session to discuss the Superintendent’s performance on the goals over the year.
- c. The Superintendent will provide to the Board a written self-appraisal of their progress on the goals at least one week prior to the executive session.

- d. The Superintendent will be given the opportunity to provide evidence of progress on the goals. These documents should be sent one week in advance of the executive session.
- e. A member of the Executive Committee will be designated by the Board to complete the evaluation instrument based on the executive session discussion.
- f. The Board President will give a copy of the completed annual evaluation documents to the Superintendent at least one week prior to them being made public in order to give the Superintendent an opportunity to review and write a written response.
- g. The completed annual evaluation documents (e.g., the narrative) will be posted to a Board meeting agenda prior to the last Board meeting of the year.

Any of the timelines and deadlines pertaining to the evaluation of the Superintendent's performance may be adjusted at the request of either party by mutual agreement of the Board and Superintendent.

Board Procedure 1630BP

Approved: September 2018

Revised:

Cross Reference: Policy Nos. 1240, 1630; Superintendent's employment agreement

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.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED

- Knowledge and experience in management of district finances including bonds and levies
- Knowledge of laws governing the operation of school district
- Knowledge of and experience with leadership and instructional frameworks; specifically the AWSP Framework and the Danielson Instructional Framework
- Knowledge of the Common Core curriculum development, assessment and instructional strategies which provides a basis for leadership in these areas
- Knowledge of safety and response procedures, processes, and protocols to maintain a safe educational and working environment
- Skills in data analysis to assess, monitor, and inform instruction for student growth
- Skills and ability in organization, time management, task prioritization and record keeping
- Exemplary skills in written and oral language with the ability to communicate respectfully, clearly and concisely by telephone, in person, and in written form
- Ability to effectively utilize collaborative decision-making in a team environment and engender teaming at all levels using Professional Learning Communities
- Ability to solve problems creatively and decisively given school district context
- Ability to meaningfully involve and engage student, parents, other community members, and staff in the operation of the district
- Ability to apply diplomatic techniques in all district-related matters and maintain strict confidentiality in sensitive matters
- Ability to foster a district climate which challenges and motivates staff
- Ability to remain calm, flexible, and work effectively under pressure
- Ability to maintain a high level of physical stamina, stability, and creativeness
- Ability to maintain and model a consistently positive attitude
- Ability to make appropriate decisions rapidly and with ease, using prudent judgment and common sense
- Ability to work cooperatively with other administrators – advises appropriate district administrators of progress, problems, and other information regarding the district's program

LICENSING/CREDENTIAL AND/OR EDUCATION REQUIREMENTS

1. Valid Washington State superintendent's credential preferred.
2. Master's or Doctorate degree in educational leadership/administration or related field. Doctorate preferred.
3. Minimum five years successful experience as a superintendent or assistant superintendent.
4. Minimum three years successful supervisory experience, preferably as a building administrator.
5. Successful Washington State Patrol check and FBI Fingerprint Clearance Report and Disclosure Statement in accordance with state law.

PHYSICAL REQUIREMENTS:

Ability to stand, walk, and sit frequently or for prolonged periods of time. Ability to frequently travel to school buildings, offices, various events, and other engagements. Ability to perform extensive work at a computer display terminal. Additionally physical abilities include lifting/carrying/pushing/pulling, stooping/crouching, reaching/handling/fingering, talking/hearing conversations, and near/far visual acuity/depth perception/color vision/field of vision.

Classification: Superintendent of School

Work Day: Eight hours

Work Year: 260 days (includes paid vacation and paid holidays)

12/2014