



Council of the Great City Schools
1331 Pennsylvania Avenue, N.W., Suite 1100 N
Washington, D.C. 20004-1756
(202) 393-2427
(EIN#36-2481232)

Bill To: Julia Warth
Seattle Board of Education
jcwarth@seattleschools.org

**** INVOICE ****

Date	Description	Amount Due
04/25/2022	Fee to cover 3 nights accommodation and meals at the Asimolar Conference Center for a Mini-Conference on Student Outcomes-Focused Governance on May 19-22, 2022. (Registration fee of \$500 per person is waived) $\$1,500 \times 3 \text{ persons} = \$4,500$ For: Chandra Hampson Liza Rankin Brent Jones PLEASE REMIT TO: Council of the Great City Schools 1331 Pennsylvania Avenue, N.W., Suite 1100 N Washington, D.C. 20004	\$4,500.00
TOTAL BALANCE:		\$4,500.00

Please remit check to the address above



Progress Monitoring Goal 2

Mathematics

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Dr. Caleb Perkins
Executive Director, College & Career Readiness
cbperkins@seattleschools.org

This document details the Progress Monitoring Memo regarding the Mathematics Goal.

7th Grade Math Goal Progress Monitoring Memo

December 18, 2024

The School Board sets goals for student outcomes, based on the community’s vision for the district, and guardrails, based on the community’s values for how the vision will be achieved. The enclosed memo reports on the interim student outcomes for the 2024-2025 school year.

Topline Goal

The percentage of Black boys and teens in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment (SBA) in math will increase from 23% in June 2019, to 45% in June 2024 and to 70% in June 2026 – essentially doubling over 3 years and reaching the targeted 70% in 5 years.

Theory of Action

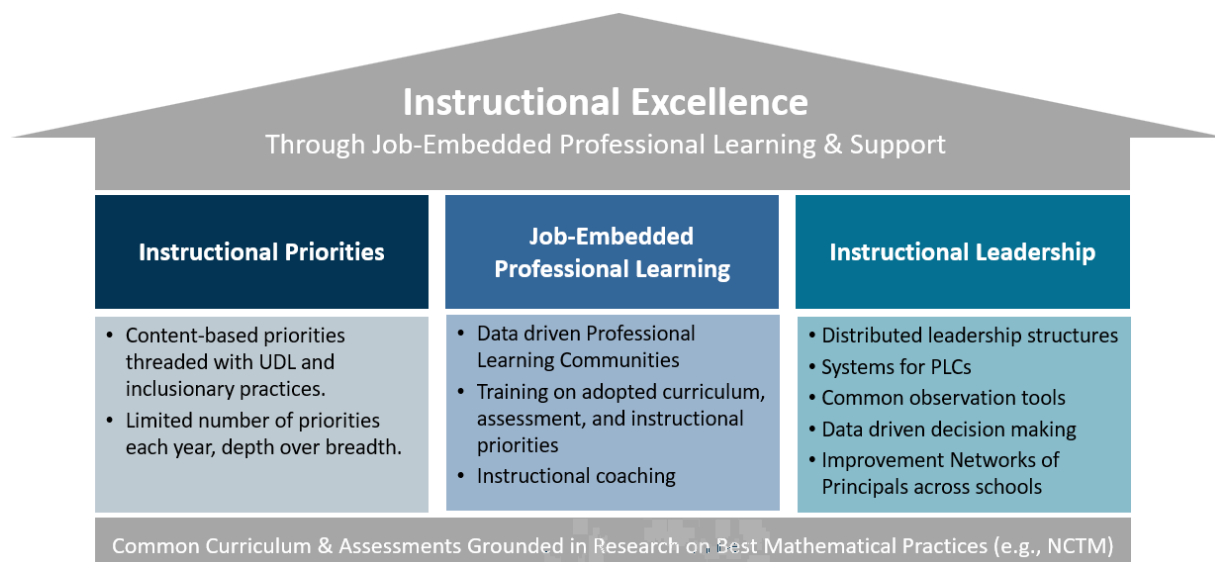
Our Theory of Action has remained consistent from the October 2024 Memo that if teachers deliver high-quality, standards-aligned, culturally responsive instruction based on research on math achievement, more SPS students will achieve grade-level proficiency on the 7th Grade Math SBA.

Teachers will be able to deliver high-quality instruction in math if they:

1. Facilitate students’ mathematical discourse.
2. Give students the opportunity to do tasks and assessments that promote reasoning and problem solving, including curriculum-embedded assessments.
3. Leverage enVision curricular resources and the SPS scope and sequence to help all students meet standard.
4. Develop the mathematical identity and sense of belonging of AAMs and other Students of Color Furthest from Educational Justice by embedding the ICUCARE Framework into practice.
5. Continue to refine high-quality math instruction by participating in job-embedded professional development including coaching cycles and common learning.

Teachers, principals, and schools will be able to achieve the above if the SPS central office:

- Invests in resources, training, and support for educators and principals.
- Aligns its work across departments to enable system-level continuous improvement.



Status

Orange: Interim metrics indicate results are unlikely to be delivered without significant changes.

Blue: Results were completely delivered	Green: All interim metrics indicate that the results will be delivered	Yellow: Interim metrics indicate conflicting evidence regarding whether results will be delivered
Gray: Interim metrics are not available yet	Orange: Interim metrics indicate results are unlikely to be delivered without significant changes	Red: Interim metrics indicate results will not be delivered

Executive Summary

The following are based on the Fall 2024 Measures of Academic Progress (MAP) Math Assessment results.

- The Percent of 7th Grade Students of Color Furthest from Educational Justice projected to meet standard (Levels 3 and 4) on the 2025 Spring Math SBA based on the 2024 Fall MAP Math Assessment has increased from 34.6% in Fall 2023 to 40.4% in Fall 2024.
- The Percent of 7th Grade African American Male students projected to meet standard (Levels 3 and 4) on the 2025 Spring Math SBA based on the 2024 Fall MAP Math Assessment has increased from 23.5% in Fall 2023 to 33.2% in Fall 2024.
- For our six targeted schools, we have seen an increase from 12.9% to 27.5% of African American Male Students Projected to Meet SBA Math Based on Fall MAP Math.
- In particular, we are supporting educators at our six target schools in the Seattle Excellence Math Initiative (SEMI) with an instructional math coach who leads professional learning through coaching cycles, monthly professional development, and PLCs to skillfully use the curricular resources to engage students and track their progress toward meeting standard through Curriculum-Embedded Assessments (CEAs) and exit tickets.
- As a reminder of the year-by-year implementation context for the SPS strategic plan:
 - Spring 2022 - Planning with six priority school leaders.
 - 2022-23 – First year of working with the six priority schools and determining what supports they most need.
 - 2023-24 – Development and implementation of specific expectations and supports for the work that are fewer, clearer, and higher in comparison to 2022-23.
 - 2024-25 – Full implementation of targeted supports for our six schools in the Seattle Excellence in Math Initiative which enroll 2/3 of our African American Male 7th grade students.

Inputs

Universal Supports

In 2022, Seattle Public Schools (SPS) adopted enVision as the K-5 Math instructional materials, following the 2018 adoption for grades 6-8. In the 2021-22 school year, SPS introduced Fall and Spring MAP assessments for grades 1-8, with results shared with families starting in 2022-23. Triangulating MAP data with Curriculum-Embedded Assessment Data, educators will have the opportunity to identify mathematical strengths for every learner and can support students through district systems like Universal Design for Learning, and Multi-Tiered Systems of Support (MTSS).

Targeted Supports

The district's Seattle Excellence Math Initiative (SEMI) targets six priority schools with strategies focused on Excellent Teaching and Joyful Learning, Strong Relationships and Connected Families, Equitable Measures and Student Supports, Opportunity Pathways, and Expanded Learning and Enrichment. Coaching plays a critical






role in supporting these schools, with a focus on regular coaching cycles, data-informed planning, and professional development.

Our focus this year in our professional learning with teachers in our targeted schools is around deepening students' (with a focus on AAM and Multilingual Learners) sense of belonging in the math classroom, using the curricular materials to implement tasks that promote reasoning and problem solving, and facilitating meaningful mathematical discourse.

For more information on all of the targeted strategies please review the prior 7th Grade Math Goal Progress Monitoring Goal memos linked [HERE \(December 14, 2022\)](#), [HERE \(July 6, 2023\)](#), [HERE \(October 11, 2023\)](#), [HERE \(February 7, 2024\)](#) and [HERE \(October 9, 2024\)](#).

Outputs

For the first two months of the 2024-25 school year, we are on track for particular outputs (i.e., implementation metrics) in the following areas to ensure we are consistently executing our theory of action.

<i>Implementation Metrics</i>	<i>Progress Monitoring Update</i>	<i>Status</i>
Staffing: Each targeted school to have at least a 0.5 FTE instructional math coach at the start of the year	For the start of the 2024-25 school year, we have achieved this milestone for the first time in implementing the Seattle Excellence in Math Initiative, with 4.1 FTE for 6 schools.	
Teaching enVision as intended: All staff to use the curricular resources as intended	Last year we had 73% of our educators across our 6 SEMI schools regularly engaging with the curriculum, this year we are at 90%.	
Professional Development Participation: 100% of our math teachers in our targeted schools to participate in at least 2 of our job embedded professional learning days	After completing 1 of 3 release days, our current participation rate is 74%.	
School Leader PLC Participation: 100% Participation in at least 6 School Leader PLCs	After two PLCs, our participation rate averages 75%.	
Curriculum-Embedded Assessment PD: 100% SPS educators trained on the implementation of CEAs	We have trained nearly all SPS educators on the implementation of Curriculum-Embedded Assessments (CEAs) during the August 29 th TRI day, including all middle school math teachers. The large majority of 6 th , 7 th , and 8 th graders completed the first Priority Curriculum-Embedded Assessment in Math.	

Outcomes

The 7th Grade Math Goal in SPS’s 5-year strategic plan (2019-2024) is for all Students of Color Furthest from Educational Justice (SoCFFEJ), with a particular focus on AAM, to achieve an overall proficiency rate of 70%. Proficiency is defined as achieving a Level 3 or 4 on the 7th Grade Math Smarter Balanced Assessment (SBA). Our Interim Measure is based on Fall MAP, which is predictive of Spring SBA. MAP scores are moderately to strongly predictive of SBA scores depending on how close in time the two tests are given. NWEA, the MAP test developer, conducted a linking study in Washington state that specifically derives MAP cut scores that best predict SBA performance levels: <https://www.nwea.org/uploads/2021/03/WA-MAP-Growth-Linking-Study-Report-2021-03-18.pdf>

Levels of Projected Proficiency on the Spring 2025 SBA based on Fall 2024 MAP

This fall we are seeing a general positive trend in all subgroups of students projected to meet proficiency in Spring 2025 based on this Fall’s Math MAP Assessment, shown in Figure 1.

Figure 1.

Interim 1: 7th Graders Projected Proficient in Mathematics

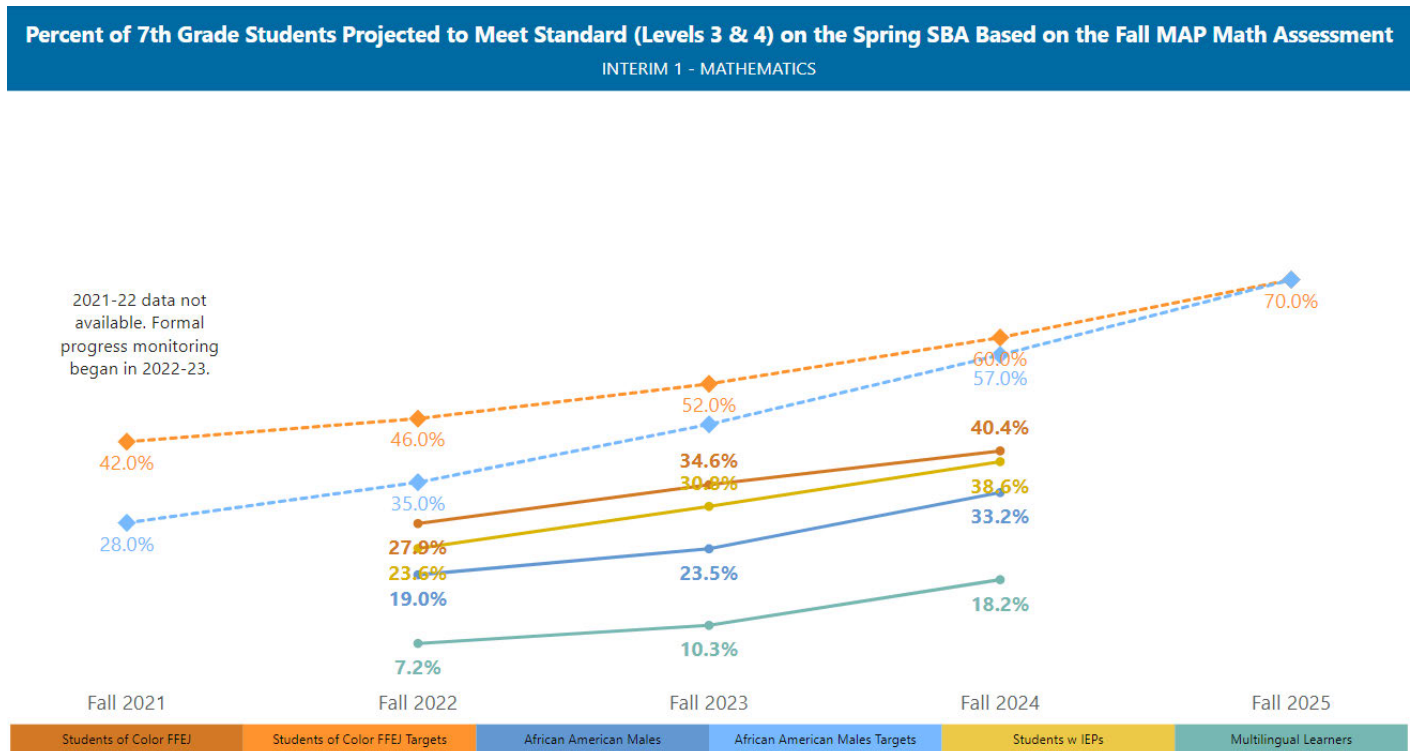
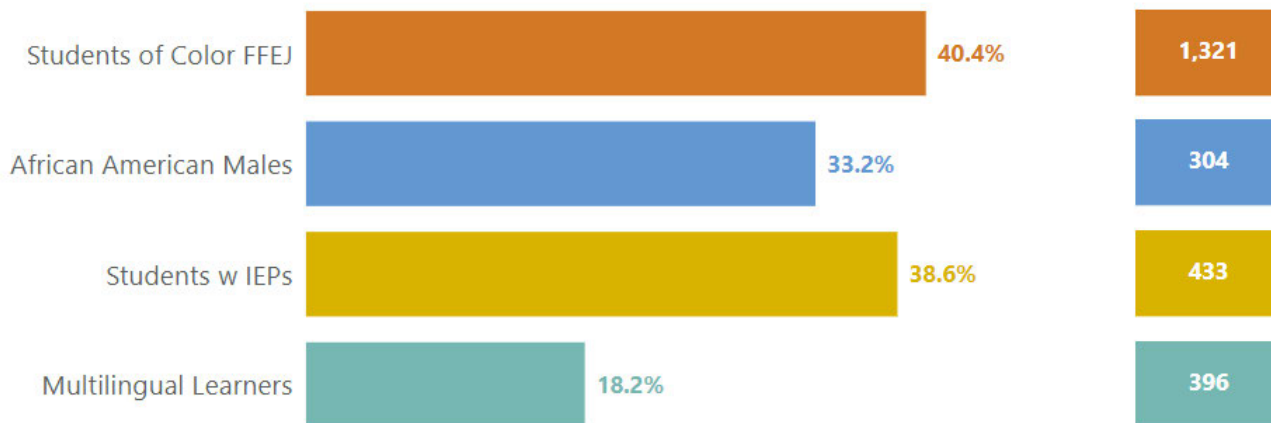


Figure 2.

Interim 1 - Percent of 7th Grade Students Projected to Meet Spring 2025 SBA Math Based on Fall MAP Math Assessment



- 7th grade Students of Color Furthest from Educational Justice increased their projected proficiency rates on the Spring Math SBA by 5.8%, from 34.6% to 40.4% on the Fall MAP.
- 7th grade African American boys and teens increased their projected proficiency rates on the Spring Math SBA by 9.7%, from 23.5% to 33.2% on the Fall Math MAP.
- Similar trends are present for our 7th grade students receiving Multilingual Services, with an increase of 7.9% from 10.3% to 18.2%, and students receiving Special Education services increased 7.7% from 30.9% to 38.6% on the Fall Math MAP.

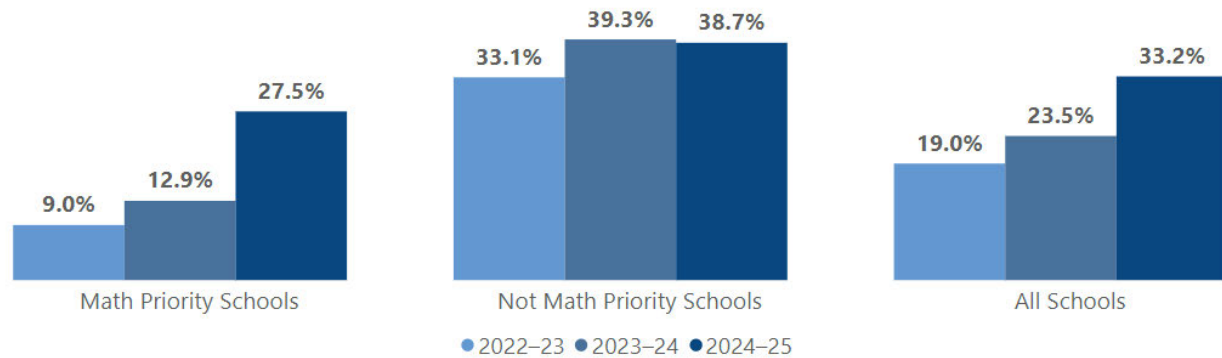
Levels of Projected Proficiency on the Spring 2025 SBA based on Fall 2024 MAP, Priority Schools

This fall, 2024-2025 is our first full implementation of targeted supports for our six schools in the Seattle Excellence in Math Initiative which enroll 2/3 of our African American Male 7th grade students. The six schools are Aki Kurose Middle School, Denny International Middle School, Meany Middle School, Mercer Middle School, South Shore 6-8, and Washington Middle School. All six schools have at least a half time school based instructional math coach, teachers participating in three release days in grade level cohorts, common Red Wednesday PD offered at each school site, and School Leaders participating in a School Leader Professional Learning Committee. These supports are part of the Seattle Excellence in Math Initiative (SEMI).

Figure 3.

Interim 1 Measure: 7th Graders Projected Proficient in Mathematics, Priority Schools

Percent of 7th Grade African American Male Students Projected to Meet SBA Math Based on Fall MAP Mathematics Assessment for Priority Schools



- Figure 3 shows that our priority schools have made a significant increase in the percentage of AAM students projected to meet SBA Math based on Fall MAP Math Assessment this fall, going from 12.9% in Fall 2023 to 27.5% in 2024, representing a 14.6% increase: bringing the priority schools closer to the district average of 33.2%.

Discussion of Student Outcomes

The topline student outcomes we have achieved over the last 2 years are unacceptably low. However, we are seeing significant growth from Fall-to-Fall MAP, with more than doubling projected proficiency for AAM 7th grade students for our targeted schools in Fall 2024. We believe the increase is due to students entering into middle school with a strong foundation in their math skills and foundational systems available to all middle schools, like standards based adopted curriculum, MTSS, and using data to inform instruction.

In our targeted schools, we are deepening the understanding of the universal supports to meet the needs of our teachers through coaching supports, job embedded monthly Professional Development, grade level release days, all with a focus on AAM and Multilingual students.

Lessons Learned

We have put into place a support system for our teachers in our priority schools, including a school based instructional coach, professional development, and support from school leaders. Looking at our data and seeing the growth students are making from Fall-to-Fall Math, we are continuing to monitor and learn from our priority middle schools what is working best for our students to reach proficiency.

Since our last progress monitoring update, we have asked our coaches to synthesize what they have learned about schools and educators who have shown growth on Fall MAP:

- ✓ *Strong School Leadership* and an instructional vision for the school that supports the 7th Grade Math Goal.
- ✓ *Using formative data* consistently, such as CEAs, exit tickets, and student work leads to learning more about students and informing instructional planning.
- ✓ *Partnering with Families* through frequent outreach and math engagement opportunities.

- ✓ *Using curricular resources* as intended with modifications to increase belonging for students of color furthest from educational justice, and multilingual learners.
- ✓ *Participating in instructional coaching* on mathematical discourse and belonging in the math classroom.
- ✓ *Increasing opportunities* and quality of student discourse about mathematics.
- ✓ *Supporting students* in productive struggle in learning new content, and using SuccessMaker as an intervention tool.

Next Steps

Based on the above data, we are beginning to see evidence of students' mastering grade level content and want to continue the universal and targeted supports we are fully implementing this year. Some of the universal supports include Curriculum-Embedded Assessment Professional Learning through School Leader Engagement Sessions and Math Department Chair meetings, Professional Development for teachers, and curricular resources support. Our targeted supports for our 6 priority schools to continue this year are working with our school leaders and school-based coaches to support our teachers, and focus our efforts on formative data, including the use of curriculum-embedded assessments.

Board Support

Progress Monitoring along with several board policies have provided the framework for improving our assessment portfolio and ability to monitor student progress. These policies include Policy 0010 (Instructional Philosophy), 0030 (Racial Equity), 2080 (Assessment), and 2015 (Instructional Materials). We began the Progress Monitoring process five years ago with the state assessments (SBA) as our main, and limited, source of data. Since then, we have added MAP and are now including a more systematic look at student responses to curriculum-embedded assessments. In this way, the Board has helped the entire school system stay focused on the strategy and goals of our Strategic Plan which in turn has enabled greater alignment, transparency, and collaboration across the organization.



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(202) 393-2427
(EIN#36-2481232)

Bill To: Seattle Public Schools
 c/o Julia Warth, Director of Board
 Relations and Strategic Initiatives
jcwarth@seattleschools.org

**** INVOICE ****

Date	Description	Amount Due
02/14/2022	Registration Fee for Participating in the CGCS 2022 Leadership Cohorts over a 9-month period beginning on February, 2022	
	For:	
	Chandra Hampson- Aspiring Governance	\$3,500.00
	Michelle Sarju- Aspiring Governance	\$3,500.00
	Brandon Hersey-Board Officers	\$3,500.00
	Eliza (Liza) Rankin- Effective Board Member	\$3,500.00
	Lisa Rivera Smith- Effective Board Member	\$3,500.00
	Vivian Song Maritz- Effective Board Member	\$3,500.00
	Julia Warth- Governance Support Staff	\$1,000.00
	PLEASE REMIT TO:	
	Council of the Great City Schools	
	1331 Pennsylvania Avenue, N.W., Suite 1100 N	
	Washington, D.C. 20004	
	TOTAL BALANCE:	\$22,000.00

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2022 Student Outcomes Focused Governance Cohort Meeting + Council of Great City Schools Conference
School Board Directors and Board Office Staff Travel Costs

Attendee	Dates Traveled	Flights	Hotel	Travel Agent Process Fee	Food Allowance	CGCS Conference Registration	Total per Attendee
Brandon Hersey*	10/16 – 10/18	2,332.59	548.75	45.00	69/day x 3 days = 207.00	—	3,133.34
Chandra Hampson**	10/16 – 10/21	1,207.60	1,321.88	45.00	69/day x 6 days = 414.00	<i>Comp'd registration fee</i>	2,988.48
Liza Rankin**	10/16 – 10/21	637.21	1,321.88	45.00	69/day x 6 days = 414.00	425.00	2,843.09
Lisa Rivera Smith*	10/16 – 10/18	1,227.60	528.75	45.00	69/day x 3 days = 207.00	—	2,008.35
Vivian Song Maritz*	10/16 – 10/18	1,227.60	528.75	45.00 + 25.00 change fee	69/day x 3 days = 207.00	—	2,033.35
Michelle Sarju**	10/16 – 10/21	1,192.52	1,321.88	45.00	69/day x 6 days = 414.00	425.00	3,398.40
Julia Warth*	10/16 – 10/19	1,247.59	793.13	45.00	69/day x 4 days = 276.00	—	2,361.72
						Total	18,766.73

*Staff indicated in orange cells attended only the Student Outcomes Focused Governance (SOFG) Cohort meetings on Monday, 10/17 and Tuesday, 10/18. There was no additional registration cost to attend the SOFG Cohort dates.

**Staff indicated in blue cells attended both the Student Outcomes Focused Governance (SOFG) Cohort meetings on Monday, 10/17 and Tuesday, 10/18, and also attended the Council of Great City Schools Annual Conference from Wednesday, 10/19 through Friday, 10/21.



Progress Monitoring Memo

College and Career Readiness Goal

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Dr. Caleb Perkins
Executive Director,
College & Career Readiness
cbperkins@seattleschools.org

This document details the Progress Monitoring Memo regarding the College and Career Readiness Goal.

College and Career Readiness Goal Progress Monitoring Memo

November 19, 2024

The School Board sets goals for student outcomes, based on the community’s vision for the district, and guardrails, based on the community’s values for how the vision will be achieved. The enclosed memo reports on the summative student outcomes from the 23-24 school year.

Goal

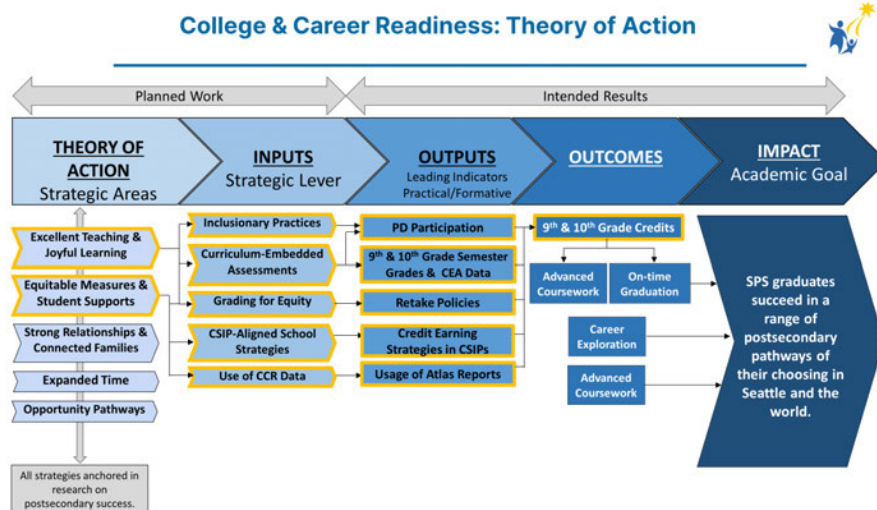
The percentage of Black boys and teens who graduate having successfully completed at least one advanced course will increase from 54% in June 2019 to 62% in June 2024.

Theory of Action

If SPS Central office staff, school leaders and educators provide high-quality Tier 1 instruction, remove systemic barriers, and leverage Seattle’s many assets, then African American boys and teens will experience improved access to and success in core courses, advanced courses, and graduation pathways. This will increase their likelihood of success in a variety of postsecondary pathways and careers after graduating from SPS.

- As a district, we want our students to graduate on time with advanced coursework. We approach this work through intentionally focusing on African American Male (AAM) students.
- To help our students achieve this goal and walk across the graduation stage, we have to monitor how our students are doing in their 9th and 10th grade years. By the end of 9th grade, we hope for students to have 6 credits, with a minimum of one credit each in ELA, Math, and Science, and 0.5 credit in Social Studies. By the end of 10th grade, we hope for students to have 12 credits, with a minimum of 2 credits each in ELA, math, and Science, and 1.5 credits in Social Studies.
- We monitor whether those strategies are successful based on credits of our 9th and 10th graders at the end of first and second semester of each year.
- We focus on how well we are supporting high-quality Tier 1 instruction in our high school classes including at the 9th and 10th grades.

SPS has engaged in five broad strategic areas in its CCR work: Excellent Teaching & Joyful Learning, Strong Relationships, Equitable Measures, Opportunity Pathways, and Expanded Learning over the past three years. More recently, we have focused on the following specific levers to improve CCR-related student outcomes within the five broad areas: Inclusionary Practices, Curriculum-Embedded Assessments, Use of CCR data, CSIP-Aligned School Strategies, and Grading for Equity. These five are directly connected to the 9th and 10th grade credit data in this memo, particularly with respect to improving Tier instruction and is the focus of the analysis for this progress monitoring update below.



Status

Yellow: Interim metrics indicate conflicting evidence regarding whether results will be delivered

Blue: Results were completely delivered	Green: All interim metrics indicate that the results will be delivered	Yellow: Interim metrics indicate conflicting evidence regarding whether results will be delivered
Gray: Interim metrics are not available yet	Orange: Interim metrics indicate results are unlikely to be delivered without significant changes	Red: Interim metrics indicate results will not be delivered

Executive Summary

- We want our students to graduate on time with advanced coursework given its correlation with postsecondary readiness. To help our students reach this goal, we monitor how our students are doing in their 9th and 10th grade years.
- SPS data for our interim measures, 9th and 10th grade credit earning, show we are maintaining post-pandemic progress, but not fully reaching the targets we set.
- 68.4% of our AAM students and 74% of our SOCFEJ, 9th graders were last year (10th graders this year), are on track to meet our goal.
- 52.9% of our AAM students and 62% of our SOCFEJ, 10th graders were last year (11th graders this year), are on track to meet our goal. This is a slight decline from the previous year.
- The data show that a greater number of AAM students are significantly off track in terms of earning the credits they need to graduate on time.
- The data also indicates AAM students need additional support in ELA, Math, and Science, particularly through improved Tier 1 instruction. In response, we are providing specific supports for Tier 1 instruction in these subject areas through newly-adopted instructional materials, including curriculum-embedded assessments.
- Our overall graduation rate for the Class of 2024 decreased by 1.5% when compared to the graduation rate for the Class of 2023 though there was a small increase for AAM students. We will have much more detail on this graduation data as well in our CCR topline measure in our January progress monitoring session with the Board.

Inputs

1. Promote inclusionary practices so that students succeed in foundational courses in 9th and 10th grade and advanced courses in 11th and 12th grade and be prepared for a range of postsecondary opportunities.
2. Leverage CSIP-aligned school strategies so that school leaders use district and school strategies to improve the most important student CCR-related outcomes.
3. Implement Curriculum-Embedded Assessments (CEAs) so that teachers, principals, and district leaders are using student progress monitoring data to inform instruction and supports.
4. Use College and Career Readiness data so that school staff can help students stay on track to graduate and be ready for postsecondary opportunities.
5. Promote equitable grading practices so that students have adequate opportunity to show their progress towards standards, and students and families can get clear feedback on this progress.

Outputs

We track particular outputs (i.e., implementation metrics) in the following areas to ensure we are consistently executing our theory of action.

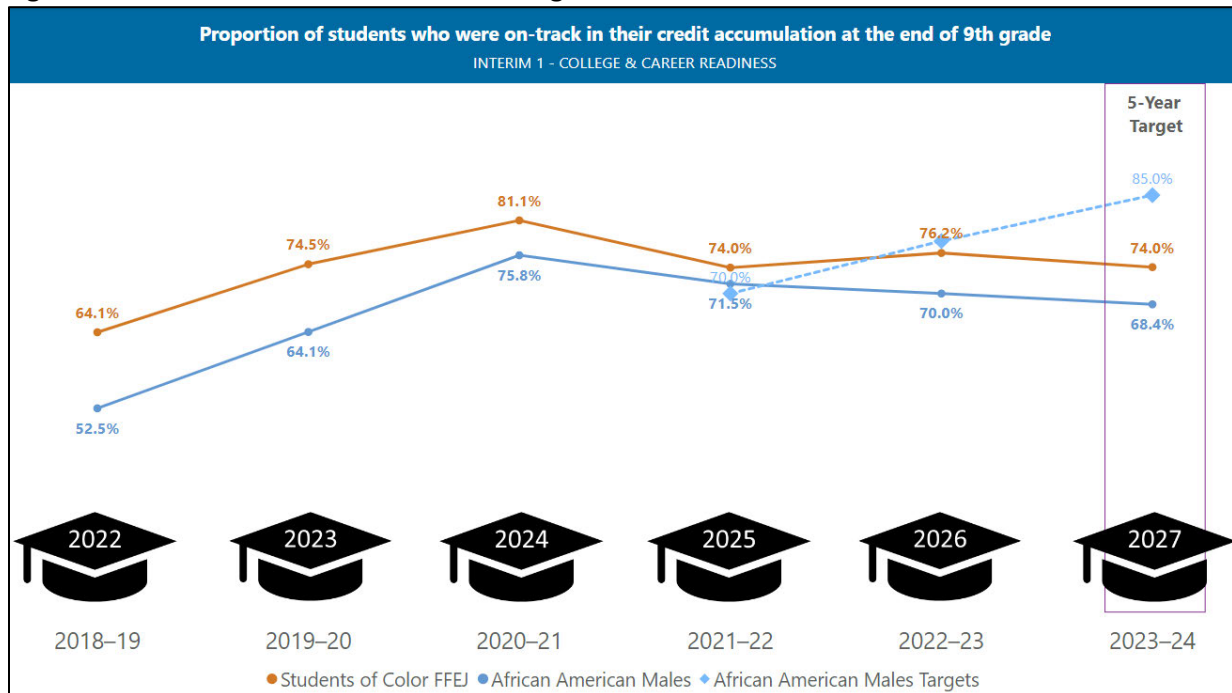
	Outputs
Inclusionary Practices	We have trained educators across the district as part of Early Adopter/Inclusion work and 222 educators through the new adoption of instructional materials for Algebra, Geometry, and Algebra 2.
Curriculum-Embedded Assessments	We have launched CEAs at SLI, August 29 th TRI, and October 11 th TRI module. We met nearly 100% of the goals based on the Project Management dashboard for Phase 1 of implementation of the Curriculum-Embedded Assessments.
CSIP-aligned School Strategies	Most high school leaders have set SMART goals focusing on graduation plus advanced coursework, and on-track credits in 9 th /10 th grade.
Use of CCR Data	We see a significant expansion in the use of Atlas reports so that we are able to better track and support student progress towards graduation. Figure 6 shows that many of the new reports continue to be well used to support students in graduating on time.
Grading for Equity	Most SPS middle, high, and K-8 schools have implemented revised retake procedures aligned to district guidelines, and thus, students are getting many more opportunities to demonstrate their proficiency through retakes.

Outcomes

Seattle Excellence, SPS' 5-year strategic plan, launched in 2019 with two goals focused on secondary students: 1) Finishing 9th grade on track; and 2) Graduating ready for college and career. The School Board voted for one topline key performance indicator for college and career readiness: Black boys and teens in each cohort who graduate and successfully complete at least one advanced course will increase from 54% in June 2019 to 62% in June 2024. We will also have two interim Key Performance Indicators (KPIs) for coursework completion in 9th and 10th grade. While the interims are not a direct prediction of the topline measure, they are still helpful for determining advanced coursework completion and graduation without waivers.

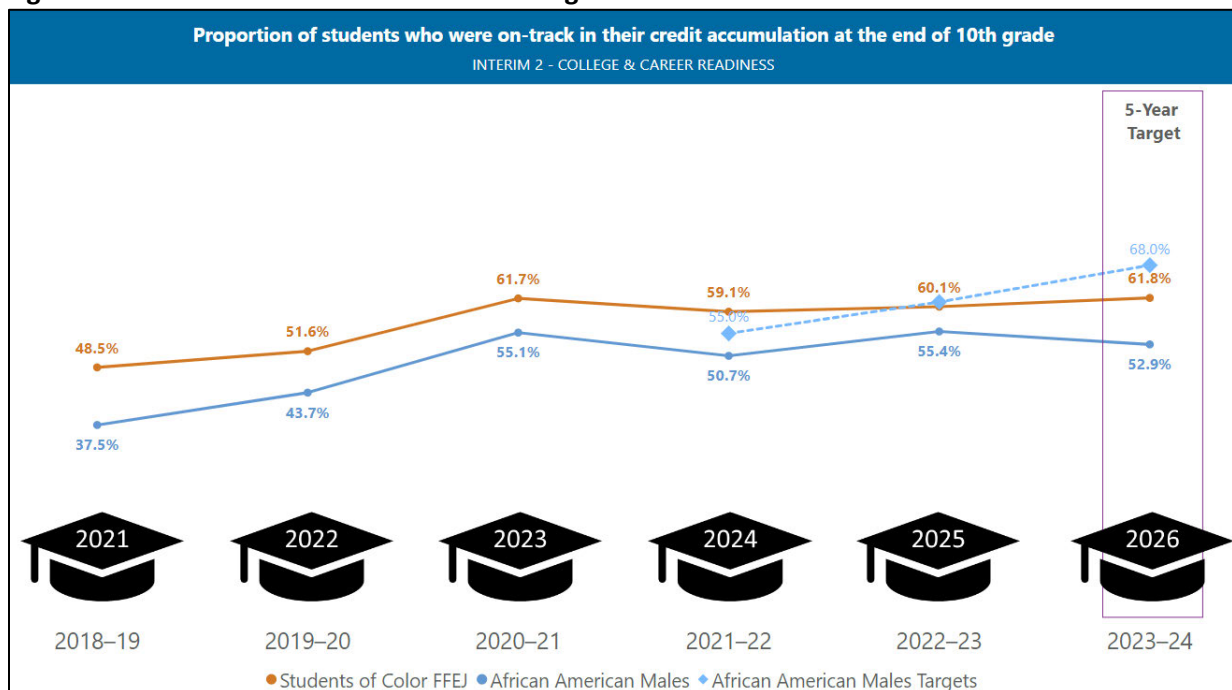
AAM Students	Baseline Spring 18-19	Year 1 Spring 19-20	Year 2 Spring 20-21	Year 3 Spring 21-22	Year 4 Spring 22-23	Year 5 Spring 23-24
Target	-	-	50.0%	54.0%	58.0%	62.0%
Actual	53.2%	55.0%	61.1%	67.7%	-	-

Figure 1 – Interim 1 – 9th Grade Credit-Earning



- The 2023-24 Semester 2 on-track rate for 9th grade AAM students is 68.4%, which is 1.6 points lower than the result from the end of last year (2022-23 semester 2), and 16.6 points below the 2023-24 end of year target (85%).
- The overall trend for the last 3 years, 2021-22 Semester 2 (Class of 2025) to 2023-24 Semester 2 (Class of 2027), is flat for Students of Color Furthest from Educational Justice and slightly negative for AAMs. These cohorts have not been affected by COVID-related grading policy changes.

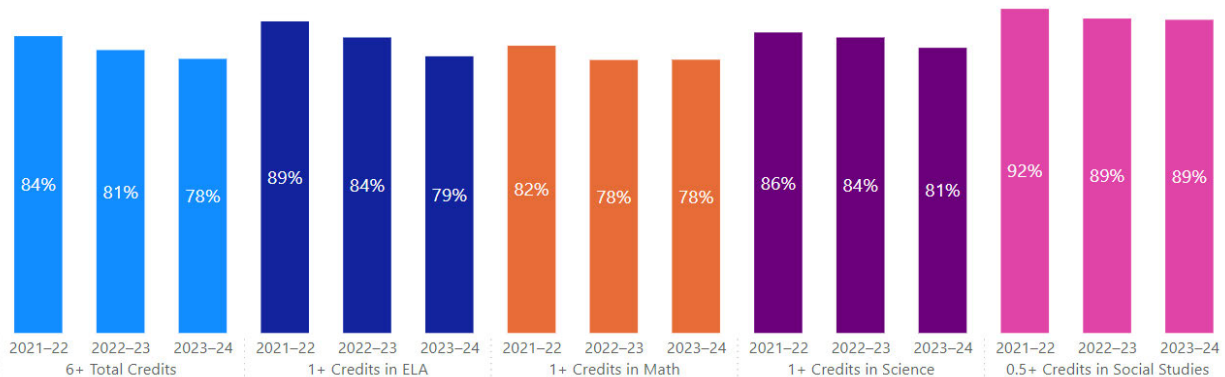
Figure 2 – Interim 2 – 10th Grade Credit-Earning



- The 2023-24 Semester 2 on-track rate for 10th grade AAM students is 52.9%, which is 2.5 points lower than the result from the end of last year (2022-23 Semester 2), and 15.1 points below the 2023-24 end-year target (68%).
- The overall trend from 2021-22 Semester 2 (Class of 2024) to 2023-24 Semester 2 (Class of 2026) is slightly positive for Students of Color Furthest from Educational Justice and AAM student groups. These cohorts have not been affected by COVID-related grading policy changes.

Figure 3 – Interim 1 Detail

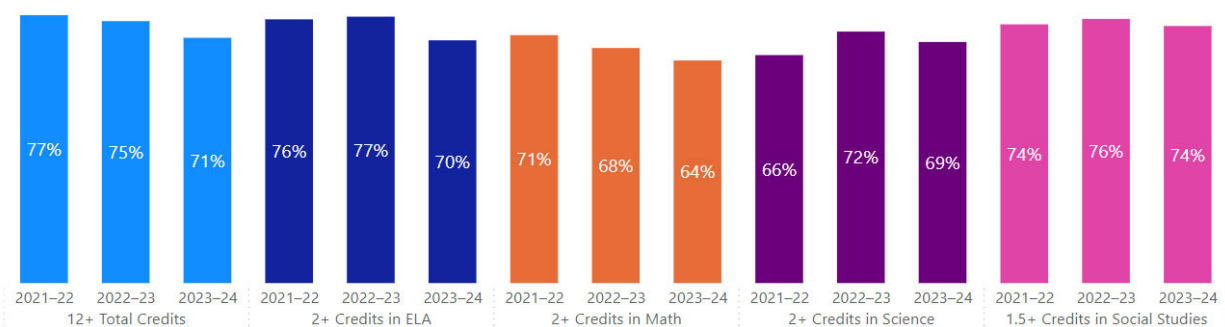
Interim Measure 1 Detail: Detailed look at African American male students credit accumulation by requirement at the end of 9th grade



- For 9th grade AAM students, the last 3 years show a decline in meeting credit requirements for ELA (down from 89% in 2021-22 to 79% in 2023-24), Math (down from 82% in 2021-22 to 78% in 2023-24), Science (down from 86% in 2021-22 to 81% in 2023-24) and Social Studies (down from 92% in 2021-22 to 89% in 2023-24). This trend was also true for students with IEPs, Students of Color Furthest from Educational Justice, and all students.
- This one-year downward trend seems to be located in credit accumulation during 2nd semester for 9th graders last year rather than in both semesters, as the interim KPI for Semester 1 (3 total credits, .5 each of ELA, Math, and Science) was met at higher proportions by those same groups of 9th grade students in semester 1 of 2023-24 compared to semester 1 of 2022-23.
- Of students who did not meet the interim goal, the lowest accumulated credit areas were Math, Science, and then ELA. These three credit areas averaged .56, .61, and .63 credits accumulated for students who did not meet the interim goal, meaning these students are averaging closer to one semester's worth of credit area accumulation than two (while the social studies average is only slightly below the credit bar of .5 at .46).

Figure 4 – Interim 2 Detail

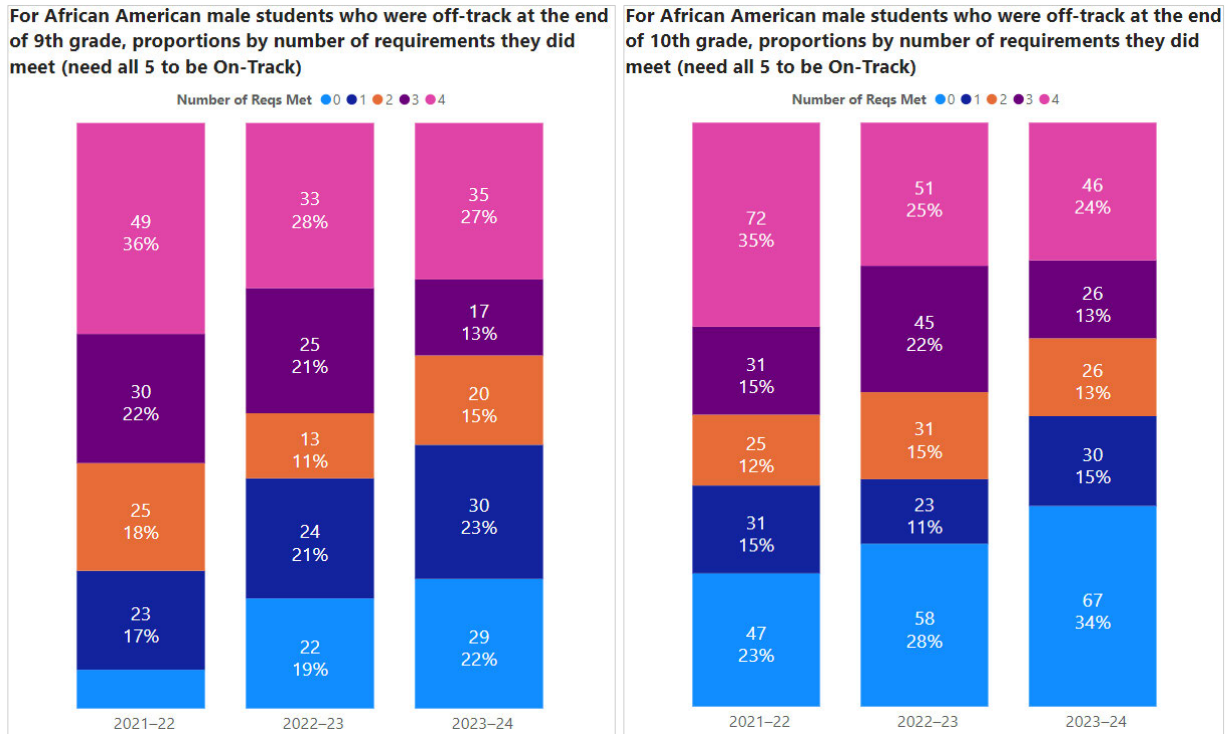
Interim Measure 2 Detail: Detailed look at African American male students credit accumulation by requirement at the end of 10th grade



- For 10th grade AAM students, the last 3 years show a decline in meeting credit requirements for ELA (down from 76% in 2021-22 to 70% in 2023-24) and Math (down from 71% in 2021-22 to 64% in 2023-24). Credit accumulation in Science has increased from 66% in 2021-22 to 69% in 2023-24 and remained relatively flat for Social Studies.

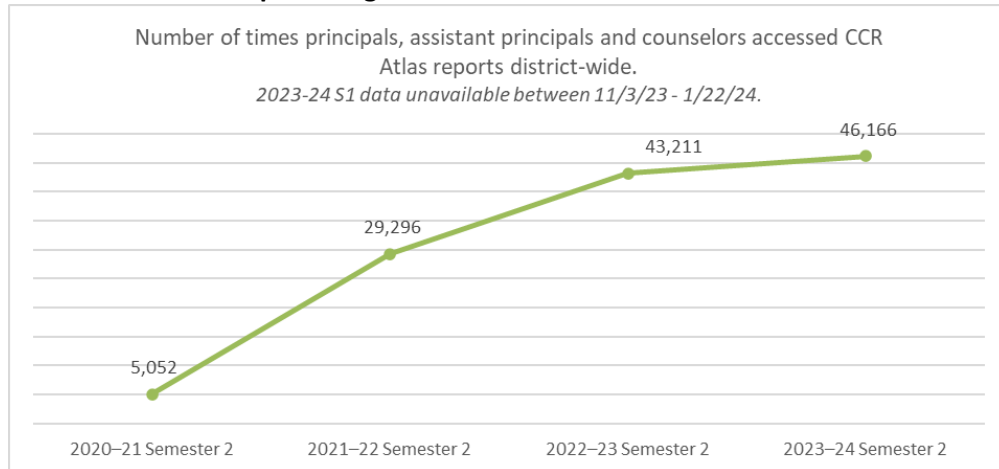
Figure 5 – 9th and 10th Grade Off Track

Of students who were off-track, number and proportion by number of requirements met



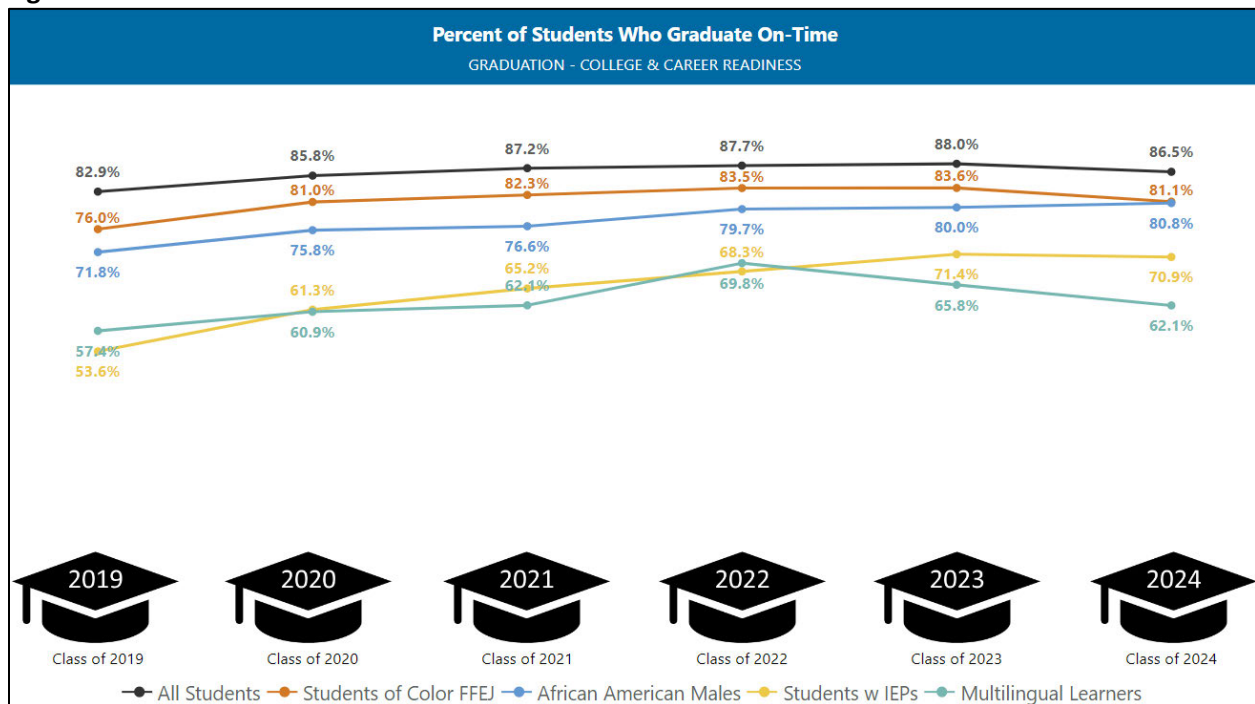
- Last year's 9th and 10th grade AAM students who are off track are further behind than previous cohorts.
- 9th grade end-of-year on-track credit criteria are: 6 credits overall, 1 ELA, 1 math, 1 science, 0.5 social studies. 10th grade end-of-year on-track credit criteria are: 12 credits overall 2 ELA, 2 math, 2 science, 1.5 social studies.
- Missing the 2nd semester interim goal is increasingly due to multiple criteria, rather than one: In calculating the proportion of students who missed the interim goal due to any of the five qualifying credit criteria, a pattern of more students missing because of four or five criteria was higher in 2023-24 (37%) compared to 2022-23 (29%), a reverse trend of students missing the interim goal because of one criteria (25% in 2023-24 and 35% in 2022-24).

Figure 6 – CCR-related Atlas Report Usage



- CCR-related Atlas Report Usage has steadily increased; with highest usage seen Semester 2, 2023-24.
- School staff most commonly access these tools to ensure students are taking the courses they need to graduate.

Figure 7 - On-Time Graduation Data



- Our overall graduation rate for the Class of 2024 decreased by 1.5% when compared to the graduation rate for the Class of 2023.
- Comparing 2024 to 2023 in other areas, there was a 0.8% increase for AAM students, a 2.5% decrease for Students of Color Furthest from Educational Justice, a 0.5% decrease for students with IEPs, and a 3.7% decrease for multilingual learners.
- Note: we will have much more detail on this graduation data as well as our CCR topline measure in our January progress monitoring session with the Board.

Discussion of Student Outcomes

The data show that we are maintaining the progress we have made over the last few years in credit earning at the 9th grade level after returning from the pandemic. For 10th grade, we are beginning to see more of a decline, but we are still well above pre-pandemic levels. Regardless, for both groups, we still have a lot of work to do in terms of ensuring that our grading and data usage are aligned with our efforts to help all students graduate ready for a range of postsecondary opportunities. The following summarizes some of the leading indicators we are tracking within the strategic levers we are focusing on at this phase of our work.

Lessons Learned & Next Steps for the 9th and 10th Grade Credit Data

Strategic Lever	Lessons Learned
Inclusionary Practices	<ul style="list-style-type: none"> Students need improved whole group instruction in particular courses and our focus on inclusionary practices will help with this effort (e.g., Math, ELA, Science), particularly in training teachers on the use of Universal Design for Learning when developing and implementing lessons.
Curriculum-Embedded Assessments	<ul style="list-style-type: none"> Students need improved whole group instruction in particular courses and our focus on Curriculum-Embedded Assessments will help with this effort by providing regular data on how students are making progress towards proficiency. (e.g., Math, ELA, Science).
Grading for Equity	<ul style="list-style-type: none"> Retake policies are part of high-quality instruction and are enabling students to have more opportunities to reach proficiency and earn credit.
CSIP-aligned School Strategies	<ul style="list-style-type: none"> Many individual schools are focusing on supports for 9th grade and 10th grade but these efforts need to be better coordinated.
Use of CCR Data	<ul style="list-style-type: none"> School staff continue to rely heavily on Atlas Reports to help students stay on track with credits.

Strategic Lever	Next Steps
Inclusionary Practices	<ul style="list-style-type: none"> Inform future professional development on inclusionary practices in whole group instruction with 9th and 10th grade credit earning data. Focus this professional development on content areas where students are not consistently earning credits.
Curriculum-Embedded Assessments (CEAs)	<ul style="list-style-type: none"> Provide school leaders and educators with guidance on how to use the Algebra, Geometry, Algebra 2 (AGA2) CEAs and Science CEAs to School Leader Engagement sessions over the course of the year to improve Tier 1 instruction in 9th and 10th grade courses.
Grading for Equity	<ul style="list-style-type: none"> Study how schools' retake policies impact 9th and 10th grade credit earning.
CSIP-aligned School Strategies	<ul style="list-style-type: none"> Work with high school school leaders to determine what additional supports 9th & 10th grade AAM students can benefit from.
Use of CCR Data	<ul style="list-style-type: none"> Expand a centralized credit recovery system to better support schools with credit recovery and considering a focus on 9th and 10th grades in addition to our current focus on 11th grade.

Board Support

Achieving the College and Career Readiness Goal will also require the Board to align its communication, policy work, and governance to the strategic plan.

- Curriculum Adoption: One of the most important roles the School Board plays is approving new curriculum. We ask for the Board's support for the proposed digital adoption for Algebra 1, Geometry, and Algebra 2 when Academics presents the final recommendation from the adoption committee this Spring.
- Governance: The Board can help the entire system stay focused on the strategy and goals of College and Career Readiness by staying committed to Progress Monitoring. The Progress Monitoring process continues to enable new opportunities for alignment, transparency, and collaboration within the organization and we encourage the Board to maintain this important process for organizational discipline and accountability.

PO/Amendment #:
7500019064/1

INVOICE #: 5054-21SEA-TRV2024



Council of the Great City Schools
1331 Pennsylvania Avenue, N.W., Suite 1100N
Washington, D.C. 20004
(202) 393-2427
E.I.N. 36-2481232

Date: 07/22/24

Bill To: Seattle Public Schools
Attn: Julia Warth
2445 3rd. Ave. S
Seattle, WA 98134
jcwarth@seattleschools.org

**** INVOICE ****

7/22/2024 Travel reimbursement request for trip to Seattle by
AJ Crabill, May 11 - 12, 2024.

Airfare	\$	718.96	
Hotel	\$	267.86	
Ground Transportation	\$	115.76	
			\$ 1,102.58

TOTAL INVOICE AMOUNT \$ 1,102.58

ACH Transfer is the Preferred Payment method
Account Name: Council of the Great City Schools
Account Number: [REDACTED]
Type of Account: Checking
ABA Number: [REDACTED]
Bank Name: Wells Fargo

Please remit check to the address above



Connoisseur Travel
 Phone: (202) 469-8990
 NANCY.COSTANZO@CTLTD.COM

Electronic Invoice

Prepared For:
CRABILL/AIRICK JOURNEY

SALES PERSON	43
INVOICE NUMBER	0670278
INVOICE ISSUE DATE	07 May 2024
RECORD LOCATOR	GHDEZH
CUSTOMER NUMBER	0000003803

Client Address COUNCIL OF THE GREAT CITY SCHOOLS 1331 PENNSYLVANIA AVE NW 11TH FLR WASHINGTON 20004 THE COUNCIL FOR GREATER CITY SCHOOLS 1331 PENNSYLVANIA AVE NW 11TH FL R WASHINGTON DC 20004

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DATE: Sat, May 11

Flight SOUTHWEST AIRLINES 2504			
From	PHOENIX, AZ	Departs	9:00am
To	SEATTLE TACOMA, WA	Arrives	12:10pm
Departure Terminal	4		
Duration	3hr(s) 10min(s)	Cabin	Economy
Type	BOEING 737 800 JET	Meal	
Stop(s)	Non Stop		
Seat(s) Details	CRABILL/AIRICK JOURNEY		WN - XXXXXXXXX 45

DATE: Sat, May 11

Car: HERTZ,RENT CAR SEATTLE TACOMA, WA			
Pick Up	12:30pm	Drop Off	12 May
Confirmation Number	K8510425040GOLD	Car Type	2/4 Door,Intermediate
CD.	1170024	Member ID	RCW 42.56.230(5)
Phone	206-277-2300		
Rate Plan For	1 Days,0 Hours	USD	MI/KM
	USD Rate	34.16	UNL
	Extra Day	34.16	UNL
	Extra Hour	11.62	UNL
	Mandatory Charges	20.47	
	Approximate Total Price	54.63	UNL

DATE: Sat, May 11

Hotel: FAIRFIELD INN, FAIRFIELD INN STE SEATTLE DOWNT

Service City	SEATTLE TACOMA	Check-Out	12 May
Check-In	11 May	Room Details	MEMBER RATE FLEXIBLE, GUEST RO MAX OCCUPANCY- 2 GUESTS
Rooms(s)	1	Rate per Night	227.00 USD
Night(s)	1	Approx. Total Price	267.86 USD INCLUDES TAXES AND SURCHARGES
Confirmation Number	95134107	Member ID- Phone	242038745
Service Information			
Guarantee	Room is guaranteed		

TAX AND/OR SURCHARGE INFORMATION (USD)

4.99 CITY MUNICIPAL TAX
15.89 CONVENTION TOURISM
14.76 STATE PROVINCE TAX

TOTAL TAX 35.64

5.22 CONVENTION TOURISM

TOTAL SURCHARGE 5.22**DATE: Sun, May 12****Flight SOUTHWEST AIRLINES 806**

From	SEATTLE TACOMA, WA	Departs	9:15am
To	CHICAGO MIDWAY, IL	Arrives	3:20pm
Duration	4hr(s) 5min(s)	Cabin	Economy
Type	BOEING 737 MAX	Meal	
Stop(s)	Non Stop		
Seat(s) Details	CRABILL/AIRICK JOURNEY		WN - XXXXXXXXX 45

Ticket Information

Ticket Number	WN 7068608228	Passenger	CRABILL AIRICK JOURNEY		
		Billed to:	AX RCW 42.56.230(5)	USD	* 678.96
Service Fee	XD 0873118545	Passenger	CRABILL AIRICK JOURNEY		
		Billed to:	AX RCW 42.56.230(5)	USD	* 40.00
			SubTotal	USD	718.96
			Net Credit Card Billing	* USD	718.96

			Total Amount Due	USD	0.00

The carriage of certain hazardous materials, like aerosols, fireworks, and flammable liquids, aboard the aircraft is forbidden. If you do not understand these restrictions, further information may be obtained from your airline.

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226 7th Avenue North, Seattle, Washington 98109 P 206.443.2012

Fairfield.Marriott.com

Aj/Mr Crabill
512 W Milk #266
Austin TX 78701
Ask

Room: 618
Room Type: KSTE
Number of Guests: 1
Rate: \$227.00
Clerk: JCR

Arrive: 11May24 Time: 02:27PM Depart: 12May24 Time: 11:44AM Folio Number: 94741

DATE	DESCRIPTION	CHARGES	CREDITS
11May24	Room Charge	227.00	
11May24	State Occupancy Tax	14.76	
11May24	City Tax	4.99	
11May24	Seattle Tourism	5.22	
11May24	Convention and Tourism Tax	15.89	
12May24	American Express		267.86

Card #: **RCW 42.56.230(5) XXXX**
Card Type: AMEX Card Entry: MANUAL Approval Code: **RCW 42.56.230**

BALANCE: 0.00

Marriott Bonvoy Account # XXXXX8745. Your Marriott Bonvoy points/miles earned on your eligible earnings will be credited to your account. Check your Marriott Bonvoy account statement or your online statement for updated activity.

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THE HERTZ CORPORATION
Web: www.hertz.com



Rental Agreement No: 143644362
Invoice Date: 05/12/2024
Document: 934000950286

Direct All Inquiries To:
THE HERTZ CORPORATION
PO BOX 26120
OKLAHOMA CITY, OK 73126-0120

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REPRINT

Renter: AIRICK CRABILL
Account No.: *****
CDP No.: 1170024
CDP Name: TRAVEL LEADERS NETWORK

AIRICK CRABILL
HERTZ MEMBER PROGRAM
512 W MARTIN LUTHER KING JR BL
AUSTIN, TX 78701-1231

RENTAL REFERENCE

Rental Agreement No:143644362
Reservation ID: R6510425040
Frequent Traveler: ZZ1

RENTAL DETAILS

Date Plan: IN: PSTAK OUT: PSTAK
Rented On: 05/11/2024 12:52 LOC# 129011
SEATTLE AP, WA
Returned On: 05/12/2024 07:23 LOC# 129011
SEATTLE AP, WA
Car Description: SIR ROGUE 1.5 S 9KWT122
Veh. No.: 7428857
CAR CLASS Charged: C MILEAGE In: 5,892
Rented: Q3 Out: 3,858
Reserved: C Driven: 30

MISCELLANEOUS INFORMATION

CC AUTH: 04293D DATE: 2024/05/11 AMT: 382.00
CC AUTH: 04293D DATE: 2024/05/11 AMT: 116.00

RENTAL CHARGES

DAYS 1 @ 34.16 34.16
SUBTOTAL 34.16
DAMAGE WAIVER (CDW/LDN) 34.99
FUEL & SERVICE 13.55
CONCESSION FEE RECOVERY 9.20
VEHICLE LICENSE FEE 0.79
CUSTOMER FACILITY CHARGE 7.50
TAX 17.90% 15.51

AMOUNT BILLED TO ACCOUNT: 115.76 USD

THANK YOU FOR RENTING FROM HERTZ

Direct All Inquiries To:
THE HERTZ CORPORATION
PO BOX 26120
OKLAHOMA CITY, OK 73126-0120
UNITED STATES

TOTAL: 115.76 USD

Web: www.hertz.com

04293D

CHARLOTTE-MECKLENBURG SCHOOLS
ENGLISH LANGUAGE ARTS – PERFORMANCE SUMMARY (SEPTEMBER 2021)
BOARD OVERVIEW

Introduction – What is Being Monitored

An aim of our strategic plan is to increase college and career ready (CCR) rates for all subgroups while reducing achievement gaps. In the area of English Language Arts (ELA), the Board approved the metric percent of students scoring Level 4 or 5 (college and career ready) on the Grade 3, Grade 5, and Grade 8 End-of-Grade (EOG) ELA exams. Five-year targets and annual milestones were identified for students overall and for students in our four largest racial subgroups: Asian, Black, Hispanic, and White students. Each of these items – EOG scores, targets and milestones – are presented here.

Performance Overview

In 2020-21, reading EOG exams were re-normed by the NC Department of Public Instruction. Due to these changes in the assessments, CCR rates from prior years should not be compared to the 2020-21 results. However, due to the extraordinary circumstances experienced nationally in the 2020-21 school year, two prior year’s results are provided as a point of comparison. Still the above changes in the assessments should be acknowledged and remembered in discussing these results.

In 2020-21, we experienced deep declines in CCR rates in the aggregate and for all racial subgroups (see tables 1-3 below). These declines place district performance far beneath the annual milestones for SY2020-21, and make it highly unlikely future milestones will be reached. Racial achievement gaps between White and Black and Hispanic students persisted, but did not widen. The cumulative impact of the pandemic, changes in the assessment, and prior performance trends impacted our largest racial subgroups in comparable ways. Statewide CCR rates for 2020-21 are also included to provide additional context. Statewide results indicate that our performance in Grade 3 reading lags behind the state in the aggregate. Grade 5 and Grade 8 reading results in CMS exceed statewide averages.

Neither school nor district EVAAS ratings were calculated for the 2019-20 or 2020-21 school years. However, in 2018-19, the last year these ratings were calculated, CMS in the aggregate *Did Not Meet Expected Growth* in Grade 3 or Grade 5 reading. However, CMS *Exceeded Expected Growth* in Grade 8 reading. These aggregate growth ratings matched the ratings for Black and Hispanic subgroups.

In acknowledgement of one of the Board’s draft goals, *the percent of Black and Hispanic 3rd grade students who score at the CCR level -- a 4 or 5 -- in English Language Arts*, we take a closer look at Grade 3 ELA performance. Results disaggregated by race and gender show that pre-pandemic trends in performance continued (see Table 4). Black and Hispanic students continued to lag behind their White and Asian peers, with male third graders trailing their female peers in the aggregate and in every racial subgroup.

Table 1 Grade 3 English Language Arts – Percent College and Career Ready (CCR)

	2018 (Actual)	2019 (Actual)	2019 (Y1)	2020 (Actual)	2020 (Y2)	2021 (State)	2021 (Actual)	2021 (Y3)	2022 (Y4)	2023 (Y5)	2024 (Y6)
All	45.9	46.1	48.5	-----	50.5	33.7	29.3	52.5	61.7	70.8	80
Asian	62.3	65.2	69.6	-----	71.3	56.4	48.9	73.1	77	80.9	84.9
Black	33.7	35.3	35.7	-----	38.3	17.7	17.8	40.8	53.3	65.7	78.1
Hispanic	31.3	28.5	33.3	-----	35.8	20.1	13.8	38.2	51.1	63.9	76.8
White	72.2	72.3	75.5	-----	75.5	46.7	57.1	78.7	81.7	84.7	87.7

Table 2 Grade 5 English Language Arts – Percent College and Career Ready (CCR)

	2018 (Actual)	2019 (Actual)	2019 (Y1)	2020 (Actual)	2020 (Y2)	State (2021)	2021 (Actual)	2021 (Y3)	2022 (Y4)	2023 (Y5)	2024 (Y6)
All	38.7	39.0	45.7	-----	51.5	28.8	29.3	56.4	61.4	66.3	72.0
Asian	58.6	61.9	67.7	-----	70.7	55.1	54.2	73.7	76.8	79.8	82.9
Black	24.8	25.0	31.5	-----	37.9	13.7	17.1	44.3	50.7	57.1	63.5
Hispanic	26.1	25.8	29.8	-----	36.3	16.7	15.1	42.7	49.2	55.6	62.0
White	65.8	66.9	74.4	-----	76.7	40.6	56.0	79.1	81.4	83.8	86.1

Table 3 Grade 8 English Language Arts – Percent College and Career Ready (CCR)

	2018 (Actual)	2019 (Actual)	2019 (Y1)	2020 (Actual)	2020 (Y2)	2021 (State)	2021 (Actual)	2021 (Y3)	2022 (Y4)	2023 (Y5)	2024 (Y6)
All	40.9	43.9	44.2	-----	46.2	27.3	29.3	50.2	56.2	63.2	71.1
Asian	58.2	63.5	62.4	-----	64.1	57.2	59.4	67.1	71.1	75.1	80.3
Black	26.1	31.0	29.6	-----	32.2	13.4	15.6	38.2	45.2	53.2	63.6
Hispanic	25.4	28.8	30.5	-----	33.0	17.2	16.6	39.0	46.0	54.0	64.1
White	68.8	72.5	70.7	-----	72.3	37.1	55.3	75.3	78.3	81.3	84.5

Table 4 Grade 3 English Language Arts Performance (SY2020-21) – by Race & Gender

				Not Proficient		Level 3		Level 4		Level 5		GLP (Levels 3,4,5)		CCR (Levels 4&5)	
Subgroup	Gender	% Tested	# Tested	#	%	#	%	#	%	#	%	#	%	#	%
All Students	All	93.0	9,972	6,027	60.4	1,024	10.3	2,233	22.4	688	6.9	3,945	39.6	2,921	29.3
	Male	92.7	5,039	3,148	62.5	514	10.2	1,061	21.1	316	6.3	1,891	37.5	1,377	27.3
	Female	93.2	4,933	2,879	58.4	510	10.3	1,172	23.8	372	7.5	2,054	41.6	1,544	31.3
Black	All	89.8	3,349	2,425	72.4	329	9.8	508	15.2	87	2.6	924	27.6	595	17.8
	Male	89.6	1,658	1,228	74.1	157	9.5	236	14.2	37	2.2	430	25.9	273	16.5
	Female	89.9	1,691	1,197	70.8	172	10.2	272	16.1	50	3.0	494	29.2	322	19
White	All	96.0	2,406	718	29.8	313	13	976	40.6	399	16.6	1,688	70.2	1,375	57.1
	Male	95.8	1,221	385	31.5	177	14.5	476	39	183	15.0	836	68.5	659	54
	Female	96.2	1,185	333	28.1	136	11.5	500	42.2	216	18.2	852	71.9	716	60.4
Hispanic	All	94.7	3,047	2,403	78.9	225	7.4	362	11.9	57	1.9	644	21.1	419	13.8
	Male	94.2	1,575	1,282	81.4	96	6.1	168	10.7	29	1.8	293	18.6	197	12.5
	Female	95.3	1,472	1,121	76.2	129	8.8	194	13.2	28	1.9	351	23.8	222	15.1
Asian	All	92.1	830	318	38.3	106	12.8	294	35.4	112	13.5	512	61.7	406	48.9
	Male	92.7	417	173	41.5	56	13.4	136	32.6	52	12.5	244	58.5	188	45.1
	Female	91.6	413	145	35.1	50	12.1	158	38.3	60	14.5	268	64.9	218	52.8

In examining our reading performance for low, moderate and high poverty schools, we saw continued disparities. Specifically, as the concentration of poverty increased, the percent of students college and

career ready (CCR) in reading decreased. In Grade 3, 49.6% of students in low poverty schools were CCR, compared to 18.5% and 9.1% in our moderate and high poverty schools, respectively. Similarly, in Grade 5, 47.6% of students in low poverty schools were CCR, compared to 19.0% and 9.3% in our moderate and high poverty schools, respectively. In Grade 8, 46.2% of students in low poverty schools were CCR, compared to 15.1% and 6.5% in our moderate and high poverty schools, respectively.

Across our district, a greater number of our schools have at least half of their students not (yet) proficient. When looking at the percent of students “not proficient” pre-pandemic (2018-19) and post-pandemic (2020-21), increases at all three grade levels are evident (see figures 1-6 below). In Grade 3, the number of schools with at least half of their students not (yet) proficient increased from 48 to 77. In Grade 5 we increased from 63 to 73. In Grade 8, we were nearly flat, increasing only 2 schools from 27 to 29. The number of schools with at least 80% of their students “not proficient” also grew. In Grade 3, the number of schools grew dramatically, from 5 to 27. In Grade 5, the number of schools grew from 8 to 23. However, in Grade 8 the number of schools declined from 4 to 3.

The instructional modality students experienced last year had an impact on student performance in English Language Arts as well, albeit limited. When comparing the CCR rates of students that stayed in Full Remote Academy throughout the school year with those that returned to in-person instruction (Hybrid), there were slight differences. In Grade 3, 26.3% of students that remained in the Full Remote Academy were CCR, compared to 30.4% of students that experienced a Hybrid Instructional model, a 4.1 percentage point difference. In Grade 5, 27.3% of students that remained in the Full Remote Academy were CCR, compared to 30.3% of students that experienced a Hybrid Instructional model, a 3.0 percentage point difference. In Grade 8, 28.5% of students that remained in the Full Remote Academy were CCR, compared to 29.8% of students that experienced a Hybrid Instructional model, a 1.3 percentage point difference.

Needed Next Steps

The devastating impact of pandemic on learning conditions and outcomes requires every district in the nation to begin a multi-year recovery effort. The first phase of our efforts have already begun. Though much of our work will be funded through the strategic use of existing funds, several of our first phase recovery efforts are only possible with the addition of recovery funds from the federal government. If the recovery efforts planned prove effective, we will need to consider how to sustain them after those funds are no longer available (Fall 2024). The following are specific actions planned for our first semester to begin our recovery in English Language Arts:

Get Students Back for Face-to-Face Instruction Safely

- Improve ventilation and air quality.
- Continue providing PPE & sanitation supplies.
- Continue school health support with nurse extenders.
- Establish a mask mandate.
- Hire COVID-19 response coordinators (one in each learning community).

Understand and Quantify Student Needs, individually and district-wide

- Administer universal screener in grades K-8 in ELA, complemented by curriculum embedded assessments.
- Administer the state required assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), in grades K-3.

- Administer universal screener of social-emotional learning (SEL) in grades K-12.

Strengthen Our Core Instruction: Strong Standards Aligned Teaching

- Move forward with our ELA curriculum adoption and implementation.
- Embed just-in-time support within core instruction for acceleration.
- Emphasize foundational reading skills in the early grades.
- Systematically include at least forty-five (45) minutes of additional reading instruction daily in grades K-3 (*Skills Block*), now and moving forward.
- Provide all K-3 teachers with professional development on the use of multi-sensory instructional strategies (Orton-Gillingham) in the teaching of reading.

Invest in Student Academic Supports in Out-of-School Time

- We will allocate up to \$50 million over three years from our federal American Rescue Plan (ARP) funds to form partnerships with local and national academic service providers to offer students extra help in ELA and mathematics in our 42 “low performing schools.”

Broaden Social-Emotional Supports for Students

- Adopt a new social-emotional learning (SEL) curriculum in grades K-12.
- Hire & deploy 20 additional school counselors, social workers & psychologists to add to the 35 previously deployed using CARES Act funds.
- Sustain school-based mental health centers at 130 campuses.

Increase Supports to our Families that Don’t Speak English

- Deploy bilingual school advocates in 34 targeted language diverse schools.
- Provide full-time translators at 5 targeted language diverse schools.
- Create a CMS Language Assistance Line.

Implement a Continuous Improvement Approach

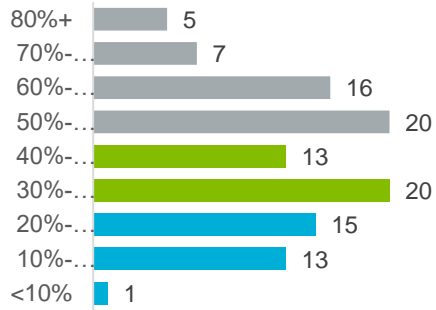
- Review and respond to results during the year to adjust course as needed to accelerate improvement.
- Align that work from schools to the Board to foster improvement throughout the system.
- Place an added emphasis on monitoring ELA instruction to provide supports for schools and teachers, and to identify tangible examples of high quality teaching in action for both new and veteran teachers to view and learn from to accelerate the improvement of their professional practice.

Conclusion

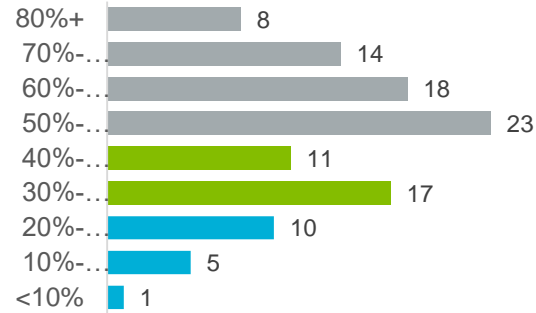
It is our assertion that the above actions will yield short and long term results. We will know if these collective efforts are working by monitoring and reporting on the percent of students projected to a score a Level 4 or 5 on the Grade 3, 5, or 8 English Language Arts End-of-Grade exams. These projections are available in the Fall, Winter and Spring after the administration of our academic screener, the Measure of Academic Progress (MAP). More frequent monitoring of a variety of other metrics will occur by school-based staff and administrators, learning community staff, central office departments and district leaders. If these “leading indicators” reveal that our efforts aren’t yielding the desired pace of improvement, or that our implementation has faltered, corrective actions and alternatives will be explored and taken.

Figures 1-6 Percent of Students “Not Proficient” in Reading, Grades 3, 5 and 8 (SY2018-19 and SY2020-21)

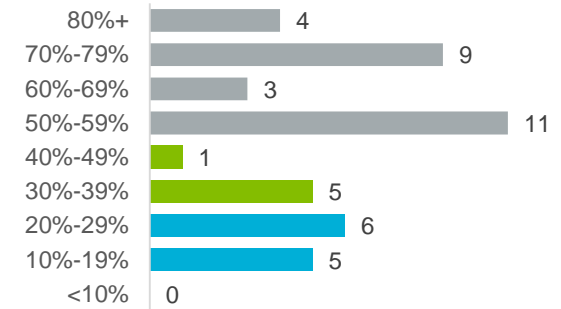
Grade 3 Percent Not Proficient in 2018-19



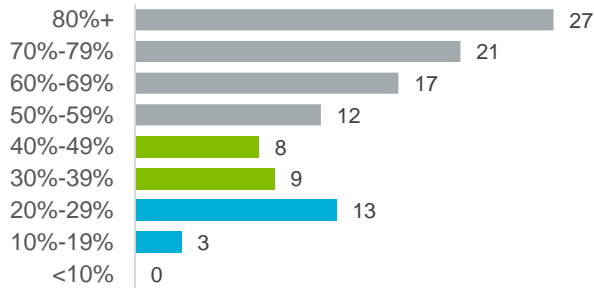
Grade 5 Percent Not Proficient in 2018-19



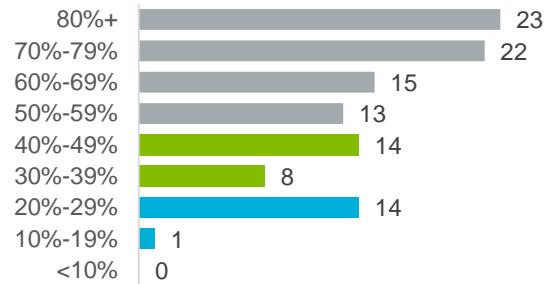
Grade 8 Percent Not Proficient in 2018-19



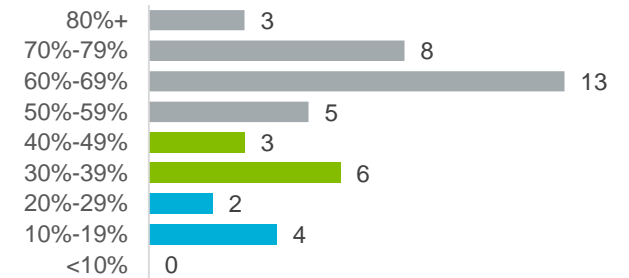
Grade 3 Percent Not Proficient in 2020-21



Grade 5 Percent Not Proficient in 2020-21



Grade 8 Percent Not Proficient in 2020-21



CMS GOALS AND GUARDRAILS – PROPOSED REVISIONS

GOALS

1. The percent of Black and Hispanic 3rd grade students who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 32.5% in October 2019 to 65% by October 2024.

Proposed Revision:

The percent of Black and Hispanic 3rd grade students who score at the CCR level -- a 4 or 5 -- in English Language Arts will increase from **17.9% and 13.8%**, respectively, in October 2021, to **40% and 35%** for Black and Hispanic students, respectively, by October 2025.

Within our state's Every Student Succeeds Act (ESSA) plan, the NC Department of Public Instruction (NCDPI) set a statewide annual gain target of 2.549 percentage points and 2.439 percentage points for Black and Hispanic students, respectively, in English Language Arts (ELA) grades 3-8. From 2013-14, one year after our state's shift to the Common Core, through 2018-19, CMS's Black and Hispanic 3rd grade students averaged less than a percentage point increase in CCR rates annually. The proposed annual gain would be approximately double the state's annual gain target, and be nearly seven times greater than CMS recent annual gains.

If our annual milestones are met, CCR rates for these two subgroups would increase more than 100%. These three-year targets would assume we meet the state targeted gains this school year despite our current challenges.

To place this proposal in further context, the North Carolina Institute of Medicine included 3rd grade reading proficiency in its [Healthy NC 2030 report](#) that was published right before the pandemic (January 2020). They use 2018-19 as their baseline (56.8%) and set a ten-year target of 80% grade level proficient (Levels 3, 4, and 5) by 2030. Over ten years, that is an average of 2.3 percentage points per year.

2. The percent of 9th graders scoring a 4 or 5 on the Math 1 End-of-Course (EOC) will increase from x% in October 2019 to y% in October 2024.

Proposed Revision:

The percent of 9th graders who score at the CCR level -- a 4 or 5 -- in Math 1 (grades 9-12) will increase from **<5% (4.5%)** in October 2021 to **22.5%** in October 2025.

Within our state's ESSA plan, the NC Department of Public Instruction (NCDPI) set a statewide annual gain target of 2.981 percentage points in mathematics in high school. In 2018-19, the year new achievement levels and scale scores were introduced for Math I, coupled with new accountability business rules, district CCR rates fell 34% percentage points. In 2020-21, there was an additional drop of 11.9 percentage points, a total decline of 45.9 percentage points. The proposed annual gain would be approximately 40% higher than the state's annual gain target. If our annual milestones are met, this would be nearly a 500% increase in CCR rates by 2025. These three-year targets would assume we meet the state targeted gains this school year despite our current challenges.

Due to changes in the assessment in 2018-2019, there are no historical data available that would indicate average increases by year. The milestones included reflect goals that are challenging yet achievable.

3. The percent of graduates earning a state high school endorsement will increase from x% in June 2018 to y% by June 2025.

Proposed Revision:

The percent of graduates earning a state high school endorsement will increase from 61.2% in June 2021 to 75% by June 2025.

Our previous strategic plan annual milestone for 2021 was 60%. In this instance, we surpassed that milestone. We seek to attain our strategic plan target of 75% and sustain that percentage for the succeeding class/cohort.

4. The percent of schools whose growth index exceeds 0 will increase from x% in October 2018 to 100% by October 2025.

Proposed Revision:

The percent of schools who met or exceeded expected Educator Value Added Assessment System (EVAAS) growth will increase from 71.7% in October 2019 to 85% by October 2025.

EVAAS, and the school ratings that followed, were initially developed to measure if/how much teachers were adding value to students' educational outcomes, regardless of where students were along the learning continuum (e.g., below grade-level, on grade-level, beyond grade-level). The EVAAS index is not an indicator of the amount of growth, but an expression of our level of statistical certainty. An EVAAS index of less than zero does not reflect negative growth. Use of the ratings – Meets, Exceeds, Does Not Meet expected growth – will capture the spirit of the initial proposal while honoring how the measure is to be used.

GUARDRAILS

1. The superintendent will not allow inequitable treatment of students and families.

Proposed Revision:

The superintendent will ensure equitable treatment of students and families.

Proposed Guardrail Indicators:

- Percent of students who agree or strongly agree that boys and girls are treated equally well at their school (Grades 3-12).
- Percent of students who agree or strongly agree that school rules are applied equally well (Grades 3-12).
- Out-of-School Suspension disproportionately between Black and White students.

2. The superintendent will not deprive students of access to a curriculum that is rich, diverse, and rigorous.

Proposed Revision:

The superintendent will provide students access to a curriculum that is rich, diverse, and rigorous.

Proposed Guardrail Indicators:

- Percent of graduates taking and passing a college-level course (AP/IB/Dual Enrollment/Cambridge) and/or a 300 or 400 level CTE course.
- Percent of state tested courses, grades and subjects for which standards-aligned curriculum resources have been curated and provided.

3. The superintendent will not neglect student social/emotional health and development.

Proposed Revision:

The superintendent will attend to and support student social/emotional health, wellness and development.

Proposed Guardrail Indicators:

- Percent of students reporting a positive self-perception of their self-efficacy.
- Percent of students reporting a positive self-perception of their self-management.
- Percent of students reporting a positive self-perception of their engagement in school.

CONTRACT AMENDMENT PROCEDURES

PURPOSE

The Contract Amendment Form is to be used if there is a required change or amendment to an existing contract. Unless the change is an administrative change (i.e. budget coding revision), the amendment must be signed by the contractor as well as the designated signing authority for the District.

CONTRACT AMENDMENT PROCEDURES

STEP 1: COMPLETE THE CONTRACT AMENDMENT FORM

- Determine the change to the contract, with an explanation for the change.
 - A Justification for Contract Amendment is required if the change to the contract amount is **greater than**: 1) 25% of the original contract amount or 2) \$50,000.
 - If you are revising your cost center or splitting your contract amount between more than one cost center, include the dollar amount allocations for each cost center in the form.
 - When increasing the dollar amount to your contract, you will need to include the following information in the amendment:
 - a. The original contract amount
 - b. The total amount added from previous amendments (this is the total sum of previously added dollars to the contract)
 - c. Amount of Increase/Decrease for this amendment
 - d. REVISED Total contract amount (sum of a + b + c above)
 - If the original contract amount was less than \$50,000 but with the new amendment will now move the total contract amount to greater than \$50,000, a certificate of insurance with the contractor's proof of general liability coverage (per the contract) will be required.

STEP 2: EXECUTING CONTRACT AMENDMENT

Once your amendment is ready to execute, the contractor shall sign the amendment first, and the District will countersign. The following documents are required for processing:

- Contract Amendment Form
- Original Contract, including previous amendment(s)
- Justification for Contract Amendment (if the change amount is greater than \$50,000 or 25% of the original contract)
- Certificate of Insurance (if the new total contract amount increases the contract amount to greater than \$50,000 but was not previously)

If the contract amendment is above \$250,000 it must be approved by the School Board. The following documents are required for processing:

- Board Action Report
- BAR Routing Approval Form

If the sum of the original contract amount and its subsequent amendments has increased the contract amount to exceed the Board threshold of \$250,000, the contract owner is required to notify their respective Board Committee of the revised contract amount.

CONTRACT ADMINISTRATION

Once the contract amendment has been executed, a copy of the contract shall be held in your department's contracts files. The contract owner will be responsible for managing the work against the approved hours and contract amount. Review your contract frequently so that you have ample time to issue any changes or extensions prior to the expiration of your contract.

JUSTIFICATION FOR CONTRACT AMENDMENT

This form is to be included if the contract amendment amount is greater than twenty-five percent (25%) of the original contract amount.

CONTRACT INFORMATION

Contractor Name: Council of the Great City Schools	Purchase Order No./Amendment No.: 7500019064/1
SPS Contract Owner: Julia Warth	SPS Contract Owner Phone/E-mail: 206.252.0124/ jcwarth@seattleschools.org

JUSTIFICATION SUMMARY

1. **Amendment Purpose.** Describe the type of services that is to be included under this amendment. Amended services must align with the original contract's purpose and scope of work:

yes

2. **Specific Problem or Need.** What is the business problem or need that requires this amendment?

continue the services they are currently providing

3. **Contract Amendment.** State the rationale for amending an existing contract rather than competitively procuring the good and/or services and awarding a new contract.

The extension would be to continue the services they are currently providing to support the Board's implementation of Student Outcomes Focused Governance, which another vendor does not exist to do.

4. Are the proposed services under this amendment within the scope of the original contract? If the answer is "no", explain what conditions have changed since the original contract and other applicable information that clearly justifies the decision to amend the contract.

yes

SEATTLE PUBLIC SCHOOLS CONTRACT AMENDMENT FORM

CONTRACTOR NAME AND ADDRESS (Legal Name – MUST match registered Name with Tax ID Number)	CONTRACT AMENDMENT MUST BE FULLY EXECUTED IN ADVANCE OF SERVICES	
PO Number (Ex: 7500000001): 7500019064	Amendment Number: 1	RFP/RFQ/Contract Number:
Name: Council of the Great City Schools	WA Business License (UBI#):	
DBA:	Phone: (202) 393-2427	Fax:
Address: 1331 Pennsylvania Avenue, N.W.Suite 1100N	E-mail: ttrinidad@cgcs.org	
City/State/Zip: Washington, D.C. 20004	Vendor Number: 112842	

This Contract Amendment is made between the Seattle School District (“the District”) and the above-named contractor (the “Contractor”) under the above-referenced PO Number. All terms and conditions in the above referenced contract shall apply.

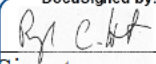
District employees, other than personnel in the District Financial Services Department, are not authorized to make promises for contractual services, promises for a particular period of time or promises of a particular level of payment. Any verbal or written statements to that effect by District employees other than Financial Services personnel are null and void.

<p>CHANGE to an existing Contract - Identify the nature of amendment (Check all that apply):</p> <p><input checked="" type="checkbox"/> Extension of Time (1) <input type="checkbox"/> Dollar Amount Increase (3) <input type="checkbox"/> Dollar Amount Decrease (3)</p> <p><input type="checkbox"/> Cost Center Revision (2) <input type="checkbox"/> Other (4):</p> <p>Explain the change in conditions since the initial contract and other applicable considerations that clearly justify the decision to amend the original contract or last approved amendment:</p>							
<p>For sections 1-4 below, complete only what is relevant to the nature of your change noted above.</p>							
<p>1) Last Approved End of Service Date: 9/30/2022 Revised End of Service Date: DS RH 09/30/2023 9/30/2024</p>	<p>2) Last Approved Cost Center: 1000/ 01097111A0/7330 \$75,000 Revised Cost Center:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Cost Center</th> <th style="width: 30%;">Amount (\$)</th> </tr> </thead> <tbody> <tr> <td>1000/0109711A0/7340</td> <td>10,000/year for 2 years</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Cost Center	Amount (\$)	1000/0109711A0/7340	10,000/year for 2 years		
Cost Center	Amount (\$)						
1000/0109711A0/7340	10,000/year for 2 years						
<p>3) Original Approved Contract Amount (\$): \$ 75,000 Total Amount Added From Previous Mods (\$): n/a Amount of Increase/Decrease for this Mod (\$): \$20,000</p>	<p>4) Contract Language to Add or Revise (attach separate document(s), listing new exhibits, if needed):</p>						
<p>REVISED Total Contract Amount Not to Exceed (\$): \$95,000</p>							

1. Capital funds may not be combined with grant or general funds; a separate Contract Amendment should be established.
2. If the modification is solely to revise budget coding, it is considered an administrative change and the contractor is not required to sign the amendment.
3. A certificate of insurance will be required if the revised total contract amount now exceeds \$50,000.

SEATTLE PUBLIC SCHOOLS CONTRACT AMENDMENT FORM


CONTRACTOR ACCEPTANCE:

DocuSigned by:  Signature Ray Hart Printed Name	8/29/2022 Date rhart@cgcs.org E-mail
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DISTRICT USE ONLY

Except as specifically modified above, the original contract remains in force. This amendment becomes a part of the original contract when signed by the Contractor and the Seattle School District Accounting Director for amendments up to \$75,000, Chief Financial Officer (CFO) for amendments \$75,000 to \$100,000. Amendment amounts in excess of \$100,000 require the additional approval of the Superintendent. Amendments which exceed \$250,000 require the additional approval of the School Board. Amendments with an increase of more than 25% of original contract amount are required to be signed by the CFO.

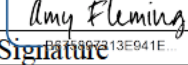
CONTRACT ADMINISTRATOR:

DocuSigned by:  Signature Julia Warth Printed Name	8/26/2022 Date
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ADDITIONAL DEPT. APPROVAL (if required):

Signature	Printed Name	Date
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ACCOUNTING DIRECTOR (All amendments):

DocuSigned by:  Signature Amy Fleming Printed Name	8/31/2022 Date
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PROCUREMENT (Amendments more than \$20,000 or 25% greater than original contract amount):

Signature	Printed Name	Date
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LEGAL (Amendments more than \$20,000 or 25% greater than original contract amount):

Signature	Printed Name	Date
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CHIEF FINANCIAL OFFICER (Amendments more than \$20,000 or 25% greater than original contract amount up to \$100,000):

Signature	Printed Name	Date
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SUPERINTENDENT (Over \$100,000)

Signature	Printed Name	Date
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 BOARD APPROVAL DATE (Required if amendment is over \$250,000):


 Date

 BOARD COMMITTEE INFORM DATE (For amendments with a total aggregate that exceeds \$250,000):

 Date
FOR ACCOUNTING USE ONLY

Grant Review Approval: _____ Date: _____

 Funds Encumbered (\$): **\$10,000** Date: **9/1/2022**

 Accounting Initials: 

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

CONTRACTOR NAME AND ADDRESS (Legal Name – MUST be same as registered with Tax ID Number)	CONTRACT MUST BE FULLY EXECUTED IN ADVANCE OF SERVICES
Name: Council of the Great City Schools	WA State Business License (UBI#): 712223
Doing Business As (DBA): Council of the Great City Schools	Email: ttrinidad@cgcs.org
Address: 1331 Pennsylvania Avenue, N.W.Suite 1100N	Telephone: (202) 393-2427
City, State and Zip: Washington, D.C. 20004	Fax: (202) 393-2400
Accounting Use: Vendor # 112842	PO# 7500019064

This contract is made between the Seattle School District (“the District”) and the above-named contractor (the “Contractor”). **District employees, other than personnel in the District Financial Services Department are not authorized to make promises for contractual services, promises for a particular period of time or promises of a particular level of payment. Any verbal or written statements to that effect by District employees other than Financial Services personnel are null and void.**

Whereas, the District requires the Contractor’s services; and whereas, the Contractor’s education and experience qualify the Contractor to perform specified services; it is agreed that the Contractor will provide services as follows:

I. SCOPE OF WORK

A. General objectives of this contract (include a brief description of the agreed upon services):

The Council shall provide professional services to the District’s governing team — school board and superintendent — that include, but are not limited to, training, coaching, and professional development, and facilitation of discussions regarding the district’s long-term vision and strategic plan (“Services”). These services are to support the district implementation of Student Outcome Focused Governance.

- B. In order to accomplish the general objects of this contract, Contractor shall perform the following specific duties (Describe the work to be performed by the contractor in detail, including the quantifiable steps or components of what the contractor is to do. Identify all tasks, work elements and objectives/outcomes of the contract, and timetables by which major parts of the work are to be completed. The specific duties may be attached as a separate document. If a separate attachment, please state “contractor shall perform the duties outlined in attachment __.”):**

Up to 3 sessions of Leadership Training. This typically involves an initial two days of on-site or virtual visits by

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

Council team members. This is inclusive of preparation and planning prior to the session.

Ongoing Coaching Support. In addition to the Leadership Training requested and provided above, the Council will provide ongoing monthly coaching, strategic planning, and implementation support to the district (either individually or in groups).

Subject Matter Experts. Meetings with subject matter experts provided if needed for individual consultation.

See Attachment B Contractor Proposal for detail.

C. Site/Location of Services:

John Stanford Center for Educational Excellence/Seattle, Washington and Virtual

II. SCHEDULE OF PERFORMANCE

No costs shall be incurred under this contract until fully executed and subsequent to the termination date.

The schedule of performance of Contractor's duties is as follows:

Dates of Services	
Start Date: March 1, 2021	End Date: September 30, 2022

SEATTLE PUBLIC SCHOOLS Personal Services Contract

III. PAYMENT (Select type):

Hourly rate/Not to Exceed: In consideration of Contractor’s satisfactory performance of the duties set forth herein, Contractor shall be compensated at an hourly rate of \$ _____, for services rendered not to exceed a total of \$ _____. Payment for satisfactory performance shall not exceed this amount unless the parties mutually agree to a higher amount prior to the commencement of any work, which will cause the maximum payment to be increased.

Set Rate: In consideration of Contractor’s satisfactory performance of the duties set forth herein, Contractor shall be compensated at a set rate of dollars \$ 75,000, inclusive of travel and all other contract-related costs. Payment for satisfactory performance shall not exceed this amount unless the parties mutually agree to a higher amount prior to the commencement of any work, which will cause the maximum payment to be increased.

Non-Financial: This is a non-financial agreement. In no event shall either party seek compensation for work performed under this agreement.

IV. INCORPORATION OF ATTACHMENTS AND ORDER OF PRECEDENCE

Each of the attachments listed below is by this reference hereby incorporated into this contract. In the event of any inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- Applicable Federal and state of Washington statutes and regulations
- Seattle School District Policies and Superintendent Procedures
- Attachment A – Terms and Conditions
- Attachment B (if applicable) – Contractor Proposal
- Attachment C (if applicable) – [Title of attachment]
- Any other provision, term or material incorporated herein by reference or otherwise incorporated.

V. APPROVAL

This contract shall be subject to the written approval of the Superintendent’s authorized representative and shall not be binding until so approved. The contract may be altered, amended or waived only by a written amendment executed by both parties.

Contractor Diversity (OPTIONAL)


The District is committed to educational equity for our students with the goal of having all students, regardless of race or class, ready to succeed in a racially and culturally diverse local, national and global community (School Board Policy No. 0030). Values of inclusion and equity are also part of the District’s business practices - ensuring that minority-owned and women-owned businesses (WMBEs) have the maximum practicable opportunity to participate in contracting with the District. The District defines WMBE firms as at least 51 percent owned by women and/or minority. State certification is recommended, but not required to meet the District’s WMBE definition. To assist the District in tracking our goal for diversity in our contracts, please provide the following information regarding your business:

<input type="checkbox"/> Minority-owned, Self-identified	<input type="checkbox"/> Minority-owned, OMWBE Certified
<input type="checkbox"/> Women-owned, Self-identified	<input type="checkbox"/> Women-owned, OMWBE Certified
<input type="checkbox"/> Not applicable or Prefer not to answer	

We the undersigned, agree to the terms of the foregoing contract.

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

CONTRACTOR NAME (PRINT NAME): COUNCIL OF THE GREAT CITY SCHOOLS	FEDERAL TAX I.D. OR SOCIAL SECURITY NO.: 36-2481232
SIGNATURE: 	TITLE OF CONTRACTOR AND DATE SIGNED: Executive Director September 14, 2021

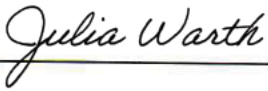
Contractor: Please note there must be an IRS Form "W-9 Request for Taxpayer Identification Number and Certification" attached to this contract. The Federal Tax I.D. or Social Security number given below MUST match the number specified on the W-9. A W-9 form may be obtained from the IRS at www.irs.gov

As an authorized representative of the originating school/department and having budget authority to authorize the disbursement of funds from the budget line give below, I declare that:

1. I have personally verified the existence of funds available within the appropriate unit to pay this contract.
2. I am satisfied that the contractor meets the eligibility requirements for an independent contractor as outlined in the attached Classification Checklist.
3. The services being provided do not violate any labor agreement regarding contracting out for services. Having completed these steps, I hereby authorize the release of funds from the budget line coded below.

SCHOOL/DEPARTMENT BUDGET AUTHORITY

School/Department Name: Relationships & Strategic Initiatives	Mail Stop:	Phone: 206.252.0124
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Print Name: Julia Warth	Title: Director of Board Relations and Strategic Initiatives
Signature: 	Date: 9/16/2021

CODING

FISCAL YEAR	FUND	FUND CENTER/COST CENTER	COMMITMENT ITEM
2021 & 2022	1000	01097111A0	7330

SCHOOL BASED CONTRACTS APPROVAL OVER \$25,000

Print Name:	Title:
Signature:	Date:

FINAL SEATTLE PUBLIC SCHOOLS APPROVAL

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

Contracts up to \$75,000: <i>Amy Fleming</i>	Date: 9/23/2021	Accounting Director Amy Fleming
Contracts \$75,000 and Over: <i>JoLynn Berge</i>	Date: 9/22/2021	Chief Financial Officer JoLynn Berge
Contracts over \$100,000:	Date:	Deputy Superintendent

FOR ACCOUNTING USE ONLY	
Funds Encumbered	Date
Grant Accounting Review:	Contracts Accounting Review: 9/16/2021 MN

Last Updated: January 2019

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

ATTACHMENT A – TERMS AND CONDITIONS

1. Payment to the Contractor: Compensation for the described services will be by warrant of the Seattle Public Schools after receipt of services. State Law RCW

42.24.080 forbids prepayment of services. The Contractor must submit an invoice to the originating school or department. The originator must then attach a completed Certification of Services Rendered form to the invoice and submit both to the Accounting Department for payment. The warrant will be issued through the Accounting Department.

2. Contractor Invoices: Contractor shall submit an invoice itemizing actual services and expenses after services have been rendered. **Invoices must meet District invoicing standards.** Payment will be made in one sum unless other approved. Unless otherwise specified, **payment terms are net 30 days.** Progress payments may be made not less than monthly. Any reimbursable expense for travel shall comply with district policy. If the parties anticipate the amount due for services and/or expenses will exceed this contract amount, or the dates of services will be extended, it will be necessary to complete a "Contract Modification/Extension" form which is subject to the same approval process as the original Services Contract. The District is not liable for any services above the approved contract amount without a properly approved and signed modification.

3. Correction of Noncompliance: Contractor shall, at no cost to District, promptly and satisfactorily correct or re-perform any Services found to be defective or not in compliance with the requirements of this contract or the requirements of any governmental authority, law, regulation or ordinance.

4. Compliance with Laws: Contractor shall comply, and be certain that its Services comply, with all applicable laws, ordinances, regulations, resolutions, licenses of record, permits of record, and other requirements applicable to the Services, in effect at the time of performance of the Services. Contractor shall furnish documents as may be required to evidence compliance with this section. Failure to comply with this section shall be grounds for District to immediately terminate the contract.

4.1 Discrimination: Contractor shall comply with applicable local, state and federal laws prohibiting discrimination with regard to race, creed, color, national origin, sex, sexual orientation, including gender expression or identity, marital status, age or the presence of any sensory, mental or physical handicap.

4.2 Confidentiality: Contractor, all its employees, volunteers, agents or subcontractors providing Services at a public school shall comply with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. Section 1232g

4.3 Criminal background screening: Contractor, all its employees, volunteers, agents or subcontractors providing Services at a public school shall complete and pass a comprehensive national background check. Contractor shall at minimum meet criminal background check standards adopted by the District's volunteer program. Criminal background checks should be completed at the contractor's expense prior to start of Services. Contractor, all its employees, volunteers, agents or subcontractors may be background checked using District's Washington Access to Criminal History account (WATCH) as required by the WATCH user agreement.

4.4 Individuals with criminal records: Criminal records of Contractor, all its employees, volunteers, agents or subcontractors shall be examined using the District's procedure for reviewing volunteer applications with criminal records, or Contractor's own assessment tool if it is more rigorous than the District's.

4.5 Disqualifying criminal records: pursuant to RCW 28A.400.330, Contractor, all its employees, volunteers, agents or subcontractors shall be prohibited from providing Services at a public school where there may be contact with children, if they pled guilty to or been convicted of any felony crime involving the physical neglect of a child under Chapter 9A.42 RCW, the physical injury or death of a child under Chapter 9A.32 or 9A.36 RCW, sexual offenses under Chapter 9A.44 RCW where a minor is the victim, promoting prostitution of a minor under Chapter 9A.88 RCW, the sale or purchase of a minor child under RCW 9A.64.030, or violation of similar laws of another jurisdiction. Contractor shall furnish such documents as may be required to evidence such compliance.

4.6 Adult Sexual Misconduct Prevention awareness: Prior to start of Service, contractor, all its employees, volunteers, agents or subcontractors providing Services at a public school shall complete the District's "Adult Sexual Misconduct Prevention training for volunteers" available on the District's website at no cost.

5. District Use: All drawings, specifications, materials, information, property and other items obtained or developed in connection with the Services or the cost of which is included in the Reimbursable Expenses (including, but not limited to, documents, designs, drawings, plans, specifications, calculations, maps, sketches, notes, reports, data, estimates, reproductions, renderings, models, mock-ups, educational materials, curriculum and instructional material, books, workbooks,

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

videos, and completed Services and Services in progress), together with all rights associated with ownership of such items (such as copyright, patent, trade secret and other proprietary rights), shall become the property of District when so obtained or developed or when such expense is incurred, as the case may be, whether or not delivered to District. It is agreed by the Contractor that the services provided to the District are specially ordered or commissioned and that such services are rendered on a work-made-for-hire basis. This confirms ownership by the District of all right, title, and interest, including all right of copyright, in and to any work of authorship created under this agreement. If for any reason it is determined that services were not provided under a work-made-for-hire situation, the Contractor irrevocably and permanently assigns to the District all ownership interest to any work created under this Agreement. Contractor shall deliver such items, together with all materials, information, property and other items furnished by District or the cost of which is included in the Reimbursable Expenses, to District upon request and in any event upon the completion, termination or cancellation of this contract. However, Contractor may at its own expense retain copies of any such items for its own records or for use in the furtherance of its professional knowledge.

District shall have a permanent, assignable, nonexclusive, royalty-free license and right to use all concepts, methods, processes, products, writings and other items (whether or not copyrightable or patentable) developed or first reduced to practice in the performance of the Services or otherwise whether by Contractor, any of its subcontractors, or any employee(s) of Contractor in connection with this contract. District shall hold Contractor or its subcontractors harmless for District's reuse of documents on a project other than this project.

6. Workers' Compensation: Contractor expressly waives any immunity or limitations (e.g., on the type or amount of damages, compensation, benefits or liability payable by Contractor) that might otherwise be afforded under any industrial insurance, worker's compensation, disability benefit or similar law, rule, regulation or order of any governmental authority having jurisdiction (including, but not limited to, the Washington Industrial Insurance Act, Title 51 of the Revised Code of Washington). By executing this contract, Contractor acknowledges that the foregoing waiver has been mutually negotiated by the parties.

7. Termination for Breach by Contractor or for the Convenience of the District: District may terminate this contract at any time for material breach by the contractor, by written notice, in which case contractor shall be liable for the direct and incidental damages suffered by the District for such material breach, but not for consequential damages. In addition, District may, at its option, terminate all or a portion of the services not then performed under this contract at any time, for its convenience for any reason, by so notifying Contractor in writing. In the event of termination, all finished or unfinished documents and other materials as described above shall, at the option of District, become its property upon compensation therefore in accordance with this contract, and District shall indemnify and hold harmless Contractor and its agents and employees from any claims arising from District's subsequent use of such documents and other materials, except to the extent Contractor is solely or concurrently negligent. If the contract is terminated by District for the convenience of the District as provided herein, Contractor's compensation for the Services shall be (i) that portion of the compensation for services performed prior to termination, and (ii) proper compensation for reimbursable expenses. Under no circumstances shall District be liable for any consequential damages, including, but not limited to, loss of profits on other projects or of reputation incurred by Contractor as a result of such termination.

8. Miscellaneous:

8.1 General: This contract represents the entire and integrated agreement between District and Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. This contract may be amended only by written instrument signed by both District and Contractor. This contract shall be interpreted, construed, and enforced in all respects in accordance with the laws of the State of Washington. Venue in any litigation shall be in King County, Washington.

8.2 Independent Contractor: Contractor shall at all times be an independent contractor and not an agent or representative of District with regard to performance of the Services as authorized by this contract. Contractor shall not represent that it is, or hold itself out as, an agent or representative of District.

8.3 Indemnification: All activities performed by the Contractor are performed at its own risk, and Contractor shall indemnify, defend and hold the District harmless from any liability, claim, expense, damages or injuries to persons or property arising out of acts or omissions of Contractor, its employees, agents or subcontractors under this agreement, except to the extent caused by the District, its officers or agents.

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

8.4 Debarment: Vendor, by accepting this contract, warrants that it is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions (defined as not being eligible to receive federal funds) by any local, state or federal department or agency. Vendor agrees to be bound by the terms of School Board Policy No. 6973, which provides additional requirements applicable to debarment of contractors from receiving future contracts with SPS.

8.5 Contractor Responsibility: Contractor shall provide and furnish all necessary tools, labor, materials, equipment and transportation, as necessary to perform the services. Contractor is liable for, among other things, employment and other taxes, personal health and car insurance, worker's compensation for its employees.

8.6 Assignment: Neither District nor Contractor shall assign, sublet or transfer any interest in this contract without the written consent of the other. Contractor shall not (by contract, operation of law or otherwise) delegate or subcontract performance of any Services to any other person or entity without the prior written consent of District.

8.7 District Policies and Procedures: Contractor agrees that all staff assigned to a District school or those that will provide services to District students under this contract shall comply with all District policies, procedures and guidelines.

8.8 Insurance: If (1) this contract, or any amendments to this contract exceed a total value of more than \$49,999, and (2) Contractor performs services on District property, the Contractor shall, prior to starting services, submit a certificate of insurance showing evidence of Contractor's commercial general liability insurance, with a limit of not less than \$1,000,000 per occurrence bodily injury, personal injury and property damage combined, including premises, operations, contractual and personal liability. Such insurance shall not be cancelled or reduced until 30 days prior written notice has been given to the District. If performance of the services involves regular unsupervised contact with minors, the District may require the Contractor to provide evidence of coverage for sexual abuse and molestation. If the contracted services involve professional services (including, but not limited to, medical, financial, legal, programming, design or educational services) the District may require the Contractor to provide evidence of professional liability coverage. If performance of the services requires use of an automobile, Contractor and its employees must have automobile liability insurance. Seattle Public Schools shall be named as additional insured on the contractor's general liability policy.

8.9 Conflict of Interest: Vendor understands and agrees that District employees and officers generally must not accept gifts or gratuities from people who may have an interest in District actions. Pursuant to Policy 5251, a District employee may only accept from a vendor: (1) advertising or promotional items of nominal value; (2) informational materials, subscriptions related to the recipient's performance of official duties; and food and beverages consumed at hosted receptions or hosted meals where attendance is related to the receiving employee's performance of official duties. Further, Vendor may not enter into any non-consumer business arrangement with any director, employee or agent of Seattle Public Schools, other than as a representative of the District, without prior written notification thereof to the District.

8.10 Cooperation with District Auditor and State Auditor: Vendor agrees to provide reasonable cooperation with any inquiry by either the district or State Auditor relating to the performance of this contract. The District has the right to audit records of the Vendor relating to payment, performance, or performance under this contract, for three (3) years after completion of this contract. Failure to cooperate may be cause for debarment from award of future contracts.

Council of the Great City Schools

Contract for Professional Services

Assisting with District Governance

The following agreement describes ongoing professional services provided by the Council of the Great City Schools (“Council”) to Seattle Public Schools (“District”).

Scope

The Council shall provide professional services to the District’s governing team — school board and superintendent — that include, but are not limited to, training, coaching, and professional development, and facilitation of discussions regarding the district’s long-term vision and strategic plan (“Services”).

Term

This contract (“Contract”) shall begin on the date of its final execution by the Superintendent on behalf of the Board and shall terminate February 28, 2022. If the district determines in its sole discretion that it is necessary to receive services past February 28, 2022, this agreement may remain effective up to February 28, 2023, unless terminated earlier by either party.

Costs to the District for Services and Expenses

The maximum amount that may be paid by the District for the Services, inclusive of travel expenses, is \$75,000 per a 19-month period, as described below.

- **Compensation for Leadership Training**: Provided at \$10,000 per full session, this typically involves an initial two days of on-site or virtual visits by Council team members. This is inclusive of preparation and planning prior to session. The district will be invoiced for \$10,000 upon execution of this contract. Additional training and facilitation are provided as mutually agreed upon at the cost of \$10,000 per full session.
- **Compensation for Coaching Support**: In addition to the Leadership Training requested and provided above, the Council will provide ongoing monthly coaching, strategic planning, and implementation support to the district (either individually or in groups). The total fee paid for the Ongoing Coaching Support, which is tracked by Council staff, shall be invoiced by the Council at the termination of the contract. The amount invoiced shall be at a rate of \$1,000 per day or at a rate of \$125 per hour – whichever is less.
- **Subject Matter Experts**: Provided if needed, at \$1,000 per full day of service or at a rate of \$125 per hour—whichever is less. This amount shall be invoiced after delivery of their services.
- **Travel expenses**: The District shall reimburse the Council for all travel related expenses incurred and necessary for the performance of the Services up to a total effective rate not to exceed \$1,500 per day. Such reimbursement shall include, but is not limited to, transportation to and within the region, lodging, and meals and will comply with all district policies, as well as state and local statutes.

Waiver of Additional Fees

Notwithstanding the language above, the Council agrees to waive additional Leadership Training and all Coaching Support fees in the event District:

- Develops a "Board Work Plan" identifying measurable, objective and attainable work products or activities (approximately 2-3) to be completed during the term of the contract. An example of a work plan is included as Exhibit A.

and,

- Completes the work products or activities within the Board Work Plan that had deadlines occurring prior to the termination of the contract. The determination as to whether there was completion of the relevant work products or activities shall be made by the Council in consultation with the board chair.

Signatures below signifies acceptance of this agreement.

Approval by District Representative:

DocuSigned by:

 Signature JoLynn Berge JoLynn Berge-Chief Financial Officer 9/22/2021
727439... Full Name & Title Date

Approval by Council Representative:

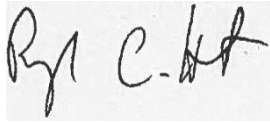

 Signature Raymond C. Hart Raymond C. Hart, Executive Director 9/14/2021
 Full Name & Title Date

Exhibit A: Example Work Plan

This example is a modified excerpt of four months from an actual district's work plan. This example is not intended as a promise of these specific services; every work plan is necessarily unique.

Status Indicators (far right column)

Not Started	Off Track	Slightly Off Track	On Track	Completed
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February 2021

Activity	Description	Due Date	Owner	Status
Board Training	Board completes orientation on governance that is student outcomes focused	9.13.20	Coach	
Vision & Values	Board receives student data analysis to help understand high leverage, high need areas (root cause analysis, comprehensive student needs assessment, and/or similar research-based tool)	9.30.20	Supt	

March 2021

Activity	Description	Due Date	Owner	Status
Vision & Values	Board drafts potential Goals and Guardrails based on student data	10.4.20	Coach	
Vision & Values	Board plans community engagement process regarding Goals and Guardrails	10.4.20	Coach	
Agenda Redesign	Board designs Q&A document process	10.30.20	Coach	
Constituent Engagement	Board conducts constituent workshops on governance that's focused on student outcomes	10.30.20	Coach	
Constituent Engagement	Board shares governance improvement plan outline with constituents	10.30.20	Board Chair	

April 2021

Activity	Description	Due Date	Owner	Status
Vision & Values	Superintendent shares their progress measures for the draft Goals and Guardrails	11.1.20	Supt	

Self Eval	Board conducts quarterly self evaluation	11.17.20	Coach	
Vision & Values	Board conducts listening sessions on draft Goals and Guardrails	11.30.20	Board Chair	

May 2021

Activity	Description	Due Date	Owner	Status
Vision & Values	Board conducts listening sessions on draft Goals and Guardrails	12.15.20	Board Chair	
Vision & Values	Board revises draft Goals and Guardrails based on constituent input	12.18.20	Board Chair	
Agenda Redesign	Board implements Q&A document process	12.18.20	Board Admin	

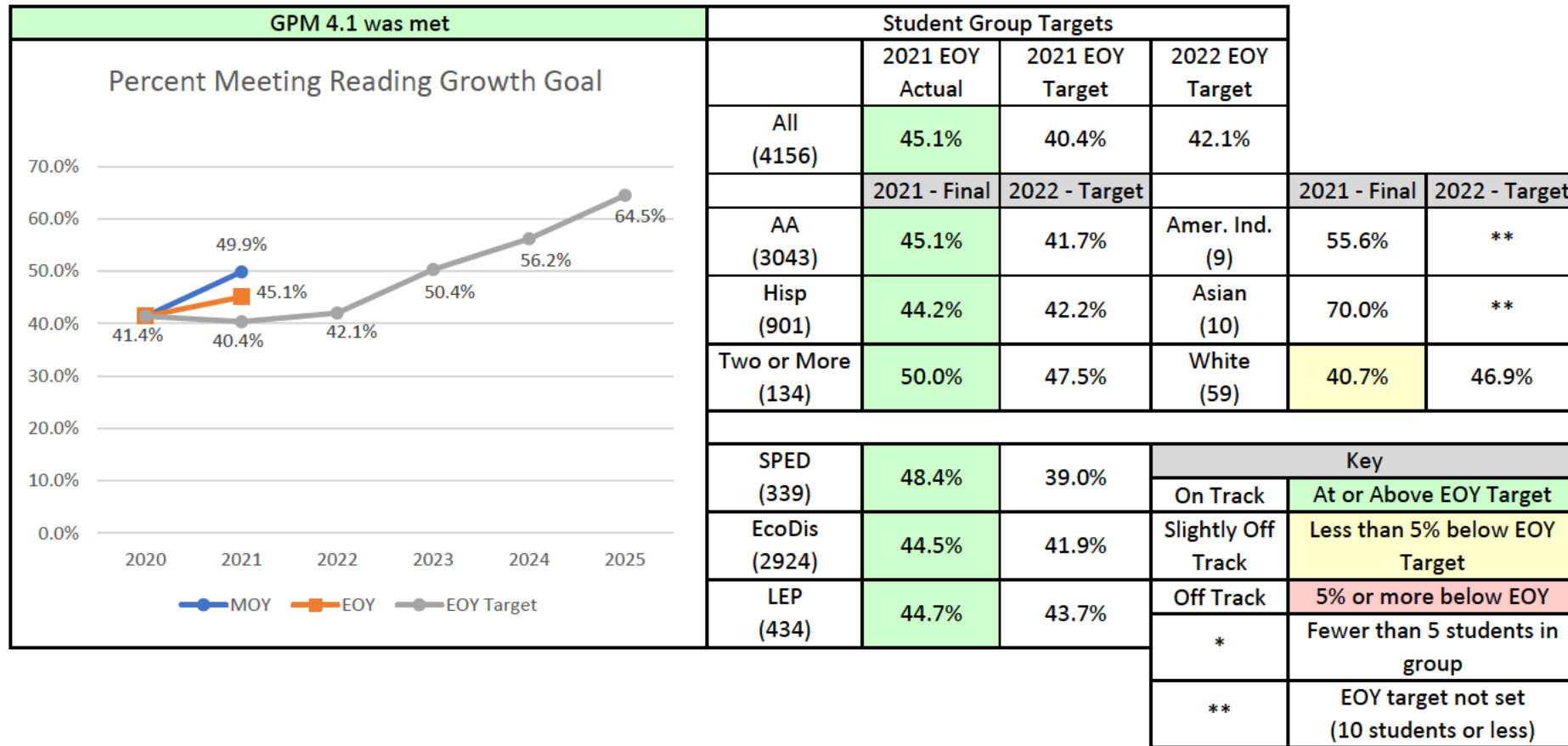
DeSoto ISD Progress Monitoring

September 2021

Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in Feb. 2020 to 50.0% by May 2025.

Adopted GPM 4.1: The percentage of students in elementary and middle schools who meet their individual growth goals in reading on the NWEA MAP assessment will increase from 41.4*% in Feb. 2020 to 64.5% by May 2025.

Interim GPM 4.1: The percentage of students in elementary and middle schools who meet their individual growth goals in reading on the (current universal screeners) assessment will increase from 41.4% in February 2020 to 64.5% by May 2025.



	CHE	WRE	FME	TME	KJ TMA	RY PSTEAM	MMS	WMS	DeSoto ISD
2021 EOY Actual	47.5%	44.1%	42.4%	42.6%	44.8%	n/a	47.3%	53.6%	45.1%
2022 EOY Target	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%

DeSoto ISD Progress Monitoring

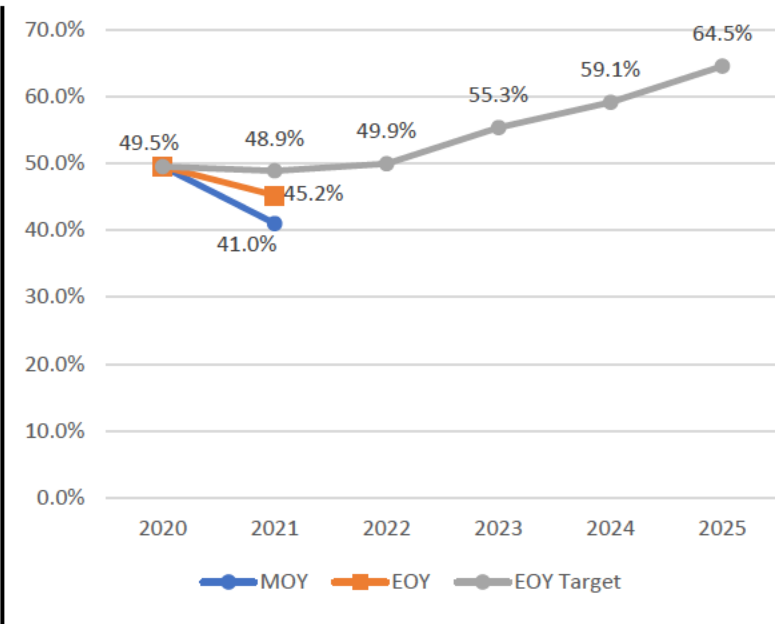
September 2021

Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in Feb. 2020 to 50.0% by May 2025.

Adopted GPM 4.2: The percentage of students in elementary and middle schools who meet their individual growth goals in math on the NWEA MAP assessment will increase from 49.5% in Feb. 2020 to 64.5% by May 2025.

Interim GPM 4.2: The percentage of students in elementary and middle schools who meet their individual growth goals in math on the (current universal screeners) assessment will increase from 49.5% in Feb. 2020 to 64.5% by May 2025.

GPM 4.2 was not met		Student Group Targets		
Percent Meeting Math Growth Goal		2021 EOY		2022 EOY
		Actual	Target	Target



	2021 - Final	2022 - Target		2021 - Final	2022 - Target
All (3925)	45.2%	48.9%			
AA (2833)	45.6%	49.2%	Amer. Ind. (7)	57.1%	**
Hisp (894)	44.2%	51.7%	Asian (9)	44.4%	**
Two or More (125)	52.0%	49.9%	White (57)	26.3%	53.2%
SPED (326)	40.8%	41.2%			
EcoDis (2744)	45.3%	48.6%			
LEP (448)	43.8%	53.0%			

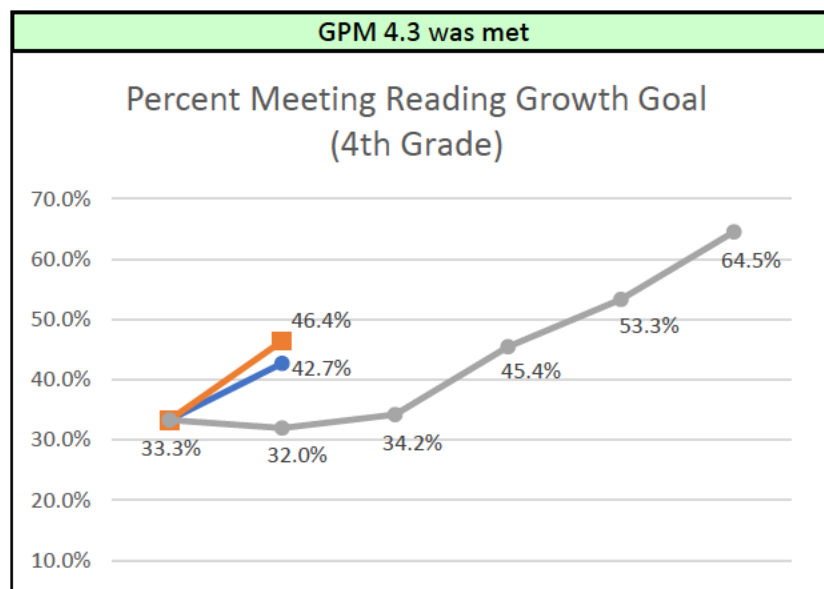
	CHE	WRE	FME	TME	KJ TMA	RY PSTEAM	MMS	WMS	DeSoto ISD
2021 EOY Actual	50.9%	49.7%	44.2%	42.9%	52.5%	n/a	44.5%	46.7%	45.2%
2022 EOY Target	49.9%	49.9%	49.9%	49.9%	49.9%	49.9%	49.9%	49.9%	49.9%

DeSoto ISD Progress Monitoring **September 2021**

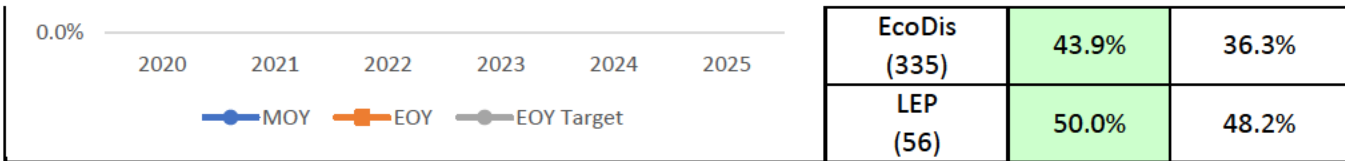
Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in Feb. 2020 to 50.0% by May 2025.

Adopted GPM 4.3: The percentage of 4th grade students who meet their individual growth goals in reading on the NWEA MAP assessment will increase from 33.3% in Feb. 2020 to 64.5% by May 2025.

Interim GPM 4.3: The percentage of 4th grade students who meet their individual growth goals in reading on the (ISIP) assessment will increase from 33.3% in Feb. 2020 to 64.5% by May 2025.



Student Group Targets					
	2021 EOY Actual	2021 EOY Target	2022 EOY Target		
All (431)	46.4%	32.0%	34.2%		
	2021 - Final	2022 - Target		2021 - Final	2022 - Target
AA (318)	48.4%	32.2%	Amer. Ind. (*)	*	**
Hisp (94)	40.4%	40.3%	Asian (*)	*	**
Two or More (12)	41.7%	24.8%	White (7)	42.9%	**
SPED (46)	60.9%	37.9%			



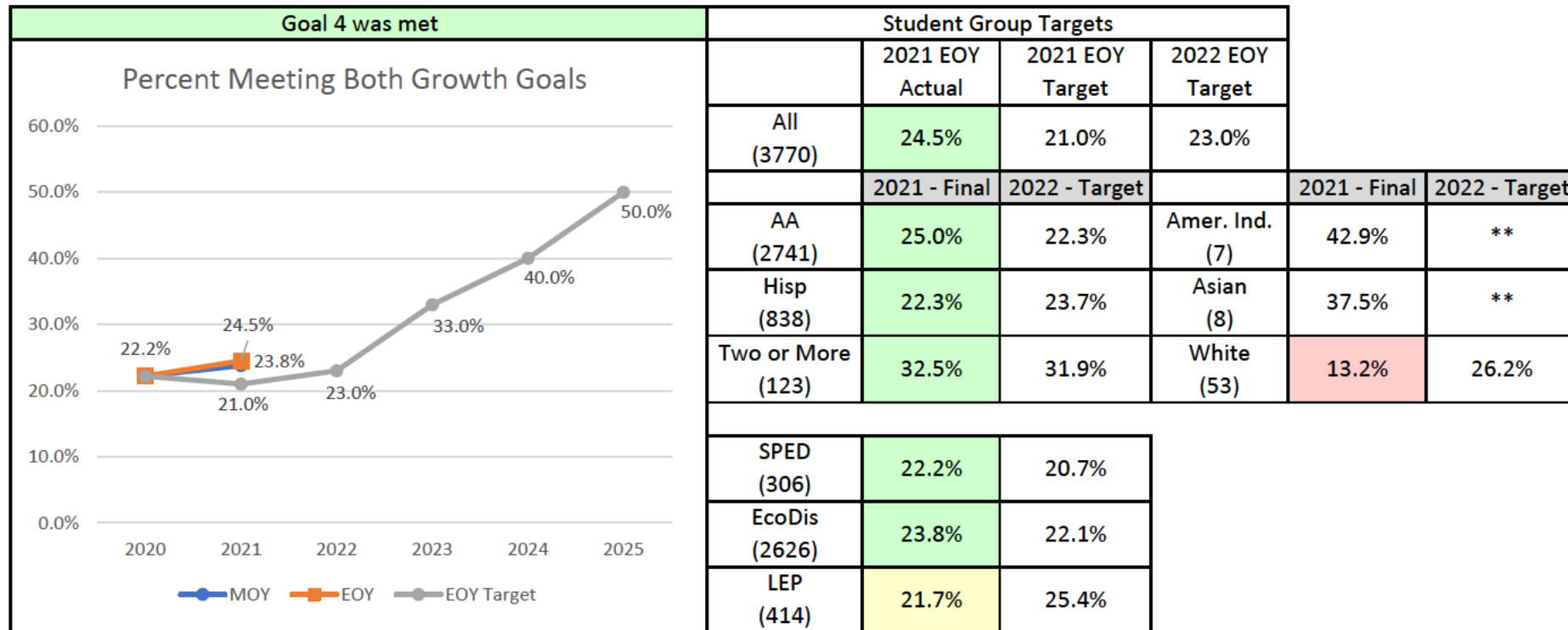
	CHE	WRE	FME	TME	KJ TMA	RY PSTEAM	MMS	WMS	DeSoto ISD
2021 EOY Actual	60.9%	37.8%	40.9%	50.7%	46.7%	n/a	n/a	n/a	46.4%
2022 EOY Target	n/a	n/a	34.2%	34.2%	34.2%	34.2%	n/a	n/a	34.2%

DeSoto ISD Progress Monitoring

September 2021

Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in Feb. 2020 to 50.0% by May 2025.

Interim Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the current universal screeners will increase from 22.2% in February 2020 to 50.0% by May 2025.



	CHE	WRE	FME	TME	KJ TMA	RY PSTEAM	MMS	WMS	DeSoto ISD
2021 EOY Actual	28.5%	27.7%	23.1%	23.4%	28.4%	n/a	24.7%	27.9%	24.5%

2022 EOY Target	23.0%	23.0%	23.0%	23.0%	23.0%	23.0%	23.0%	23.0%	23.0%
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DeSoto ISD Progress Monitoring	September 2021
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Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in Feb. 2020 to 50.0% by May 2025.

Who	What	Response	
Elementary & Middle School Students	The percentage of students in elementary and middle schools that met their individual growth target in reading at the end of the year 2021 is 45.1%. The EOY target for 2021 is 40.4%. The students met and exceeded the target by 4.7%.	<p>C& I team will provide PLC support to campuses Provide content-specific district wide horizontal PLC's New teacher support Data meetings embedded weekly in PLC schedule Define roles & responsibility of IC in regarding monitoring expectations, guided reading, instructional blocks, and non-negotiables. Support intervention teachers & ensure intervention blocks are occurring with fidelity through monitoring by Early Intervention Literacy specialist.</p>	Specific targeted instruction in literacy including: increasing explicit phonics and foundational skills practice to at least 50% of the instructional block. Providing daily guided reading instruction based on literacy data. Ensuring alignment of the literacy problem solving strategy (SOAR) across the campuses: S - Start process by reading entire text. O -Organize key information. A - Analyze each question. R - Recheck text evidence to support answers. Focus on word study & vocabulary.
Elementary & Middle School Students	The percentage of students in elementary and middle schools that met their individual growth target in math at the end of the year 2021 is 45.2%. The EOY target for 2021 is 48.9%. The students did not meet the target by 3.7%.	<p>C&I team will provide support to campuses in the implementation of targeted instruction during the personalized learning block, small group instruction, and intervention, for both reading and math Provide targeted professional development based student data, district goals, and campus observations</p>	FME/TME low in Math-Dr. McCullough targeted Coaching & PD by consultant. Specific targeted instruction in numeracy including: increasing computational skill checks to improve foundational numeracy skills. Increasing hands-on and concrete mathematical skills prior to moving to problem solving or abstract questions. Increasing problem solving and critical thinking through use of aligned strategy for math: (SOAR) S - Start by reading entire problem or graphic. O - Organize key information from problem. A - Analyze and Answer the problem. R - Recheck and review problem.
4th Grade Students	The percentage of 4th grade students that met their individual growth targets in both reading and math is 24.5%. The EOY target for 2021 is 21%. The students met and exceeded the target by 3.5%.	<p>Vertical alignment of Instructional Planning Guides. Rewriting of Instructional Planning Guides by C&I team. 4th Grade will participate in High Dosage Tutorials daily provided by either the Campus Interventionist, the Core Classroom Teacher or Proximity Learning for 1 hour of the day.</p>	

	Constraint Progress Measure	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
Const. 1	The superintendent will not allow fewer than 70% of educators who directly impact Board Goal 4 (Individual Growth) to grow students at or above their growth targets.	44.4%	44.4%	48.2%	53.4%	61.0%	70.0%
CPM 1.1	The percent of educators who directly impact Board Goal 4 whose evaluation is primarily based on data aligned to board goals or have a student feedback component will increase from 0.0% in May 2021 to 85% in May 2025.	0.0%	0.0%	50.0%	65.0%	75.0%	85.0%
CPM 1.2	The percentage of campuses serving students aligned with Board Goal 4 attaining at least 50 coaching and feedback sessions per year will increase from unknown in May 2021 to 100% in May 2025	Unknown	Unknown	100.0%	100.0%	100.0%	100.0%
CPM 1.3	The percentage of educators who directly impact Board Goal 4 (Individual Growth) that meet their growth goal on the MOY screener will increase from 47% in May 2021 to 70.0% in May 2025.	47.0%	47.0%	50.4%	55.0%	61.9%	70.0%
Const. 2	The superintendent will not allow educators to be without content- or pedagogy-focused PD that is aligned to their student growth expectations.						
CPM 2.1	The percentage of overall positive responses on the Professional Learning questions on Teacher Panorama survey will increase from 41% in December 2019 to 75% in May 2025.	41.0%	43.0%	50.0%	58.0%	66.0%	75.0%
CPM 2.2	The number of teachers who attain 21 completed hours of content- or pedagogy-focused PD and have a personalized professional development plan will increase from 0% in May 2021 to 100% in May 2025.	Unknown	Unknown	100%	100%	100%	100%
CPM 2.3	The number Continuous Improvement Reports on Professional Development from stakeholder feedback around district-led PD will increase from 0 in May 2021 to 4 in May 2025.	0	0	4	4	4	4
Const. 3	The superintendent will not allow the district to operate without a focus on high priority TEKS in the aligned curriculum.						
CPM 3.1	The number of core subjects with Scope & Sequence Documents will increase from 0 in May 2019 to 52 in May 2025.	0	0	26	40	52	52
CPM 3.2	The number of core subjects with Power Standards embedded within the Instructional Planning Guides will increase from 0 in May 2019 to 52 in May 2025.	0	0	26	40	52	52
CPM 3.3	The number of core subjects scoring at the highest level on a curriculum document rubric will increase from 0 in May 2019 to 52 core subjects in May of 2025	Unknown	Unknown	12	26	40	52

	Constraint Progress Measure	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
Const. 4	The superintendent will not make major decisions without a drafted plan presented to the board no later than 60 days prior to engaging the impacted students, families, staff and community with an implementation plan in order to recommend items for board approval.						
CPM 4.1	The number of times the Superintendent will solicit authentic feedback from trustees and identify the semester "major decisions" to be approved by board president and guide quarterly workshops will increase from 0 times a year in May 2019 to 2 in May 2025.	0	0	2	2	2	2
CPM 4.2	The number of public-facing summaries of key learnings from stakeholder feedback around major decisions, including actions taken due to feedback, will increase from 0% of major decision in May 2020 to 100% of major decisions by May 2025.	0%	0%	100%	100%	100%	100%
CPM 4.3	The number of quarterly workshops with the board to dive into "major decisions" and district updates increases from 0 standing workshops by May 2019 to 4 by May 2025.	0	0	4	4	4	4
Const. 5	The superintendent will not allow culture & climate to fall below the nationally normed 80th percentile on satisfaction per survey data amongst students and staff with at least 70% respondents.						
CPM 5.1	The percentage of overall positive responses on the School Climate questions for students on the Panorama survey will increase from 39.1% in December 2019 to 71.3% in May 2025.	39.1%	40.7%	43.9%	50.4%	60.0%	71.3%
CPM 5.2	The percentage of overall positive responses on the School Climate questions for School Staff and Teachers on the Panorama survey will increase from 39.8% in December 2019 to 75.2% in May 2025.	39.8%	41.6%	45.1%	52.2%	62.8%	75.2%
CPM 5.3	The number of Continuous Improvement Reports from Panorama data & personal experience feedback provided by the Superintendent will increase from 0 in December 2019 to 2 by May 2025.	0	0	2	2	2	2



**Seattle Public Schools
Sole Source Justification Form**

Procurement Approvals	Initials	Date
Accounting		
Contracting		
Legal		
Purchasing		

Instructions

- This form must be completely filled out and must accompany a Personal Services Contract (PSC) over \$25,000 whenever a sole source contract is requested. If purchasing goods and equipment, this form must be completed and accompany the Purchase Requisition (B2B/Market Place) whenever a sole source purchase is requested. For sole source purchases funded from federal grant money, this section must be completely filled out and must accompany any PSC that is over \$9,999, if a sole source contract is requested. A sole source purchase is made when only one provider or supplier is available to meet the District's needs. Approvals for sole source requests shall be made in accordance with the thresholds indicated in the Authority matrix.
- The sole source purchase must meet the requirements of RCW 39.04.280, Competitive bidding requirements – Exemptions: (a) Purchases that are clearly and legitimately limited to a single source of supply, or (b) Purchases involving special facilities or market conditions.
- **The District requires competition whenever practicable as part of good business practices. In cases where only one product or service is desired, competition should be used in obtaining the best price/service from dealers and distributors.**
- Completing this form does not guarantee that the proposed supplier will be selected. Additional information may be required. It is the requestor's responsibility to provide all the required information and documentation indicated on this form.

THIS SOLE SOURCE REQUEST IS FOR THE USE OF A SPECIFIC (check appropriate box below):

- Personal or Purchased Service Vendor/Contractor
 Manufacturer, Brand and/or Model of goods, materials, software or equipment

INITIATORS'S DEPARTMENT INFORMATION			
Department	Relationships & Strategic Initiatives	Phone	206.252.0124
Contact Name	Julia Warth	E-mail	jcwarth@seattleschools.org
Title	Director of Board Relations and Strategic Initiatives		
Contract Amount: \$	75,000		
PROPOSED VENDOR/SUPPLIER INFORMATION			
Company Name	Council of the Great City Schools	Phone	(202) 393-2427
Address	1331 Pennsylvania Avenue, N.W.Suite 1100N	Email	ttrinidad@cgcs.org
City, State, Zip	Washington, D.C. 20004	Web Address	cgcs.org
Description of service:	Student Outcomes Focused Governance Implementation		
PROPOSED MANUFACTURER INFORMATION (IF SUBMITTING REQUEST FOR A SPECIFIC MANUFACTURER, BRAND AND/OR MODEL)			
Manufacturer		Brand/Model #	
Description of goods, materials, software or equipment:			

PLEASE ANSWER THE FOLLOWING QUESTIONS. Attach additional sheets if needed.

1. Is the vendor or good specifically identified within a grant or sponsored project?

- Yes
 No

If YES, provide backup documentation from the funding source confirming this.

2. For goods, is the product required to match or be compatible with current equipment?

- Yes
 No
 Not Applicable (request is for Services)

If YES, describe.

3. Have you used this vendor for these goods or services in the past?

- Yes
 No

If YES, describe (years, duration)

We have not used this vendor for these exact services in the past, but have been a member of the Council of the Great City Schools for over 30 years and participate in their training and research opportunities.

4. How long into the future do you anticipate utilizing this vendor or manufacturer for these goods or services under a sole source designation?

The contract is for 19 months and can be extended up to 24 if needed. Additional services after that are not anticipated.

5. As stewards of public funds, competition is required whenever practicable to obtain the best price for goods or best value of services needed.

a. List the vendors that were contacted and indicate why their services or goods were not considered / appropriate.

No other vendors were contacted. Student Outcomes Focused Governance is a framework established by the Council of Great City Schools, of which we are a member district. There is not another vendor that could provide this service.

b. How did the prices or fees compare to other vendors? Be specific.

N/A

6. a. State the reason in detail why the product/service can only be provided by the recommended sole source vendor.

Student Outcomes Focused Governance is a framework established by the Council of the Great City Schools, of which we are a member district. There is not another vendor that could provide this service.

b. Include and list any documentation (ex. CV, product specifications, quote, proposal, website address, etc.) that supports your recommendation.

Student outcomes don't change until adult behaviors change. Or said differently when placed in the context of governing, patterns of behavior that are exhibited in the boardroom can reasonably be expected to be found paralleled in the classroom. This concept, which offers a summation of the current literature on board behaviors and their relationship to improving student outcomes, is as simple as it can be confounding. The intention of the Council of the Great City Schools' (CGCS) Student Outcomes Focused Governance framework is to translate existing research and the collective experience of dozens of CGCS board members and superintendents into a set of tools that boards can use to identify their strengths and weaknesses as well as to track progress along their journey toward improving student outcomes. The framework is built around six research-based competencies that correlate with improvements in student outcomes: Vision & Goals, Values & Constraints, Accountability & Monitoring, Communication & Collaboration, Unity & Trust, and Continuous Improvement.

Lead Consultant, Director of Governance at CGCS AJ Crabill Biography: <https://www.ajc7.com/2017/07/bio.html>
CGCS Website: cgcs.org

7. If we do not contract with the proposed vendor, how would you accomplish this work? Are other options available?

There are not other options available to support the desired governance shift. SPS staff do not have the capacity to support and continue this work without contracting with the proposed vendor.

Sole Source Justification - Approvals required

This sole source form is to be attached to the Executive Approval Form (Superintendent Procedure 6220SP.A, Attachment 2) to obtain proper approval signatures as noted below.

Sole Source Approvals	Initiator		Manager		Director		Purchasing	Contracting Services	Legal	Accounting	Chief for Initiator	Chief Financial Officer	Superintendent	Board
	Up to \$25K	RA	RA	RA	RA	RA		RA	RA	RA,E	RA,E			
Personal Services	\$25K - \$75K	RA	RA	RA	RA			RA	RA	RA,E				
	\$75K - \$100K	RA	RA	RA	RA			RA	RA	RA	RA	E		
	\$100K - \$250K	RA	RA	RA	RA			RA	RA	RA	RA	RA	E	
Goods, Materials, Software, Equipment and Purchased Services	Over \$250K	RA	RA	RA	RA			RA	RA	RA	RA	RA	E	RA
	Up to \$75K	RA	RA		RA,E									
	\$75K - \$100K	RA	RA	RA	RA			RA	RA	RA	RA	E		
	\$100K - \$250K	RA	RA	RA	RA			RA	RA	RA	RA	RA	E	
	Over \$250K	RA	RA	RA	RA			RA	RA	RA	RA	RA	E	RA

*Assistant Superintendent for Business and Finance has authority to execute sole source justifications up to \$100K. The Superintendent and Assistant Superintendent for Business and Finance must approve any sole source justification over \$100K.

Sole source documentation or documentation of competition must be included with Personal Services Contract if over \$25K, and must be included with any sole source PSC if funded by federal grant money

RA – Review/Approval
E – Execute

I have read and understand the District's Board Policy 6220 for Procurement and the sole source procedures and certify that this contract meets the guidelines and requirements of sole source procurement.

Department Initiator	Signature	Date
	Printed Name	
Reviewed and Approved by Department Manager or Director:	Signature	Date
	Printed Name	

Julia Warth
Julia Warth

9/16/2021

PO/Amendment #:
7500019064/1

INVOICE #: 4010-22-B SEA-1



Council of the Great City Schools
1331 Pennsylvania Avenue, N.W., Suite 1100N
Washington, D.C. 20004
(202) 393-2427
E.I.N. 36-2481232

Date: 07/23/24

Bill To: Seattle Public Schools
Attn: Julia Warth
2445 3rd Ave. S
Seattle, WA 98134
jcwarth@seattleschools.org

**** INVOICE ****

7/23/2024 PSA extension for FY 2023 \$ 10,000.00

TOTAL INVOICE AMOUNT \$ 10,000.00

ACH Transfer is the Preferred Payment method
Account Name: Council of the Great City Schools
Account Number: RCW 42.56.230(5)
Type of Account: Checking
ABA Number: RCW 42.56.230(5)
Bank Name: Wells Fargo

Please remit check to the address above



Council of the Great City Schools
1331 Pennsylvania Avenue, N.W., Suite 1100 N
Washington, D.C. 20004-1756
(202) 393-2427
(EIN#36-2481232)

Bill To: Seattle Public Schools
Attn: Chandra Hampson
chandra@stanfordalumni.org

**** INVOICE ****

Date	Description	Amount Due
03/20/2021	Registration Fee for Participating in the CGCS' Inaugural Board Chair Cohort over a 9-month period beginning on February 12, 2021 For: Chandra Hampson PLEASE REMIT TO: Council of the Great City Schools 1331 Pennsylvania Avenue, N.W., Suite 1100 N Washington, D.C. 20004	\$1,000.00
TOTAL BALANCE:		\$1,000.00

Please remit check to the address above



Council of the Great City Schools
1331 Pennsylvania Avenue, N.W., Suite 1100N
Washington, D.C. 20004
(202) 393-2427
E.I.N. 36-2481232

Date: March 28, 2022

Bill To: Seattle Public Schools
P.O. Box 34165
Seattle, WA 98124-1165
mnguyen@seattleschools.org

**** INVOICE ****

3/28/2022	CONTRACT PURCHASE ORDER #7500019064 Vendor #202842 Work/Services related to Professional Services to Seattle Public Schools' governing team that include training, coaching, and professional development, and facilitation of discussions regarding the district's long-term vision and strategic plan. These services are to support the district implementation of Student Outcome Focused Governance. Date of Services: March 1, 2021 through February 28, 2022	\$ 10,000.00
	Reimbursement for travel & meeting expenses of AJ Crabill for facilitating in-person retreat on November 10-12, 2021	\$ 3,446.37
	Airfare \$ 567.00	
	Hotel \$ 659.83	
	Ground Transportation \$ 219.54	
	Meeting Expenses \$ 2,000.00	
	Room Rental \$810.00	
	Food \$469.25	
	Addtl Refreshments \$150.00	
	Facility Set-up/Breakdown \$350.00	
	Meeting Materials \$220.75	
	TOTAL INVOICE AMOUNT	\$ 13,446.37

Please remit check to the address above

Board of Education Goals & Guardrails

Our Vision

All children are capable of reaching their fullest potential, and they deserve a safe and nurturing school community where they are valued, respected and encouraged.

Our vision is to ensure that all students are given an education that allows them to thrive, succeed and lead in a global society.

We are committed to making the changes needed to provide our students, educators and leaders with the tools to make this vision real.

GOALS

Reading Goal: Every student reads on or above grade level.

- Goal 1: The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.
 - Leading Indicator 1.1: The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
 - Leading Indicator 1.2: Closing the Gap - The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
- Goal 2: The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.
 - Leading Indicator 2.1: The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
 - Leading Indicator 2.2: Closing the Gap - The percentage of students, by subgroup, in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Math Goal: Every student performs on or above grade level in math.

- Goal 3: The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.5% in August 2019 to 52.0% by August 2026.
 - Leading Indicator 3.1: The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
 - Leading Indicator 3.2: Closing the Gap - The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.

College & Career Goal: Every student graduates ready for college and careers.

- Goal 4: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 22.2% in August 2019 to 52.0% by August 2026.
 - Leading Indicator 4.1: The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.
 - Leading Indicator 4.2: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
 - Leading Indicator 4.3: Closing the Gap - The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
- Goal 5: The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 49.9% in August 2019 to 80.0% in August 2026.
 - Leading Indicator 5.1: The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).
 - Leading Indicator 5.2: The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).

GUARDRAILS

Welcoming & Supportive Schools

- Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.
 - Indicator 1.1: The percentage of schools with both a high Overall District Wide Survey Climate rating and a high Overall District Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.
 - Indicator 1.2: The percentage of schools certified as Lead-Safe and identified as No Asbestos Detected (NAD) will grow from X% in August 2020 to Y% by August 2026. *(Data Availability TBD)*
 - Indicator 1.3: The percentage of schools with at least two FTE (full-time equivalent) positions, per 500 students, to support student mental and behavioral needs will grow from 43.3% (93 schools) in August 2020 to 71.2% (153 schools) by August 2026.

Enriching & Well-Rounded School Experiences

- Guardrail 2: Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.
 - Indicator 2.1: The percentage of K-8 students enrolled in visual or performing arts courses at each school will grow from 89.9% in August 2020 to 100.0% by August 2026.
 - Indicator 2.2: The percentage of high school students participating in co-curricular activities, including athletics, at each school will grow from X% in August 2020 to Y% by August 2026. *(Data Availability TBD)*

Partnering with Parents/Family Members

- Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.
 - Indicator 3.1: The percentage of schools with a high Overall District Wide Survey School Relationship rating will grow from 20.0% (43 schools) in August 2020 to 61.9% (133 schools) by August 2026.
 - Indicator 3.2: The percentage of schools that have a School Advisory Council (SAC) that holds three or more meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (215 schools) by August 2026.

Addressing Racist Practices

- Guardrail 4: Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.
 - Indicator 4.1: Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black/African American or Hispanic/Latinx will grow from 33.8% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.
 - Indicator 4.2: The percentage of suspensions received by Black/African American students will decrease from 72.6% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.



Seattle Public Schools Governance Assessment

Moss Adams Final Report

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

School Board Office
boardoffice@seattleschools.org

This report was prepared by Moss Adams for presentation to the Seattle School Board.



FINAL REPORT

Seattle Public Schools

GOVERNANCE ASSESSMENT

December 6, 2024

Moss Adams LLP
999 Third Avenue, Suite 2800
Seattle, WA 98104
(206) 302-6500



This report is intended for the internal use of Seattle Public Schools, and may not be provided to, used, or relied upon by any third parties.

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I. EXECUTIVE SUMMARY

A. INTRODUCTION

Seattle Public Schools (the District, SPS) is the largest school district in Washington, educating around 50,000 students. In the 2018 Teaching and Learning Efficiency Study conducted by Moss Adams LLP (Moss Adams), the District received the recommendation to “Adopt a policy governance model, focusing the Board on policy and strategy with delegation of operations and monitoring to staff, and reassess communications protocols.” In response, SPS chose to adopt the Student Outcomes Focused Governance (SOFG) framework in 2021 as their policy governance model. While positive progress has been made to adopt this model, there remain challenges to fully implementing effective practices.

To identify opportunities for and roadblocks to policy governance implementation, Moss Adams was contracted to assess roles, responsibilities, and implementation challenges related to the District’s shift to the SOFG framework. The primary goal of this work is to identify barriers to fully implementing the policy governance model and recommend options to move the District forward.

This analysis was informed by interviews, document reviews, peer benchmarking, and research on industry best practices. The study was conducted between July 2024 and October 2024, and consisted of four major phases: startup, fact finding, analysis, and reporting.

B. SUMMARY OF OBSERVATIONS AND RECOMMENDATIONS

Observation and recommendations are grouped into the three key sections—Transition to Policy Governance, Leadership Engagement, and Governance Process. Observations and recommendations are summarized below, and with greater details and actionable recommendations listed in [Section IV](#) of this report.

OBSERVATIONS AND RECOMMENDATIONS		
Transition to Policy Governance		
1.	Observation	While implementation efforts have taken place, SPS has not developed a comprehensive plan that outlines how Board and staff members will implement the policy governance model across the District.
	Recommendation	Collaboratively develop a unified plan to guide implementation activities at both the Board and management level.
2.	Observation	Without a comprehensive change management strategy that encompasses District-wide communication and training, many members of the organization remain unaware of SOFG and its practical implications on their roles within the District.



OBSERVATIONS AND RECOMMENDATIONS		
	Recommendation	To effectively embed the SOFG framework within the District, SPS should implement a comprehensive communication, training, and onboarding plan that includes change management practices, ongoing coaching, and clear role documentation.
Leadership Engagement		
3.	Observation	While the Board has made positive progress toward implementing a policy governance framework, there are still significant challenges to ensuring that this framework is fully understood, adhered to, and carried forward.
	Recommendation	Enhance the Board's effectiveness in applying the policy governance framework by reinforcing practical skills and establishing structured approaches for oversight and community engagement, ensuring alignment with District goals, and responsive support for constituents.
4.	Observation	The Superintendent, Cabinet, and other teams across the District are responsible for engaging with and championing the SOFG framework—especially in relation to the goals and guardrails structure. Additional support, clarity, and buy-in is needed for successful implementation.
	Recommendation	Continue current efforts to clarify roles, incorporate responsibilities into standard practices and expectations, and make full use of the project management infrastructure to ensure that work is moving forward.
5.	Observation	There are opportunities to increase Board Office support to ensure that the Board and the Superintendent's Office are appropriately resourced.
	Recommendation	Conduct a comprehensive staffing analysis to assess whether the current roles within the Board Office align with the needs and priorities of the Board.
Governance Process		
6.	Observation	Under the SOFG model, it is important that the strategic goals and guardrails are based on the needs of the community and for the goals to cascade throughout the organization. The District is in the process of implementing this model, but further work remains.
	Recommendation	Expand current efforts to ensure strong stakeholder input during the goal setting process and take steps to establish a cascading goal structure.
7	Observation	The District has made some positive progress toward implementing new structures to support progress monitoring. However, challenges remain to ensuring that data is gathered, reported, and acted upon in a productive manner.



OBSERVATIONS AND RECOMMENDATIONS		
	Recommendation	Empower the Accountability Office with access to essential data, incorporate educator input into data metrics, and strengthen the structured review process to ensure timely, informed decision-making that supports improved student outcomes.
8	Observation	SPS has struggled to cultivate a culture of healthy accountability, which impedes the execution of District-wide initiatives, including the policy governance framework.
	Recommendation	Foster a cohesive accountability culture within SPS by clarifying expectations, empowering the Accountability Office, and supporting consistent, equitable implementation of District initiatives.
9	Observation	The District has not established a centralized compliance function. Instead, individual departments and teams are responsible for various aspects of compliance monitoring and reporting with limited coordination. As a result, there is a risk of noncompliance, and it is challenging to see a holistic picture of compliance activities across the District.
	Recommendation	Consider establishing a compliance matrix and creating a position to provide centralized compliance oversight.
10	Observation	In the past, the District's risk management activities have primarily focused on operational and tactical issues. Currently, the District's risk management function is going through a period of transition, as the new Risk Manager refocuses their role to provide more strategic enterprise risk management leadership.
	Recommendation	Continue current efforts to strengthen the enterprise risk management function and ensure that the Risk Manager can operate at a strategic level.



II. INTRODUCTION

A. BACKGROUND

Policy Governance Recommendation

In 2018, Moss Adams assessed the structure and management of the District's Teaching and Learning (T&L) division. In the report, Moss Adams noted that SPS's Board "operates at more of a tactical level than a strategic level. Many decisions go through Board processes, no matter their size. This culture is typical of organizations with high elected official and staff turnover, and creates a perception of mistrust between the staff and Board. Additionally, the Board participates in discussions that typically occur at the staff level. The level of detail in these requests for information about programs, policies, and overall operations result in significant additional work for District staff. This practice ultimately takes time away from staff who would otherwise be advancing the work of the District."

To mitigate these issues, Moss Adams recommended that SPS adopt a policy governance model, a framework in which the Board focuses on high-level policy and strategic goals, while operational responsibilities are delegated to the Superintendent.

A policy governance model establishes a clear division of roles: the Board sets goals and policy, known as "end policies," which outline expected student outcomes, and defines boundaries through executive limitations that guide how those outcomes are achieved. By evaluating district and superintendent performance based on these policies, the Board can oversee strategy and accountability without interfering in day-to-day operations. This approach intends to create greater operational efficiency and a sharper focus on the District's mission.

Student Outcomes Focused Governance

Based on this recommendation, the Board adopted the Student Outcomes Focused Governance (SOFG) framework in 2021. This policy governance model provides a research-based approach specifically aimed at improving student outcomes. The SOFG framework consists of six key competencies:

- **Vision & Goals:** Boards collaborate with the superintendent to set specific, measurable goals focused on student outcomes, involving students, parents, and the community in goal development.
- **Values & Guardrails:** Boards work with the superintendent to establish SMART guardrails rooted in community values that set clear boundaries in pursuit of goals, fostering shared ownership.
- **Monitoring & Accountability:** Boards dedicate substantial time to tracking progress, using a structured calendar, and allocating at least half of meeting time to reviewing goals and superintendent performance.
- **Communication & Collaboration:** Boards lead transparently and inclusively, ensuring all members have equal information access, engaging stakeholders, and keeping meetings focused.
- **Unity & Trust:** Boards operate as a unified voice, setting ethical standards, conducting self-evaluations, and prioritizing the needs of all students.
- **Continuous Improvement:** Boards commit to regular self-assessment, celebrate achievements, and provide ongoing SOFG training, including student involvement.



Within this context, the SOFG framework encourages school boards to shift from operational involvement to strategic oversight, creating a governance environment that supports accountability, collaboration, and a strong focus on student success.

The SOFG framework has been adopted by many school districts across the United States. The framework is generally well-aligned with policy governance best practices and with local guidance. For example, the model directly supports the Washington State School Directors' Association Washington School Board Standards (see [Appendix A](#) for more details).¹

B. SCOPE

Moss Adams was contracted to assess roles, responsibilities, and implementation challenges related to the District's shift to the SOFG framework. The primary goal of this work is to identify barriers to fully implementing SOFG framework and recommend options to move the District forward. As part of this assessment, the Moss Adams team:

- Assessed roles, responsibilities, and gaps across the School Board, Board Office, Superintendent Office, and District departments related to governance, progress monitoring, risk management, and compliance tracking
- Assessed the current state of support for policy governance and student outcomes focused framework
- Benchmarked the District against similarly situated school districts utilizing SOFG to gain perspective on best practices
- Provided recommendations to help the District gain the full benefits of the SOFG model

C. METHODOLOGY

This analysis was informed by interviews, document reviews, peer benchmarking, and research on industry best practices. The study was conducted between July and October 2024, and consisted of four major phases:

PHASE		DESCRIPTION
1	Start-Up and Management	<p>← This phase concentrated on comprehensive project planning and project management including scope setting, identifying staff to interview and documents to review, communicating the plan, and establishing a game plan for execution.</p>
2	Fact Finding	<p>← This phase included interviews, document review, peer benchmarking, and research into industry standards. We worked with SPS staff to obtain the most currently available information and insights.</p> <ul style="list-style-type: none"> • <i>Interviews:</i> We conducted interviews with 29 employees and members of the SPS Board. • <i>Document Review:</i> We reviewed documents including policies and procedures, plans, SOFG tools and results, and job descriptions.

¹ Washington State School Directors' Association. (2023). Washington School Board Standards: A research-based framework for effective school board governance: <https://wssda.app.box.com/s/smd5n3ykrkeq2publ7k9gjw2dj67rlzs>



PHASE		DESCRIPTION
		<ul style="list-style-type: none">• <i>Peer Benchmarking:</i> We conducted peer benchmarking at ten peer institutions that have adopted some version of the SOFG model (see Appendix F).• <i>Industry Standards and Best Practice Research:</i> We conducted research to ascertain industry standards and best practices.
3	Analysis	← We evaluated the importance, impact, and scope of our observations to develop recommendations to support the SOFG implementation. We leveraged best practices to inform our assessment and conducted peer benchmarking to provide comparative data from other school districts that have implemented SOFG.
4	Reporting	← In the final phase, we concluded the project by communicating observations and recommendations through reports and presentations. We delivered both draft and final reports to SPS leadership.

D. COMMENDATIONS

Based on the insights gathered throughout our assessment, we noted some areas of strength at SPS that can be leveraged for further improvement across the organization.

- **Commitment to Students:** Many interviewees expressed a strong commitment to placing student outcomes at the center of the District’s work.
- **Recognition of Need:** There is a general understanding across the organization that the implementation of a policy governance framework has not gone as planned, and a recognition that change is required for the governance model to be successful.
- **Leadership Commitment to SOFG:** SPS’s board leadership appear to be committed to implementing SOFG as their policy governance framework because they believe it is what’s best for students.
- **Positive Progress:** While implementation is not fully complete, there have been positive strides made to put new processes, reports, and teams in place to support this work.

We would like to thank SPS employees and leadership for their participation in this assessment. These commendations, coupled with our observations and recommendations, provide an overview of areas of strengths and weaknesses that can help improve operations at the District.



III. OBSERVATIONS AND RECOMMENDATIONS

Based on the input gathered from interviews, document review, and peer benchmarking, as well as comparisons to best practices, we prepared a comprehensive set of observations and recommendations.

A. TRANSITION TO POLICY GOVERNANCE

Implementation Planning

1.	Observation	While implementation efforts have taken place, SPS has not developed a comprehensive plan that outlines how Board and staff members will implement the policy governance model across the District.
	Recommendation	Collaboratively develop a unified plan to guide implementation activities at both the Board and management level.

Observation

In early 2021, the Board adopted a policy governance model for the District. This choice represented a significant transition in how the Board focuses its time, engages with its constituents, and manages the working relationship with the Superintendent and the Central Office.

Historically, the Board has taken a more operational approach. This involvement often blurred the lines between District governance (which should be the Board’s primary focus) and District management (which is the main responsibility of the Superintendent and their staff). By transitioning to the SOFG model, the Board aimed to embrace a policy governance model and concentrating its efforts on issues directly related to improving student outcomes.

To support this transition, the Board drafted and approved the Seattle School Board SOFG Implementation Timeline. This timeline outlined 64 Board-specific tasks that were to be complete between March 1, 2021 and November 30, 2023 in order for the Board to have fully implemented the SOFG framework. Using this timeline, the Board took significant steps towards aligning its practices and policies with the SOFG framework, as detailed in the [Observation 2](#). However, as of the writing of this report, the timeline has not been consistently updated; currently, 16 of the 64 tasks remain incomplete with a due date of “TBD.”

In contrast to the Board, the District staff did not develop a documented rollout plan that includes activities to be completed by the Central Office and staff at individual schools. Nonetheless, the District has initiated some significant changes to support the implementation of SOFG—especially within the past 6-12 months. These activities include, but not limited to:

- Developing a progress monitoring calendar for 2024-2025
- Creating internal protocols to develop the progress monitoring reports
- Assigning executive sponsors and business owners for each goal and guardrail
- Establishing the Plans and Programs office to support implementation of strategies and initiatives



Without a comprehensive implementation plan that integrates both Board-level and District-wide activities, it is challenging to see the full picture of work or ensure that steps are being taken at appropriate times. According to interview feedback and analysis for events influencing SPS, several interrelated challenges have hindered the creation of a comprehensive implementation plan that could be used in transitioning to the SOFG framework:

- **Superintendent Transition:** At the time SOFG was selected, SPS was also undergoing a transition in leadership. Denise Juneau resigned as Superintendent on May 1, 2021 and Dr. Brent Jones was appointed as the Interim Superintendent², a position he held until March 2022 when he signed a two-year contract with SPS³ to serve as the full-time Superintendent.
- **Reopening Schools:** In March 2021, Dr. Jones announced that SPS would return to full-time, in-person instruction for all students starting with the 2021–2022 school year. As a result, staff reported that the Central Office was focused on safely reopening classrooms during the 2022–2023 academic year.
- **Initiative Fatigue:** As noted in the 2018 Teaching and Learning Efficiency Study, the District has historically struggled to sustain new changes effectively and inspire staff to adopt new systems, processes, and programs. Multiple interviewees observed that SPS excels at initiating projects, but has often failed to see them through to full implementation. Given this history, employees are reportedly very hesitant to invest effort in new initiatives believing that another initiative will likely be announced soon. This resistance to change is understandable, but creates a high barrier to fully implementing SOFG.
- **High Leadership Turnover:** The District has experienced high levels of turnover among leadership—especially at the Board, Superintendent, Cabinet, and Principal levels. While Board turnover is to be expected as these are elected positions, leadership turnover at all levels has contributed to a lack of continuity regarding initiatives and priorities.
- **Fatigue from COVID:** As is common in public school districts across the country, interviewees acknowledged the ongoing impacts of COVID. Responding and managing through the height of COVID took a physical and emotional toll on at each level of the District and the broader District community. Some interviewees noted that this is the first year that District operations are beginning to feel more normalized.
- **Strained Labor/Management Relationship:** Multiple interviewees and past assessments have noted a lack of trust between employees at individual schools and District administration. Without strong alignment and collaboration between SPS administration and school-level leadership and staff, it is challenging to implement District-wide initiatives like SOFG.
- **Ongoing Operational Priorities:** There are multiple high-profile operational issues within the past year that have required significant focus and investment of time from SPS leadership and employees. These include bus driver shortages, student safety and well-being, and the ongoing, severe structural budget deficit. Addressing these critical issues has reportedly taken focus away from some of the District’s longer-term strategic initiatives.

² The Seattle Times. (2021, April 8). Denise Juneau, Seattle school superintendent, resigning earlier than planned. *The Seattle Times*. <https://www.seattletimes.com/seattle-news/education/denise-juneau-seattle-school-superintendent-resigning-earlier-than-planned/>

³ Seattle Public Schools. (n.d.). Superintendent search. *Seattle Public Schools*. <https://www.seattleschools.org/news/superintendent-search/>



Overall, the absence of a comprehensive implementation plan that effectively integrates both Board-level and District-wide activities—coupled with the challenges outlined above and the limited communication and change management discussed in [Observation 2](#)—has posed obstacles to fully establishing the SOFG framework. Consequently, the complete implementation of the policy governance framework is taking longer than the Board initially anticipated.

Recommendations

- The Board, Superintendent, and Senior Cabinet (the District’s 10-member senior leadership team) should collaborate to develop a unified SOFG implementation plan that includes activities at both the Board and management level.
 - The plan should define clear goals, tasks, responsible parties, target timelines, and any relevant performance measures. Building a structured timeline with key milestones allows for ongoing monitoring and ensures the initiative stays on track.
 - The plan should be vetted by both the Board and the Senior Cabinet to ensure it is coordinated. It may also be beneficial to incorporate broader input from Central Office staff to gain broader buy-in and ensure the plan is feasible.
 - The plan should also be aligned with the District’s annual budgeting process so that required resources can be identified.
 - Once the implementation plan is in place, the District should develop a monitoring process to regularly assess progress and designate an individual responsible for tracking its execution. This could be a member of staff or an external project manager. This methodical approach not only improves the likelihood of successful implementation but also reinforces trust and accountability across stakeholders.

Communication and Change Management

2.	Observation	Without a comprehensive change management strategy that encompasses District-wide communication and training, many members of the organization remain unaware of SOFG and its practical implications on their roles within the District.
	Recommendation	To effectively embed the SOFG framework within the District, SPS should implement a comprehensive communication, training, and onboarding plan that includes change management practices, ongoing coaching, and clear role documentation.

Observation

Transformative organizational change is a process that involves significant shifts in mission, strategy, structure, performance, and processes. When the Board finalized its decision to implement the policy governance framework in 2021, they initiated a transformational change. While SOFG as a policy governance model primarily impacts Board operations, the central philosophy of the model—which places student outcomes at the center of strategic decisions—and the structures and processes that support it have implications across many roles within the District. Given the magnitude and complexity of this transition, along with the initiative fatigue and other challenges faced by SPS (see [Observation 1](#)), the successful implementation of the SOFG framework across the District would benefit from a comprehensive change management plan.



Like many resource-constrained public organizations, the District has historically struggled with effective change management, not only in relation to policy governance but across many organization-wide initiatives (see Observation 6 in the 2018 Teaching and Learning Efficiency Study for further details). As a result, different areas of the organization have approached the implementation in inconsistent ways, leading to varying degrees of understanding and adoption.

Board-Level Communication and Change Management

To support communication and change management at the Board level, the District implemented a full onboarding and coaching framework. For example, the Board received initial training on the SOFG model and ongoing coaching from the Council of the Great City Schools. The Board also received implementation tools (including the self-evaluation and time study tools) and the SOFG Manual, which includes:

- Details of the framework, including definitions of key words and phrases
- Examples of goals, guardrails, and theory of action
- Links to sources for further study
- Explanations of progress monitoring and practical questions to use
- Board Quarterly Self-Evaluation tool
- Board Continuous Improvement Evaluation tool
- Superintendent Annual Evaluation tool

As part of their engagement with SOFG, several Board members were also given the chance to be a part of a Council of the Great City Schools peer cohort, which they reported was beneficial to the Board's understanding of SOFG.

The Board's commitment to these initiatives has resulted in a strong understanding of SOFG and its implications for their roles as the governing body of SPS. While Board members are still experiencing challenges to fully applying the framework (see [Observation 3](#)), actively engaging in training and building their foundational knowledge is the first step to ensure that the Board is well equipped to navigate the complexities of a policy governance framework.

Staff-Level Communication and Change Management

There is a lack of consistent understanding and awareness of SOFG throughout the District, particularly below the Cabinet level of the District. Many interviewees reported that they do not have a clear understanding of SOFG, its implications for their roles within the District, and/or how to practically operate within the framework. Interviews revealed varying levels of understanding within different parts of the organization:

- **Senior Management Understanding:** The Superintendent and most Cabinet members demonstrated a strong theoretical grasp of SOFG. However, not all Cabinet members appeared to be committed to this framework, which may impact how they do or do not engage with related activities (see [Observation 3](#)).
- **Central Office Staff:** Central Office staff exhibited mixed levels of knowledge about SOFG and its influence on their roles within the District. In particular, multiple interviewees within internal service departments noted the perception that the framework had little implication for their responsibilities, as they saw it primarily as a Board-focused and/or academic-focused model.



- **Regional Executive Directors and Principals:** While some interviewees recognized the name or the SOFG model, there was not a consistent understanding of its meaning or its implications for school-level operations. While it is not necessary for school-based staff to have a deep understanding of the SOFG model, they should have general awareness about what it means and how it may impact their work, especially when it comes to goals and guardrails, progress monitoring, data gathering and reporting, and accountability. Positively, interviewees noted the opinion that the majority of school-based staff are aware of the District's goals and each school's Continuous School Improvement Plans are aligned with the goals.

The lack of clarity surrounding roles and responsibilities District-wide is a result of insufficient communication and professional development. Although Central Office staff received some initial training and communication when SOFG was adopted in 2021, there has been no ongoing training since then, and we did not receive any evidence of communication to school-based leadership regarding SOFG adoption. SOFG has not been incorporated into new hire onboarding processes, and while the District has a webpage⁴ that provides a high-level overview of SOFG, it has not created any internal documentation that clearly outlines roles and responsibilities or operational procedures within the framework.

Employees across the District (at both Central Office and schools) reported a struggle to understand who to contact to address questions, concerns, or support needs related to SOFG. While the Moss Adams team was provided with an organizational chart for the Central Office that is published on the District's website, multiple interviewees reported that they were not aware of an organizational chart, nor had one been shared with them. In addition, the District's website does not include all current teams, such as the Plans and Programs Office, and team names are not consistent or aligned with the organizational chart⁵. Finally, the organizational chart does not list office, department, or team names—which makes it challenging to see a wholistic picture of the District's structure.

This limited awareness hinders District-wide adoption and implementation of SOFG principles, impeding progress toward achieving the desired student-focused outcomes. A key consequence is the misallocation of resources, as individuals may not prioritize work aligned with SOFG goals due to a lack of understanding or perceived relevance to their role. This disconnect further contributes to the feeling of “initiative fatigue” and perpetuates a cycle of ineffective implementation. Ultimately, the lack of a shared understanding and commitment to SOFG hinders its potential to drive meaningful and lasting change within the District.

Recommendations

- As part of the implementation plan (see [Observation 1](#)), SPS should incorporate communication and change management practices to ensure all members of the organization are informed about SOFG and its implications for their work. The following are key elements for implementing a successful change management strategy.
 - **Communicate the Change:** Many members of SPS are unaware of the SOFG framework and how it affects their roles within the District. SPS leadership should build awareness of the

⁴ Student Outcomes Focused Governance: <https://www.seattleschools.org/about/school-board/student-outcomes-focused-governance/>

⁵ Seattle Public Schools Departments and Services: <https://www.seattleschools.org/departments/>



- new governance framework, the reasons that the change was made, and how the change impacts the day-to-day operations of the District.
- **Understand the Ramifications of the Change:** Clearly outline the changes brought by the SOFG governance framework and what adjustments are needed for its implementation. This process should be multi-step, well-communicated, and include thorough training to avoid surprises for staff. Key messages should be crafted and shared to keep staff informed about implementation progress and the impact of SOFG on the District.
 - **Consider and Design a Method for Staff Education:** Develop and implement a robust training program for all staff and Board members, focusing on the SOFG framework, roles, responsibilities, and practical applications. Utilize this program throughout the SOFG implementation and beyond to reinforce learning. Encourage employee feedback on the change process, adjusting as needed. Support consistent adoption of SOFG by establishing clear policies, procedures, and performance measures that reflect the changes and serve as essential resources for staff.
 - **Coaching for the Board and Cabinet:** Continue to encourage coaching for Board members and explore opportunities for a member of the Council of the Great City Schools team to coach Cabinet members to ensure buy-in and ongoing advancement toward effective use of the SOFG model.
- To fully embed SOFG within the District's culture, it is essential to complement the training for current staff with a comprehensive onboarding strategy for new staff and Board members. This strategy will introduce new staff and Board members to the SOFG framework, ensure they understand the overall mission and priorities of the District, and ensure they understand SOFG (or its related process') impact on their specific role.
 - Document and publicize roles and responsibilities within the District to enhance overall clarity of roles (including, but not limited to, SOFG-related roles) and make it easier to connect with the correct Central Office staff. In particular, it will be helpful to expand the Central Office organizational chart with enough detail to make it a practical tool. Ideally, this would be paired with narrative descriptions of each department and unit to help employees find the contacts and resources they need. As part of this work, the District should establish a process for regularly updating the organizational chart and the related website content.



B. LEADERSHIP ENGAGEMENT

Board Engagement

3.	Observation	While the Board has made positive progress toward implementing a policy governance framework, there are still significant challenges to ensuring that this framework is fully understood, adhered to, and carried forward.
	Recommendation	Enhance the Board's effectiveness in applying the policy governance framework by reinforcing practical skills and establishing structured approaches for oversight and community engagement, ensuring alignment with District goals, and responsive support for constituents.

Observation

Roles and Responsibilities

While the Board shows a strong theoretical understanding of SOFG and demonstrates a general commitment to implementing the framework, they face challenges when it comes to consistent application. Both Board and management interviewees noted that the Board “understands the theory, but not the application.” This difficulty in operationalizing policy governance principles is evident in the Board’s continued involvement in operational issues that should fall under the responsibility of District management. For instance, interviewees comments and meeting minutes indicate that the Board often addresses operational concerns raised by constituents, despite these matters being outside their defined role within the policy governance framework as defined by the SOFG Manual found in [Appendix B](#).

Recognizing that there are mandated roles and tasks the Board must fulfill, the SOFG Manual provides a comprehensive framework for the duties of the Board and how they should spend their time when not focused on mandated roles and tasks. According to the SOFG Manual, the duties of the Board are as follows:

- **Vision and Goals:** The Board and Superintendent should set 1–5 SMART goals focused on student outcomes, with specific measures and interim targets for monitoring progress.
- **Values and Guardrails:** Establish 1–5 guardrails that reflect community values, outlining actions the Superintendent cannot take. Interim targets for each guardrail should be measurable, with public feedback gathered pre-adoption.
- **Monitoring and Accountability:** Dedicate at least 50% of monthly public meetings to reviewing goals and guardrails. A monitoring calendar should guide regular progress reviews, and Board meeting time should focus on SOFG-aligned goals.
- **Communication and Collaboration:** Limit public Board meetings to four per month, lasting no more than three hours, with up to five discussion topics. Policies should only address legal mandates or goal/guardrail-related issues, with materials provided three days before the meeting.
- **Unity and Trust:** The Board’s Ethics and Conflict Statement should prevent members from directing staff and require recusal in cases of campaign or appointment-related conflicts. Regular self-evaluations help ensure ethical adherence.



- **Continuous Improvement:** The Board should conduct regular self-evaluations, using tools provided in the SOFG Manual. Boards scoring below 80 should evaluate quarterly, while others may do so annually, formally adopting evaluation results.

SOFG Progress Measures

In addition to outlining the non-mandated duties of the Board, the SOFG Manual provides various tools for evaluating and tracking the Board's progress in adopting the model. Analyzing SPS's results using these tools highlights gaps in the implementation of the policy governance model.

- **Time Study:** Since 2023, the Board has conducted time studies of their meeting minutes in alignment with the SOFG model. As noted previously, SOFG boards are expected to allocate at least 50% of their public meeting time each month to setting and monitoring goals. However, as shown in [Appendix D](#), only 4.91% of Board meeting time in 2024 has been dedicated to goal setting and monitoring, which the SOFG Manual categorizes as "Not Student Outcomes Focused." As discussed in [Observation 7](#), there appear to be discrepancies in how this number was calculated. However, even if there are some inconsistencies in the methodology, it does not appear that the Board is approaching the target of allocating 50% of their meeting times to monitoring goals.
- **Board Quarterly Evaluation Tool:** In alignment with the SOFG model, the Board has recently begun the practice of quarterly self-evaluations. As detailed in [Appendix D](#), the Board has performed two self-evaluations (one in April and one in June). Both assessments resulted in an implementation score of 41 out of 100, with the goal of reaching 76 by June 2025. However, despite giving themselves a score of 10 in the "Monitoring & Accountability" category, their actual focus on goals accounted for only 4.91% of their time, as noted above. The limited focus suggests a more accurate rating of 0 in that category, reducing their overall implementation score to 31.
 - As shown in [Appendix F](#), three peer districts have made their current quarterly evaluations available: Atlanta Public Schools rated themselves at 15, San Francisco Public Schools at 26.3, and Charlotte-Mecklenburg Public Schools at 67. The average score across these districts is 36.1, placing SPS just below or just above the average depending on which score is used; however, this figure is skewed due to the limited number of available evaluations and Charlotte-Mecklenburg's self-assessment, which indicates they are significantly further along in the process compared to the other two districts.
- **Board Continuous Improvement Evaluation:** As the Board has only begun implementing quarterly evaluations, they have not yet utilized this tool (which summarizes and track trends in the quarterly evaluations).
- **Superintendent Annual Evaluation:** It was reported that the Board used a version of the evaluation framework this past year, but did not find it useful. As a result, the Board has adopted a new Superintended Evaluation Form is based on the SOFG model and customized for the unique needs of SPS.

Constituent Services

Communication with Community Members: A key challenge for the Board in implementing a policy governance framework is how the framework addresses constituent services. Like other elected roles, SPS' community members frequently approach their elected board members for assistance with operational issues or raise these concerns during public comment at meetings. However, the policy governance framework is designed to shift the Board's focus from direct involvement in these matters to a more strategic policy governance role centered on goals, guardrails, and policy direction. Instead, members of the community are encouraged to take their questions and concerns to staff in



the individual schools or Central Office and seek resolution at the lowest level possible, in accordance with best practice.

The District has implemented the “Let’s Talk” system that centralizes and routes incoming questions and requests. However, the Board does not have visibility into whether constituent concerns and questions raised through the “Let’s Talk” system are being handled efficiently and effectively. In addition, the Board often serves as an escalation point when community members feel the prescribed methods have not resolved their issue satisfactorily. Some interviewed board members expressed feeling unprepared and uncertain about how to effectively address constituent concerns and ensure that these voices are heard, creating a barrier to providing effective constituent services.

A 2024 report by the Puget Sound Educational Service District⁶ highlighted many similar issues related to the District’s communication processes. In particular, they focused on public testimony at board meeting, unclear staff roles and responsibilities, and inconsistent communication pathways. The report emphasized the need to provide clear guidance and processes so that staff and families can have their concerns addressed without having to navigate or understand the internal complexities of the District.

Communication with Staff: The 2018 Teaching and Learning study noted, “District staff report that their work is highly reactive to requests for information, making it difficult to prioritize tasks and focus efforts to pursue the District’s strategic plan.” Subsequently, the District adopted a policy that requires Board members to communicate with staff solely through the Superintendent and in writing. While this policy aligns with the intent of a policy governance framework by keeping the Board focused on managing through the Superintendent, it limits opportunities for timely follow-up and collaborative discussion, and restricts the Board’s ability to ensure staff have received and addressed constituent concerns quickly and effectively.

School Visitation: SPS does not have a Board Visitation policy in place. An essential responsibility of any elected official, and explicitly outlined in the SOFG framework, is the ability of Board members to effectively represent their community. While much of this work is embedded in specific processes—such as gathering community input during goal setting (see [Observation 6](#) for details)—interviewees identified additional opportunities to enhance Board members' understanding of their communities. Notably, several interviewees expressed a desire for Board members to be more visibly present on school campuses. The belief is that by gaining a deeper understanding of the activities and dynamics within the schools in their geographic district, Board members would be better equipped to understand student outcomes and represent the interests of the students.

In the absence of a policy that defines expectations for Board member school visits, there have been instances where Board members have either not visited schools at all or over-visited schools unannounced. Either scenario can create challenges. A clear Board Visitation policy would ensure that each school is visited at appropriate intervals and both school staff and Board members have clear expectations for the visits.

⁶ Puget Sound Educational Service District. (2024). Seattle Public Schools Rainier View Elementary School Process Review <https://www.documentcloud.org/documents/25038291-sps-rainier-view-es-process-review-report-june-2024-6>



Recommendations

- Continue to strengthen the Board’s proficiency with SOFG tools and practices. To ensure this is consistently achieved moving forward:
 - Continue to enlist coaching from the Council of the Great City Schools to assist with further implementation and use of the framework.
 - Develop policies, procedures, and trainings to ensure consistent use of the tools provided in the SOFG Manual.
 - Commit to utilizing the provided tools to track Board engagement and make adjustments as needed to continue advancement toward “Mastering Student Outcomes Focus.”
- To improve communication, continue to clarify and reinforce the appropriate channels to respond to constituent concerns. Activities should include, but may not be limited to, developing a framework for communication and handling of operational issues that have escalated to the board level.
- To enhance Board member engagement with the schools they represent and deepen their understanding of the communities they serve, the District should establish a School Visitation policy. This policy should include guidelines for visitations; for example, the policy should provide clear guidance on when Board members can visit schools, the steps for coordinating school visits, clarity around appropriate behavior during visits, and expectations about how often Board members may visit schools in their geographic area.

Central Office Engagement

4.	Observation	The Superintendent, Cabinet, and other teams across the District are responsible for engaging with and championing the SOFG framework—especially in relation to the goals and guardrails structure. Additional support, clarity, and buy-in is needed for successfully implementation.
	Recommendation	Continue current efforts to clarify roles, incorporate responsibilities into standard practices and expectations, and make full use of the project management infrastructure to ensure that work is moving forward.

Observation

In addition to the Board, the SOFG model is supported by management and staff across the District. According to the SOFG model, SPS’ organizational structure, and provided documentation, several key players within the District’s Central Office have SOFG-specific roles and responsibilities:

ROLE	RESPONSIBILITIES AND PURPOSE
Superintendent	<ul style="list-style-type: none"> • Responsible for collaborating with the Board to set and monitor SMART goals focused on improving student outcomes. • Provides regular updates on progress, develops strategies in response to performance data, and ensures that all actions align with the Board’s goals and community values. • Engages with stakeholders, ensuring transparency and collaboration, while maintaining compliance with Board-adopted guardrails that guide operational decisions.



ROLE	RESPONSIBILITIES AND PURPOSE
	<ul style="list-style-type: none"> Supports the Board's continuous improvement efforts through regular self-evaluation and professional development. Is evaluated annually based on the achievement of these goals and is accountable for the overall performance of the school system.
Senior Cabinet	<ul style="list-style-type: none"> In partnership with the Superintendent, champions the SOFG framework. Serve as executive sponsors to ensure progress on goals and guardrails. Develops strategies to improve student outcomes and works in partnership with the Plans and Programs office to implement these initiatives.
Accountability Office	<ul style="list-style-type: none"> Ensures that the District's goals (especially those related to student outcomes) are met and that the goals are aligned across different departments and schools. Collects, analyzes, and interprets data to assess the District's performance on goals and determine whether initiatives are working correctly. They ensure that the data is accurate, timely, and actionable. Ensures that staff and leadership adhere to the established guardrails (e.g., equity in access to services and proper use of instructional materials). Provides feedback to departments and schools to help refine their strategies and action plans to support continuous improvement.
Plans and Programs Office	<ul style="list-style-type: none"> Provides management and support for the District's initiatives and programs. In this role, they are meant to be responsible for holding goal and guardrail sponsors accountable to implementing strategies and initiatives. Uses program management best practices to align business and technology resources with the District's academic goals. Provides enterprise project management for District-wide initiatives and strategies, including SOFG.

As noted previously, these roles are only partially fulfilled. Interviews also revealed specific, role-related challenges that have complicated the execution of duties:

- Superintendent:** During interviews, it was noted that while the Superintendent is fully or partially fulfilling many of the tasks outlined above, there appears to be less visible leadership in championing the implementation of SOFG across the District and ensuring accountability to adopt strategies that will move SPS toward achieving their student-focused goals.
- Senior Cabinet:** While all Cabinet members share the general responsibility of supporting the SOFG work, the Superintendent has charged specific members (namely the Associate Superintendent of Student & School Support, Assistant Superintendent of Academics, Assistant Superintendent of Technology & Optimization, Assistant Superintendent of Human Resources, and the Chief of Staff) to be executive sponsors of individual goals and guardrails. Based on interview responses, some Cabinet members are highly engaged with the SOFG framework, while others expressed concerns about its relevance or struggled to see its connection to their areas of responsibility. Not all Cabinet members participated in the interviews, so our understanding of their perspective is incomplete.
- Accountability Office:** As explored in [Observation 7](#) and [Observation 8](#), the Accountability Office has not been fully empowered to ensure District-wide accountability for implementation fidelity of initiatives and academic strategies, and has faced challenges in consistently obtaining the data needed to support effective progress monitoring.



- **Plans and Programs Office:** Several interviewees noted that the Plans and Programs Office is a relatively new group that is in the midst of building out its internal processes. Interviewees generally expressed positive sentiment about this group, while also recognizing that there are opportunities to increase the impact of this work as it becomes more formalized. While some interviewees reported that Plans and Programs Office project management structure (where business owners, project managers, and subject matter experts routinely conduct check-ins, make adjustments, and gain direction from executive sponsors) was in place, other reported a lack of knowledge about this work. It is unclear whether this is due to a lack of communication or a lack of full process implementation.

SPS has not yet fully integrated the SOFG framework into the District's standard operations. Based on interviews and the documents provided, we identified the following gaps:

- Lack of SOFG-related onboarding and training ([Observation 2](#)).
- Lack of a well-publicized organizational chart and documented roles and responsibilities ([Observation 2](#)).
- Responsibilities related to sponsoring, monitoring, evaluating, and adjusting goals and guardrails have not yet been incorporated into job descriptions or employee performance evaluations.

For implementation of the SOFG framework to be fully realized, Central Office leadership and staff need to engage in a consistent, effective, and efficient manner.

Recommendations

- It is important to align all Central Office parties by clearly defining and communicating their roles and responsibilities. The District should:
 - Develop and disseminate an updated organizational chart that holistically outlines the roles of key District teams (see [Observation 2](#) for more details).
 - Explore options to incorporate SOFG-related responsibilities into relevant job descriptions in a way that is clearly articulated and measurable.
 - Explore opportunities to include SOFG-related responsibilities in performance evaluations—starting with the Cabinet members—to fostering accountability and commitment across the organization.
- Continue to promote alignment and collaboration between the Superintendent and Cabinet members using regularly scheduled meeting to discuss progress, challenges, and strategies for effective implementation of the framework. They may include continuing the strengthen the use of the Plans and Programs Office and the related project management infrastructure.
- Continue current efforts to establish SOFG coaching for Cabinet Members to enhance their understanding of the framework and its implications on their work.



Board Office Support

5.	Observation	There are opportunities to increase Board Office support to ensure that the Board and the Superintendent’s Office are appropriately resourced.
	Recommendation	Assess whether the current roles within the Board Office align with the needs and priorities of the Board.

Observation

Per Washington state law, school board members are volunteers. Since most board members hold other employment, they lack the capacity to manage administrative tasks equivalent to those of a full-time role. To address this, like many peer districts, SPS has established a Board Office staffed with four full-time budgeted positions. According to the SPS website⁷, this office has two primary functions: (1) assisting the Board with the preparation and planning of meetings to ensure they run smoothly and promote public awareness and engagement, and (2) supporting Board members in their roles as Directors. It was reported that these staff members also provide support to the Superintendent and some cabinet members, though this is not officially listed on the website.

The Board Office is comprised of the following positions:

- Chief of Staff
- Director of Policy and Board Initiatives
- Director of Board Relations and Strategic Initiatives
- Communications Specialist (currently vacant)
- Legislative Executive Assistant (currently vacant)

During the interviews, Both Board members and senior leadership recognized the need for expanded support within the Board Office. They highlighted the importance of increasing resources for managing constituent communications as well as enhancing government relations and legislative affairs support.

As displayed in the table below, there is no consistent standard regarding for the number or structure of positions that support a school board. There is only one other school district with a higher ratio of school board support staff—which may suggest that SPS has an appropriate number of overall positions. However, while the table shows the number of board support staff and their titles, no consistent documentation could be found to show what percentage of each roles time was spent on board support versus senior leadership team support.

⁷ Seattle Public Schools Board Office: <https://www.seattleschools.org/departments/board-office>



SCHOOL BOARD SUPPORT STAFF				
School District	Number of Staff that Support School Board	Position Titles of Support Staff	Ratio of Board Staff per 50 Schools	Ratio of Board Staff per 10,000 students
Seattle Public Schools	4	<ul style="list-style-type: none"> • Director of Policy and Board Initiatives • Director of Board Relations and Strategic Initiatives • Communications Specialist (vacant) • Legislative Executive Assistant (vacant) 	1.92:50	0.78:10k
Atlanta Public Schools	2	<ul style="list-style-type: none"> • Executive Director to the Board • Executive Director of Internal Audit 	1.15:50	0.40:10k
Portland Public Schools	2	<ul style="list-style-type: none"> • Senior Manager • Executive Assistant 	1.27:50	0.44:10k
Minneapolis Public Schools	4	<ul style="list-style-type: none"> • Assistant to the Superintendent and Board • Lobbyist • Director, Office of the Ombudsperson (Families and Community) • Director, Office of Ombudsperson (Staff) 	2.06:50	1.33:10k
Oakland Public Schools	3	<ul style="list-style-type: none"> • Administrative Coordinator • Manager, Legislative Services and Operations • Executive Assistant and Parliamentarian to the Board; and Form 700 Filing Officer 	1.79:50	0.87:10k
Long Beach Public Schools	1	<ul style="list-style-type: none"> • Executive Secretary to the Board of Education and Superintendent 	0.60:50	0.15:10k
Austin Independent School Districts	2	<ul style="list-style-type: none"> • Chief Officer, Governmental Relations, and Board Services • Board Secretary 	0.80:50	0.27:10k

Recommendations

- With two key positions vacant, assess if these roles need to be filled or if adjustments to the current structure could better support both the Board and the Superintendent, especially in constituent communications and legislative affairs.
- To enhance efficiency, support Board members, and serve the Superintendent more effectively, SPS should consider conducting a strategic review of the Board Office's current roles and responsibilities to align staff demands and optimize resource allocation.



- Evaluate current roles within the Board Office, focusing on functions of each position. Gather input from Board members, the Superintendent, and staff to understand time allocation and identify any overlaps or gaps.
- Define the responsibilities of each position, distinguishing roles that support the Board from those assisting the Superintendent and Cabinet members. The clarity will reduce confusion and allow staff to focus on their primary tasks.
- Establish a framework for ongoing evaluation of the Board Office’s effectiveness, including regular feedback from Board members and senior leadership. This will support timely adjustments to roles and responsibilities as needs evolve.

C. GOVERNANCE PROCESS

Strategic Planning and Goal Setting

6.	Observation	Under the SOFG model, it is important that the strategic goals and guardrails are based on the needs of the community and for the goals to cascade throughout the organization. The District is in the process of implementing this model, but further work remains.
	Recommendation	Expand current efforts to ensure strong stakeholder input during the goal setting process and take steps to establish a cascading goal structure.

Observation

Strategic Planning Process

Under a policy governance model, an elected board defines community expectations for outcomes through goals and policies, and staff executes. In the SOFG framework, the “job of a school system is to improve student outcomes,” while the school board’s role is to “represent the vision and values of the community.”⁸ To fulfill these responsibilities effectively, the board must first collaboratively set SMART goals—clear, specific, and measurable objectives that define what students should know and be able to do. The SOFG framework establishes non-negotiable values, or “guardrails,” to ensure that the path to achieving these goals reflects the community’s core values.

The framework recommends a robust engagement process to develop these goals and guardrails, incorporating input from students, parents, staff, and community members to ensure alignment with shared aspirations.

The District’s current goals and guardrails are based on the priorities outlined in the 2019-2024 strategic plan. As a result, while community engagement was used to inform the strategic plan goals (that were then retrofitted into the SOFG framework), interviewees noted that there was some confusion as to whether the goals and guardrails actually incorporated community input.

⁸ AJ Crabill, *Great on Their Behalf: Why School Boards Fail, How Yours Can Become Effective* (Effective School Boards), audiobook edition, Lioncrest Publishing, March 28, 2023.



Historically, interviewees noted that the Board and Central Office have not consistently engaged school-based staff or included a comprehensive assessment of student needs during strategic planning processes. Some interviewees observed that this lack of engagement leaves school-based staff feeling that their expertise and insights are undervalued, as decisions are frequently made at the senior leadership level without a full understanding of the realities at the school level. This limited engagement with school staff may also impact buy-in, making it challenging for SPS to foster support for new strategic plan goals.

In its current strategic planning efforts, SPS has taken steps to reflect the community's voice more fully. For example:

Community Partner Input: According to the SPS Board of Directors & Community Partner Meetings Feedback Analysis Memo, SPS engaged with approximately 380 individuals from 20 community partners or groups in Spring 2024 to gather valuable insights for the strategic planning process. These partners were specifically selected to represent key groups within the SPS community, providing a well-rounded sample for feedback on the District's goals and guardrails. The groups that SPS consulted with included:

- Alliance for Education
 - Black Prisoners Caucus
 - Concord Elementary – Spanish speaking families
 - Ethnic Studies Now
 - Garifuna Women
 - Google AI
 - Head Start
 - Kids in the Middle/Nesholm Foundation
 - Kraken/One Roof
 - Lake City Collective
 - Movimiento Afro Latino
 - Murano Senior Living
 - NAACP Youth Council
 - Recovery High School – Interagency
 - Seattle Special Education Parent, Teacher, and Student Association
 - Seattle World School – Multilingual Learner, immigrant, and refugee
 - Somali families
 - Southeast Seattle Education Coalition
 - Students at Lincoln High School
 - University Ballard Lions Club
- **Community Engagement Survey:** SPS conducted a community survey in July to gather input from stakeholders. The SPS School Board Community Engagement Survey Thematic Summary of Participants reports that 886 people responded to the survey. The breakdown of those who participated as follows:
 - SPS Parents/Guardians: 77% (approximately 682)
 - SPS School-based Staff: 12% (approximately 106)
 - Community Members: 5% (approximately 44)
 - SPS Students: 4% (approximately 35)
 - SPS Central Staff: 1% (approximately 9)
 - **Public Comment:** The Board held three public meetings that were designed to give the community a chance to provide input into the strategic planning process. Recognizing that people are busy, the Board chose to have two of these meetings in person, and one virtual in an effort to provide options for community input. Additionally, the Board Monthly Time Use Evaluations from the last calendar year shows that the Board also heard from the community for 90 minutes during



the May 2024 meeting, and 153 minutes during the June 2024 meeting regarding goals and guardrails.

- **Student Needs Assessment:** The SOFG framework recommends conducting a comprehensive student needs assessment (or using a similar tool) to guide the development of strategic goals and guardrails. SPS completed a Student Needs Assessment in partnership with The Council of the Great City Schools performed a student needs assessment designed to provide a high-level understanding of SPS' current performance status relative to peer districts across the country and state. The assessment reviewed student data through 2023-2024 and was used to inform the District's current strategic planning process. If the District can incorporate the findings from this assessment into goalsetting and guardrails development, that will further strengthen the District's alignment with best practices and reinforces its commitment to student-centered outcomes.

Cascading Goals

Interviewees report that goalsetting at the department and school levels is often conducted in silos, resulting in fragmented efforts rather than a unified approach to District-wide goals. As recommended in the 2018 Teaching and Learning study, strategic goals in the District should cascade throughout all levels, translating high-level strategic goals into specific, measurable objectives across divisions, departments, schools, and even individual employees. This structure fosters alignment and coherence, ensuring that all efforts contribute toward the same overarching objectives.

Recommendations

- Continue to strengthen alignment of the Board's strategic goals and guardrails (along with the Superintendents interim goals and guardrails) to reflect the community's vision and values by enhancing feedback strategies:
 - Continue to provide a variety of opportunities for community members to provide feedback as part of the strategic planning process.
 - Provide accessible ways for SPS employees (especially school-based staff) to engage in the strategic planning process. This can strengthen the plan itself by including the expertise and insights of District staff, and also help to increase buy-in for the plan.
 - Continue to conduct a comprehensive student needs assessment or similar evaluation to inform future strategic planning processes.
- Take steps to implement a cascading goal framework that translates the District-wide goals into measurable objectives at each level: divisions, departments, schools, and individual roles.



Data and Progress Monitoring

7.	Observation	The District has made some positive progress toward implementing new structures to support progress monitoring. However, challenges remain to ensuring that data is gathered, reported, and acted upon in a productive manner.
	Recommendation	Empower the Accountability Office with access to essential data, incorporate educator input into data metrics, and strengthen the structured review process to ensure timely, informed decision-making that supports improved student outcomes.

Observation

Progress Monitoring

The SOFG framework requires the Board to dedicate a significant portion of its open meeting time to “Monitoring and Accountability” activities to ensure consistent progress toward established goals. To support this, the SOFG Manual mandates that both the District and the Board use monitoring reports, which it defines as “a report that provides evidence of progress to the Board regarding their adopted goals and guardrails.” Each monitoring report must include: (1) the specific goal or guardrail being tracked, (2) interim goals or guardrails displaying data from the previous three reporting periods, the current period, and the annual and final targets, (3) the Superintendent’s evaluation of performance, using labels such as “red/yellow/green,” “on track/partially off/off track,” or similar, and (4) supporting documentation that shows evidence and outlines any necessary next steps.

District management developed a progress monitoring calendar to guide the presentations to the Board. School Board meeting minutes from the past year (September 2023 to August 2024) indicate that the Board used these monitoring reports to track both goals and guardrails, with each goal reviewed twice and each guardrail once.

DATE	VISION AND GOALS	VALUES AND GUARDRAILS
September 2023	N/A	N/A
October 2023	<u>Goal #1</u> <u>Goal #2</u>	N/A
November 2023	<u>Goal #1</u> <u>Goal #2</u>	N/A
December 2023	N/A	N/A
January 2024	<u>Goal #3</u>	N/A
February 2024	<u>Goal #1</u> <u>Goal #2</u>	N/A
March 2024	N/A	N/A
April 2024	<u>Goal #3</u>	N/A



DATE	VISION AND GOALS	VALUES AND GUARDRAILS
May 2024	N/A	Guardrail #4 Guardrail #5
June 2024	N/A	Guardrail #1 Guardrail #2 Guardrail #3
July 2024	N/A	N/A
August 2024	N/A	N/A

However, as noted in [Observation 3](#), time-use data indicates that, while goals and guardrails were monitored throughout the year, only 4.91% of the Board’s time was dedicated to goal setting and monitoring. In analyzing the documents provided by SPS and the interviews conducted, three factors have contributed to this discrepancy:

1. The Board rotates who is responsible for completing the time studies each meeting. As a result, there appears to be a lack of consistency and accuracy in how time is being tracked and allocated. For example, meeting minutes show that Goal #3 was discussed in April 2024, but the time evaluation sheet records 0 minutes spent on goal monitoring.
2. As discussed in [Observation 3](#), the Board continues to engage with operational issues that are better suited for the District management team.
3. The Board is making progress but has not yet consistently reached the “Meeting Student Outcomes Focus” stage of Communication and Collaboration. To achieve this level, the Board needs to hold no more than four authorized public meetings per month with none lasting more than three hours and have no more than five topics for discussion during any one Board-authorized public meeting. As seen in [Appendix E](#), over the last year the “Regular Board Meetings” have averaged 3 hours and 28 minutes with an average of 7.7 Topics (excluding Call to Order and Adjourn) and 20.1 subtopics. However, the Board has recently shifted to one meeting per month (averaging 4.2 hours), indicating that they are making positive progress in this area.

Data Development and Collection

To create monitoring reports for the school board, the District needs data that is accurate, reliable, and useful. However, interviewees consistently noted that the usefulness of the data in current reports could be improved. The Accountability Office has tried to collect alternative data but has reportedly encountered challenges reportedly due to limited internal collaboration. Currently, the Reporting and Data Analysis Division is housed within the Curriculum Office and reports to the Assistant Superintendent of Academics, thus giving the Accountability Officer no direct oversight. This separation can lead to conflicting priorities or a lack of incentive to respond fully to Accountability Office requests.

The process for gathering data across the District also often relies on cooperation and time investment at the individual school level, where barriers to buy-in and collaboration have posed challenges (See [Observation 8](#)). First, interviewees noted that data is sometimes not collected at the school level due to challenges with non-compliance on testing. Second, interviewees highlighted that educators, who are key to data collection, have limited opportunities to provide input on the data



points they are asked to report. Without being included in the creation of data points, staff noted they were not able to add context, suggest improvements, or recommend alternative approaches that could enhance data quality or relevance. These structural and participatory issues collectively hinder the effectiveness of the District’s monitoring efforts.

As shown in [Appendix F](#), two primary structures exist for reporting and data oversight: one option is for the department to report to an academic-focused leader, as is currently the case at SPS, and the other is to report to a strategy-focused leader. Among the seven peer districts with departments similar to SPS’s Reporting and Analysis Division, five report to leaders in strategic operations roles while two report to academic administrators, as shown in the table below.

DISTRICT	REPORTING TO	FUNCTION
Atlanta	Chief Performance Officer	Strategic
Austin	Chief Officer Governmental Relations and Board Services	Strategic
Charlotte-Mecklenburg	Strategy & Innovation Officer	Strategic
Long Beach	Assistant Superintendent of School Support	Academic
Oakland	Chief Academic Officer	Academic
San Antonio	Chief of Data Operations	Strategic
San Francisco	Head of Research & Development	Strategic

Use of Data

SPS has set goals and interim metrics to track progress; however, the District’s current approach to data use is not effectively supporting timely decision-making or progress towards these goals. For example, the goal of improving early literacy among Black boys is measured by tracking the percentage who meet or exceed proficiency in English Language Arts on the 3rd grade Smarter Balanced Assessment (SBA) test. Interim measures include the Fall 3rd grade and Spring 2nd grade Measure of Academic Progress (MAP) reading assessments, which predict proficiency on the SBA. SPS predominantly relies on lagging indicators, creating a gap between when data is collected and when actionable insights are available. Although lagging indicators help track long-term trends, they limit the District’s ability to make timely adjustments to meet urgent educational needs.

Multiple interviewees noted that it would be helpful to collect and report on a wider range of data, including activity and output-level data, to better track interim steps and identify incremental progress over time. While this may not be appropriate to report at the Board level, this type of information may be most helpful at the Cabinet, department, or individual school level.

Most importantly, the collected data should be actively used to make decisions and drive toward improving student outcomes. A key SOFG principle is the use of ongoing data analysis to evaluate performance and drive improvements. Yet, multiple stakeholders reported that structured discussions about the effectiveness of strategies, interventions, and initiatives are inconsistent, especially at the



Cabinet and department levels. During the course of this assessment, the District formalized and documented the process by which monitoring memos are developed and reviewed. As part of this process, the following individuals or groups are meant to review monitoring data:

- Business Owner
- Regional Executive Directors
- Principals
- Executive Sponsor
- Plans and Programs Office
- Accountability Office
- Superintendent

This structure presents an opportunity to ensure that regular, focused dialogue takes place to not only review the monitoring data, but also to evaluate and refine strategies. This will enable SPS to engage in earlier intervention and course correction—factors critical to achieving goals, particularly in essential areas such as early literacy.

Recommendations

- Enable the Accountability Office to effectively collect relevant data needed to monitor progress. This may involve ensuring that it has the appropriate authority to request and receive relevant data from both Central Office and school-based staff, creating clear procedural protocols for requesting data, and/or exploring options to shift the reporting structure of the Reporting and Data Analysis Division.
- Ensure that new data points and reports reflect the on-the-ground realities that educators experience by establishing a process for gathering input from educators when developing or refining data metrics and reports. This collaborative approach will provide insights that make data more actionable and meaningful, improving both classroom-level support and strategic decision-making across the District.
- Continue to expand current efforts to ensure that the collected data is actively used to make decisions and drive toward improving student outcomes. In particular, the District should update the current monitoring report development process to clarify expectations for holding structured discussions of monitoring outcomes and taking appropriate follow-up actions on findings.

Accountability

8.	Observation	SPS has struggled to cultivate a culture of healthy accountability, which impedes the execution of District-wide initiatives, including the policy governance framework.
	Recommendation	Foster a cohesive accountability culture within SPS by clarifying expectations, empowering the Accountability Office, and supporting consistent, equitable implementation of District initiatives.

Observation

For SPS to function effectively, it is essential to foster a culture of healthy accountability. Such a culture depends on clearly communicating expectations to all employees and establishing rewards



and consequences that encourage individuals to meet these expectations. Accountability becomes especially critical when implementing new initiatives or making operational or academic improvements. Without strong accountability mechanisms, it is difficult to ensure the adoption, implementation, and cooperation needed to achieve District-wide goals such as SOFG.

Over the years, multiple assessments have documented SPS's significant challenges in building a culture of healthy accountability. Reports such as the 1990 Washington State Report on the Evaluation of Seattle Public Schools, and the 2018 Teaching and Learning Efficiency Study, amongst others, have all highlighted these persistent issues. These challenges, as noted by multiple interviewees, are present at every level of the District and continue to hinder the execution of District-wide initiatives, including the implementation of the policy governance framework. Additionally, the absence of a cohesive accountability structure has resulted in siloed school-level operations, contributing to inconsistencies and potential inequities across SPS.

Interviewees shared several factors they believed contributed to the lack of accountability within SPS:

- **Lack of Trust in Central Office:** Interviewees commonly cited that school-level staff do not trust Central Office leadership, believing that their interests are not understood or prioritized. Historically, challenging labor relationships have further complicated this picture.
- **Lack of Enforcement Mechanisms:** Many interviewees noted that the District has not developed and/or implemented true accountability mechanisms. While the Accountability Office was established, in part, to ensure that District strategies to support student achievement are faithfully adopted and measured (as part of the continuous improvement cycle), this office does not have the authority to enforce consequences if their guidance is not followed.
- **Shifting Priorities:** When the COVID-19 pandemic began impacting school operations across the country, there was a general shift away from an emphasis on testing data to focus on student well-being. Once operations had returned to a more usual cadence, the emphasis on testing data re-emerged. Some interviewees noted that these rapid shifts contributed to a lack of continuity.
- **Individual School Operations:** SPS has historically allowed schools to operate more like individual entities than branches of the same organization. As noted as far back as the 1990 Washington State Report of an Evaluation of the Seattle Public Schools, school-based management can provide benefits (as schools can be responsive to their local needs), but the lack of sufficient District-wide management and support can create inconsistencies and inequities. For example, several interviewees noted that some schools have declined to implement new District-wide curriculum. Especially as the District strives to implement changes, it will be challenging to understand what is working and what isn't if new initiatives are not implemented and measured in a consistent manner.
- **Principal Concerns:** Some interviewees noted that principals are often in the difficult position of being asked to implement or enforce District policies or decisions, without sufficient support from Central Office. Recognizing that their staff could pass a vote of no confidence, they are disincentivized to implement initiatives that are unpopular with their staff.

Creating a culture of healthy accountability ultimately falls to the Superintendent. However, this requires active engagement and commitment from all levels of the organization, especially Central Office leadership, to build trust and establish a unified approach to accountability. Without a robust accountability culture, SPS will continue to struggle with inconsistent policy implementation and inequitable educational outcomes.



Recommendations

- Grant the Accountability Office appropriate authority to ensure District-wide initiatives are adopted and implemented consistently, including the ability to track compliance and establish corrective actions if guidance is not followed. As part of this work, it will be important to:
 - Develop and communicate clear, measurable expectations for accountability at each level of the organization, ensuring that all employees understand their roles in implementing District-wide goals and related work.
 - Develop a system that not only includes consequences for non-compliance, but also recognition of meeting or exceeding expectations. Ensure that this system is applied fairly across all levels to reinforce a culture of accountability and commitment to District-wide goals.
- Continue to strengthen collaboration between Central Office and school-level staff to address mutual concerns and foster trust. A key factor of this work will be to strengthen support of principals, especially in implementing and enforcing District policies. The District should offer additional resources, support, guidance, and training to help principals implement policies effectively while fostering a collaborative relationship with their staff. The Regional Executive Directors will be important partners in this work and can provide useful perspective on the needs of principals and school-based staff.
- Ensure that the Superintendent and Central Office leadership actively demonstrate commitment to accountability by participating in regular, visible, accountability practices. This visible leadership may help unify the organization around a cohesive approach to accountability.

Compliance Oversight

9.	Observation	The District has not established a centralized compliance function. Instead, individual departments and teams are responsible for various aspects of compliance monitoring and reporting with limited coordination. As a result, there is a risk of noncompliance, and it is challenging to see a holistic picture of compliance activities across the District.
	Recommendation	Consider establishing a compliance matrix and creating a position to provide centralized compliance oversight.

Observation

A key component of the Board’s oversight responsibilities is ensuring that the District consistently adheres to internal policies and external regulations. Currently, compliance activities within SPS are decentralized, with each department independently tracking, reporting, and managing compliance issues relevant to their areas, but without the support of a centralized compliance team. Introducing a centralized compliance role could enhance departmental efforts by providing consistent guidance, resources, and oversight. This role would serve as a collaborative partner, helping departments stay aligned with compliance standards and fostering a unified approach across the District. Notably, 60% of peer districts have established a dedicated compliance role, with an average allocation of 1.25 FTE’s for this function.

The primary groups supporting compliance within SPS include:

- **Office of Internal Audit:** Conducts audits to uphold integrity, accountability, and transparency related to internal financial controls and the District’s fiscal compliance.



- **Legal Department:** Provides legal services and ensures compliance with legal requirements across all District operations, working to minimize potential liabilities.
- **Finance Services Division:** Supports external audits of financial statements, grants, and financial processes and serves as the primary liaison with the Washington State Auditor's Office.
- **Reporting and Data Analysis Division:** Oversees compliance reporting, including state-level reporting for the Office of the Superintendent of Public Instruction's Basic Enrollment Reporting (P223) and Comprehensive Education Data and Research System (CEDARS), and federal reporting for the Office of Civil Rights Data Collection (CRDC).

In addition to these groups, specialized compliance functions are distributed across SPS. For example, Facility Operations is primarily responsible for environmental health and safety compliance, as well as ADA compliance.

This decentralized approach has limited the Board's ability to maintain holistic oversight. Interviewees noted that without a centralized compliance oversight function, it is unclear whether SPS is fully aligned with all state and federal requirements.

Additionally, the implementation of the SOFG framework has introduced unique compliance concerns. In some cases, strict adherence to SOFG principles may conflict with state or local regulations. For instance, the Board is sometimes required by law to vote on operational issues and provide opportunities for public comment, even when these matters do not directly impact student outcomes. The Director of Policy and Board Initiatives is responsible for identifying and flagging potential non-compliance issues related to the SOFG framework.

Recommendations

- Establish a District Compliance Matrix to centralize tracking and improve accountability. A compliance matrix is a framework that helps ensure an organization's compliance with laws, regulations, standards, and policies. Typically, compliance matrices include information about various regulations and their implications for the District, along with critical deadlines and assigned leads for each area. The matrix should be regularly updated and periodically reviewed to reflect any regulatory changes of new District policies, thereby enhancing overall compliance management.
- Consider establishing a full-time compliance role responsible for overseeing adherence to legal and policy requirements across SPS, promoting consistent compliance and reduction of operational silos. This position would maintain the compliance matrix, provide support and guidance to departments, and serve as the central point of contact for all compliance-related activities. The role would facilitate cross-departmental communication, ensuring that each department is aware of its obligations and has the necessary resources to meet them. Ultimately, this initiative will strengthen the District's ability to uphold a unified compliance strategy.



Risk Management

10.	Observation	In the past, the District’s risk management activities have primarily focused on operational and tactical issues. Currently, the District’s risk management function is going through a period of transition, as the new Risk Manager refocuses their role to provide more strategic enterprise risk management leadership.
	Recommendation	Continue current efforts to strengthen the enterprise risk management function and ensure that the Risk Manager can operate at a strategic level.

Observation

The SPS 6500 Risk Management Policy highlights the critical role of enterprise risk management (ERM) in ensuring the responsible stewardship of public resources, smooth daily operations, and progress toward the District’s strategic goals. To lead these efforts, SPS established a dedicated Risk Manager role to drive ERM initiatives across the organization.

Currently, the District’s risk management function is undergoing a transition. Staff reported that following the vacancy in the Risk Manager position in 2023, SPS reshaped the role. The position was moved from the Financial Services Division to the Legal Department, with an expanded mandate emphasizing District-wide risk management. This restructured role is designed to shift focus from tactical, task-oriented activities—such as field trip approvals—toward a more strategic approach that supports risk management across all areas of SPS.

In line with this broadened focus, the Risk Manager is actively redefining roles and responsibilities within the risk management function. However, with only one full-time position dedicated to this work, SPS falls below the average staffing level of 3.5 FTE positions in peer districts with dedicated risk management departments as seen in [Appendix F](#). This limited staffing leaves certain traditional risk management responsibilities housed in other departments, such as the oversight of the worker’s compensation program, which remains within the Human Resources Department.

Even with limited staff resources, SPS has integrated many industry best practices to strengthen its risk management framework. The District conducts periodic enterprise risk assessments (most recently in 2021, led by the Office of Internal Audit), maintains a comprehensive risk register, and provides quarterly ERM updates to the SPS Audit Committee. Additionally, the Risk Manager is updating the District’s risk register, aiming for validation of the revised version by Q1 of 2025. SPS is also implementing a cloud-based software system to improve tracking and communication within the risk management function.

This transition reflects SPS’s commitment to embedding ERM throughout the District, aligning risk management efforts with both operational needs and strategic objectives.

Recommendations

- Continue current efforts to strengthen the ERM function and ensure that the Risk Manager can operate at a strategic level.
- As resources allow, consider hiring additional personnel to support the Risk Manager, aiming to reach at least the 3.5 FTE positions seen in peer districts.



APPENDIX A: WSSDA WASHINGTON SCHOOL BOARD STANDARDS AND SOFG

The Washington State School Director’s Association has outlined standards for governance within their Washington School Board Standards: A Research-Based Framework for Effective School Board Governance publication.⁹ The table below shows alignment between these standards and the SOFG policy governance model.

WA SCHOOL BOARD STANDARDS		SOFG ALIGNMENT
Standard 1: Responsible School District Governance	<p>Benchmark 1a: Conducting board and district business in a fair, respectful, and responsible manner.</p> <p>Benchmark 1b: Ensuring the board is accountable and open to the public, including seeking divergent and diverse perspectives in its decision-making process.</p> <p>Benchmark 1c: Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.</p> <p>Benchmark 1d: Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.</p> <p>Benchmark 1e: Promoting healthy relationships by communicating supportively; inspiring, motivating, and empowering others; and exercising influence in a positive manner.</p> <p>Benchmark 1f: Working as an effective and collaborative team.</p>	<p>Both SOFG and Standard 1 highlight the board’s role in ensuring responsible and transparent governance focused on student success. SOFG’s emphasis on data-driven decisions, SMART goals, and public goal posting mirrors Standard 1’s benchmarks for fairness, accountability, and open communication. Clear role delineation between the board and superintendent ensures effective oversight and collaboration.</p>

⁹ Washington State School Directors’ Association. (2023). Washington School Board Standards: A research-based framework for effective school board governance: <https://wssda.app.box.com/s/smd5n3ykrkeq2publ7k9gjjw2dj67rlzs>



WA SCHOOL BOARD STANDARDS		SOFG ALIGNMENT
<p>Standard 2: Communication of and Commitment to High Expectations for Student Learning</p>	<p>Benchmark 2a: Articulating the conviction that each and every student can learn and the belief that student learning can improve regardless of existing circumstances or resources.</p> <p>Benchmark 2b: Leading the development, articulation, and stewardship of a vision of learning that is shared and supported by schools and the community.</p> <p>Benchmark 2c: Adopting a collaboratively developed district strategic plan focused on learning and achievement outcomes for each and every student.</p> <p>Benchmark 2d: Ensuring non-negotiable goals for student achievement are established and aligned with the district's strategic plan.</p>	<p>SOFG and Standard 2 share a commitment to setting and communicating high expectations for all students. SOFG's SMART goals and disaggregated data monitoring align with Standard 2's focus on equitable achievement and strategic planning. Both emphasize community engagement to establish a shared vision and align resources to support student success.</p>
<p>Standard 3: Creating Conditions District-Wide for Student and Staff Success</p>	<p>Benchmark 3a: Providing for the safety and wellness of all students and staff.</p> <p>Benchmark 3b: Employing and supporting quality teachers, administrators, and other staff, and providing for their professional development.</p> <p>Benchmark 3c: Providing for learning essentials, including rigorous curriculum, technology, and high-quality facilities.</p> <p>Benchmark 3d: Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.</p> <p>Benchmark 3e: Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals, and priorities for student learning.</p>	<p>SOFG and Standard 3 stress the importance of creating supportive environments for students and staff. SOFG promotes inclusivity and wellness through community-engaged guardrails, while Standard 3 emphasizes policies for safety and support. Both focus on attracting quality staff, aligning resources with goals, and maintaining rigorous curricula and effective management practices.</p>
<p>Standard 4: Holding the District Accountable for Student Learning</p>	<p>Benchmark 4a: Committing to continuous improvement in student achievement at each school and throughout the district.</p> <p>Benchmark 4b: Evaluating the superintendent on clear and focused expectations.</p> <p>Benchmark 4c: Measuring student academic progress and needs based on valid and reliable assessments.</p>	<p>Both SOFG and Standard 4 underscore the board's responsibility to hold the district accountable for student outcomes. SOFG emphasizes data-driven monitoring, formal superintendent evaluations tied to performance goals, and regular progress updates. Standard 4's benchmarks for continuous improvement and transparent communication align with SOFG's structured, outcome-focused approach.</p>



WA SCHOOL BOARD STANDARDS		SOFG ALIGNMENT
Standard 5: Engagement of the Community in Education	<p>Benchmark 5a: Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.</p> <p>Benchmark 5b: Ensuring school board and district transparency through a process that is open and accountable.</p> <p>Benchmark 5c: Ensuring district information and decisions are communicated community-wide.</p> <p>Benchmark 5d: Soliciting input from staff and a wide spectrum of the community so that a diverse range of interest and perspectives on issues is considered.</p>	<p>SOFG and Standard 5 prioritize active collaboration with the community to reflect shared values and expectations. SOFG requires diverse stakeholder input in goal-setting, public posting of goals, and regular reporting on progress. These practices align with Standard 5's emphasis on transparency, accountability, and proactive communication to build trust and inclusivity.</p>



APPENDIX B: SOFG MANUAL

The following tables are from the [SOFG Manual](#) and describe the key characteristics of school board operations at each stage of implementation.

VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt goals that are student outcomes focused.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (10)	Meeting Student Outcomes Focus (25)	Mastering Student Outcomes Focus (35)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board has not consistently demonstrated the ability to distinguish between inputs, outputs, and outcomes.</p> <p>The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, goals.</p> <p>The Board has adopted only SMART goals that include a specific measure, population, starting point, an ending point, a starting date, and an ending date.</p> <p>The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three interim goals to progress monitor each goal, and each interim goal is SMART.</p> <p>The status of each interim goal is able to be updated multiple times during each school year.</p> <p>The Board publicly posted the goals for public comment prior to adoption.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board's goals all pertain to desired student outcomes.</p> <p>In addition to the goal ending points, the Board has adopted annual targets, goal ending points for each year leading up to the ending dates. The Superintendent has provided interim goal ending points for each year leading up to the ending date.</p> <p>All interim goals pertain to student outputs or student outcomes, not inputs or adult outputs.</p> <p>The Board included students, parents, staff, and community members in the goal development process.</p> <p>All Board goals last from three to five years; all interim goals last from one to three years.</p> <p>The goals and interim goals will challenge the organization and will require change in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted goals.</p> <p>All of the interim goals are predictive of their respective goals, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim goal and the goal. Influenceable suggests that the Superintendent -- and through them, the staff -- has authority over roughly 80% of whatever the interim goal is measuring.</p> <p>The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform identification of and prioritization of potential goals.</p>



VALUES & GUARDRAILS: The Board will, in collaboration with the Superintendent, adopt guardrails.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (5)	Meeting Student Outcomes Focus (10)	Mastering Student Outcomes Focus (15)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board has not hosted opportunities to listen to the values of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, guardrails based on the community's values and that do not hinder pursuit of the goals. Each guardrail describes a single operational action or class of actions the Superintendent may not use or allow in pursuit of the goals.</p> <p>The Board has adopted no fewer than one and no more than five guardrails. Fewer guardrails allow for more focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three interim guardrails for each guardrail, and each interim guardrail is SMART.</p> <p>The status of each interim guardrail is able to be updated multiple times during each school year.</p> <p>The Board publicly posted the guardrails for public comment prior to adoption.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Superintendent has provided interim guardrail ending points for each year leading up to the ending date.</p> <p>All interim guardrails pertain to outputs or outcomes, not inputs.</p> <p>The Board included students, parents, staff, and community members in the guardrail development process.</p> <p>The Board has considered adoption of one or more theories of action to drive the school system's overall strategic direction. If there is a permanent Superintendent, that person was included in the theory consideration process.</p> <p>All Board guardrails last from three to five years; all interim guardrails last from one to three years.</p> <p>The guardrails, interim guardrails, and theories of action will challenge the organization and require change in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted guardrails and, if applicable, theories of action.</p> <p>All of the interim guardrails are predictive of their respective guardrails, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim guardrail and the guardrail. Influenceable suggests that the Superintendent -- and through them, the staff -- has authority over roughly 80% of whatever the interim guardrail is measuring.</p> <p>In addition to the guardrails on the Superintendent's authority, the Board has adopted one to five guardrails on its own behavior and evaluates itself against them at least quarterly.</p>



MONITORING & ACCOUNTABILITY: The Board will devote significant time monthly to monitoring progress toward the goals.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (10)	Meeting Student Outcomes Focus (20)	Mastering Student Outcomes Focus (30)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board does not schedule each goal to be monitored at least four times per year.</p> <p>The Board does not schedule each guardrail to be monitored at least once per year.</p> <p>The Board has not adopted a monitoring calendar.</p> <p>The Board does not track its use of time in Board-authorized public meetings.</p> <p>The Board has not consistently demonstrated the ability to distinguish between customer service/issues and owner service/issues.</p> <p>The school system has not achieved any of its interim goals during the previous twelve month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board invests no less than 10% of its total Board-authorized public meeting minutes monitoring its goals.</p> <p>The Superintendent led the interim goals/guardrails and monitoring calendar development processes while working collaboratively with the Board.</p> <p>The Board has a Board-adopted monitoring calendar.</p> <p>The Board's monitoring calendar spans the length of the Board's goals. A longer span allows for more focus; shorter allows for less.</p> <p>The Board has received monitoring reports in accordance with its monitoring calendar.</p> <p>The Superintendent is evaluated only on performance regarding the Board's goals, guardrails, and interim goals/guardrails. The Board considers Superintendent performance to be indistinguishable from school system performance.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board invests no less than 25% of its total Board-authorized public meeting minutes monitoring its goals.</p> <p>No more than two goals are monitored per month.</p> <p>Every goal is monitored at least four times per year.</p> <p>Every guardrail is monitored at least once per year.</p> <p>The Board has been provided copies of – but, unless required by law, did not vote to approve / disapprove – the Superintendent's plan(s) for implementing the Board's goals and worked to ensure that the plan included both an implementation timeline and implementation instruments.</p> <p>The most recent annual Superintendent evaluation took place no more than twelve months ago.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board invests no less than 50% of its total Board-authorized public meeting minutes each month into effectively monitoring its goals.</p> <p>Only Board work was discussed and/or acted on during Board-authorized public meetings.</p> <p>The Board modifies its goals, guardrails, and monitoring calendar no more than once during the span of the Board's adopted goals (unless they are met sooner). A longer period allows for more focus; shorter allows for less.</p> <p>The school system has achieved at least half of its interim goals during the previous twelve month period.</p> <p>If the Board approves an annual budget, it does so only after determining that the Board's goals are the first priority for resource allocation.</p> <p>The majority of the Board's monitoring sessions during the period were rated Effective or Highly Effective.</p>



COMMUNICATION & COLLABORATION: The Board will lead transparently and include stakeholders in the pursuit of the goals.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (1)	Meeting Student Outcomes Focus (5)	Mastering Student Outcomes Focus (10)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board did not receive the final version of materials to be voted on at least three calendar days before the Board-authorized public meeting during which the materials would be considered.</p> <p>There were more than six Board-authorized public meetings in a single month during the previous twelve month period (Board committees are counted in this total).</p> <p>Any meeting of the Board lasted more than eight hours during the previous twelve month period.</p> <p>The Board does not use a consent agenda.</p> <p>The Board has not hosted opportunities to listen to the vision and values of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>All consent-eligible items were placed on the consent agenda and all but a few were voted on using a consent agenda.</p> <p>The Board tracks its use of time in Board-authorized public meetings, categorizing every minute used as one of the following:</p> <ul style="list-style-type: none"> - Goal Setting: reviewing, discussing, and/or selecting goals - Goal Monitoring: reviewing, discussing, and/or approving/not approving goal monitoring reports - Guardrail Setting: reviewing, discussing, and/or selecting guardrails - Guardrail Monitoring: reviewing, discussing, and/or approving/not approving guardrail monitoring reports - Leadership Evaluation: Board self eval, Board time use eval, and Superintendent eval - Voting: debating and voting on any item (these activities are never a form of goal/guardrail monitoring) - Community Engagement: two-way communication between the Board and community members - Other