



SCHOOL BOARD ACTION REPORT

DATE: May 14, 2019
FROM: Executive Committee of the Board
LEAD STAFF: Denise Juneau, Superintendent

For Introduction: June 12, 2019
For Action: June 26, 2019

1. TITLE

Approval of the 2019-20 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 rubric.

3. RECOMMENDED MOTION

I move the School Board approve the 2019-20 Superintendent Evaluation documents, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

a. Background:

Superintendent Juneau officially started on July 1, 2018. Per her contract, the Superintendent and Board shall meet to agree on a format, evaluation instrument and goal(s) for the Superintendent's evaluation by June 30th. Members of the Executive Committee of the Board met with the Superintendent to develop the draft evaluation instrument and documents.

The Seattle School Board approved the 2019-24 Strategic Plan in March 2019. The 2019-20 Superintendent Evaluation Goal is established in alignment with the Strategic Plan. The proposed evaluation instrument contains one goal selected from one priority within the Strategic Plan, but the initiatives underneath this goal involve the work of the entire organization.

The 19-20 Superintendent Evaluation Goal is under the Strategic Plan's High-Quality Instruction & Learning Experiences Priority and is focused on African American males reading at or above grade level in 3rd grade. 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 all divisions within central office and in order to accomplish this goal, the entire organization must function effectively.

Staff will build out the timeline and work plans under each initiative to successfully achieve the goals. 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 2020-21 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 goal and initiatives are aligned to the strategic plan and third grade reading is a key indicator for student success.

c. Research:

Other districts with reading initiatives were researched. In particular, Philadelphia’s model for setting targets was discussed at the work session on May 14, 2019.

5. FISCAL IMPACT/REVENUE SOURCE

The Board has identified \$1.5 million for Strategic Plan work in 19-20. It is anticipated the majority of those funds will be spent on the 19-20 evaluation goals. Given the district’s budget situation and the 13 goals within the 2019-24 Strategic Plan, prioritization even within each evaluation initiative will likely still need to occur.

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. In addition, one of the initiatives under third grade reading is focused on engagement.

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

7. EQUITY ANALYSIS

The 2019-24 Strategic Plan declares the district’s intent to ensure racial equity in our educational system with an unapologetic focus on students of color who are furthest from educational justice in order to work to undo the legacies of racism in our educational system. Racial equity was at the forefront of the plan’s development as seen in the Theory of Action. In addition, the plan’s intentional focus on African American males is based on the theory of targeted universalism.

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 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

The 2019-20 Superintendent Evaluation Goal was discussed at a work session on May 14, 2019. The draft goal and rubrics attached to this motion are based on feedback from that meeting.

In addition, this motion was discussed at the Executive Committee meeting on May 22, 2019. The Committee reviewed the motion and moved it forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

The goal and rubrics will be used to evaluate the Superintendent in June 2020. Per 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

- 2019-20 Superintendent Evaluation Instruments, Goals & Rubrics (for approval)
- 2019-20 Graphic Organizer (for reference)

Introduction to 19-20 Superintendent Evaluation Goal

The Seattle School Board approved the 2019-24 Strategic Plan in March 2019. The 2019-20 Superintendent Evaluation Goal is established in alignment with the Strategic Plan. While the proposed evaluation instrument contains one goal selected from one priority within the Strategic Plan, the initiatives underneath the goal involve the entire organization. And, we cannot achieve or even make progress on this goal without the Superintendent ensuring effective management of the entire organization.

The four initiatives developed in support of this goal are tied to all divisions within central office. The first initiative, *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. The second initiative, *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. The third initiative, *P-3 Assessment Portfolio*, is tied to the Operations Priority and involves the work of the Teaching & Learning, Student Support Services, and Technology divisions. The fourth initiative, *Establish Early Learning Pathways*, is tied to the Operations Priority and involves the work of the Teaching & Learning and Operations divisions. The Budget division is involved with all initiatives.

The 19-20 Superintendent Evaluation Goal is an aspirational, focused goal on ensuring that 100% of African American males read at or above grade level in 3rd grade. This goal acknowledges the intersectionality of African American males receiving Special Education services, African American males receiving English Language Learner services, and African American males receiving highly capable services. These students are the furthest from education justice and the adults in our system must do better to ensure that all of them can read at or above grade level in 3rd grade. This goal recognizes our fundamental belief that all students can and must read by 3rd grade. We also realize that this substantial growth will be a stretch for the organization. However, to settle for anything less 100% of our African American males reading at or above grade level in 3rd grade is unacceptable.

Empirical evidence strongly points to the importance of meeting early literacy benchmarks by the end of 3rd grade. In grades K-3 students are learning to read and after grade 3, students read to learn. A longitudinal study conducted by Casey found that, “...those who don’t read proficiently by 3rd grade are four times more likely to leave school with out a diploma than proficient readers” and leads to higher drop out rates for these non-proficient students. Therefore, we selected this for a goal in our Strategic Plan. Currently, only 32% of our African American males are reading at or above grade level by 3rd grade. This is unacceptable.

While the Superintendent’s goal is specific to African American males, we believe that all students will benefit from this targeted work. Only 63% of all 3rd graders are reading at or above grade level. All schools will have a 3rd grade reading goal in their CSIPs. We will continue to diversify all school libraries and the CCC classroom collections. We want all students to have resources that reflect our diverse student populations. We will push to normalize black excellence across our system.

Attached is a graphic organizer displaying the structure listed above.

Strategic Plan Priority: High-Quality Instruction & Learning Experiences

Check one box for each element and the overall goal rating.

	Unsatisfactory	Proficient	Distinguished
19-20 GOAL: 100% of African American males will read at or above grade level in 3 rd grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative 1: Family & Community Engagement – Reading Campaign (Inclusive & Authentic Engagement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative 2: P-3 Practitioner Capacity – Beliefs and Practice (High-Quality Instruction & Culturally Responsive Workforce)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative 3: P-3 Assessment Portfolio (High-Quality Instruction & Operations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative 4: Establish Early Learning Pathways (High-Quality Instruction & Operations)	<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:

19-20 Goal/Initiative #1	By June 2020, Seattle Public Schools will develop a Family & Community Engagement strategy to promote P-3 literacy.
Strategic Plan Measurable Goal Alignment	100% of African American males will read at or above grade level in 3rd grade.

	Unsatisfactory	Proficient	Distinguished
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.	Launch a comprehensive communication/marketing plan including key messages, branding, and related materials fall of 2019. Implement broad and targeted strategies to engage families, staff, and the broader community in support of literacy best practices and 3rd grade reading. 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).	Implement new, innovative tactics 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.	Identify key Community Reading Partners and initiate mechanisms to share district's core literacy strategies with community-based organizations and partners: <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.	Develop a 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.	Implement a framework to elicit feedback from students and educators to provide ongoing feedback, support quality control, and review of initiative strategies to inform course corrections. Feedback reflective of communities elicited using culturally responsive engagement pathways. Example strategies: surveys, focus groups, document review, interviews.

<p>Family Engagement: Implement family engagement dual-capacity model for advancing P-3 literacy.</p>	<p>Limited family engagement strategy developed</p>	<p>Develop 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).</p>	<p>Implement 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 at a targets set of schools. Example strategies: literacy focused family engagement (promote family/school partnership in support of literacy practices).</p>
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19-20 Goal/Initiative #2	By June 2020, Seattle Public Schools will expand and align professional learning to improve P-3 Practitioner capacity and effective early literacy instruction.
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 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.	Develop 2019-2020 professional learning structures 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 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 2019-2020 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).

19-20 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.
Strategic Plan Measurable Goal Alignment	100% of African American males will read at or above grade level in 3rd grade.

	Unsatisfactory	Proficient	Distinguished
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 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 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.
Refine P-3 assessment portfolio	Continue current P-3 assessments	Conduct a 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 will be 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.	Conduct landscape analysis 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 2020-21 (Year 2 of the Strategic Plan) and fully implemented districtwide by 2022-23 (Year 3 of the Strategic Plan) SPS may initiate pilot field tests of new assessment tools beginning in 2019-20 (Year 1 of the Strategic Plan) and initial use professional development and training for educators in targeted schools.

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.	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.
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19-20 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 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 areas that have capacity shortfalls ▪ Identifies options for addressing 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
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: Predictable & Consistent Operational Systems

Not Started	In Progress	Completed
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Check one box for each element and the overall goal rating.

19-20 GOAL/Initiative: Effective management- The Superintendent will be responsible for the revision of the operations data dashboard so that it is aligned with the newly adopted Strategic Plan.

Strategic Plan Alignment: Predictable & Consistent Operational Systems

Overall Rating:

Superintendent's Comments:

Board's Comments: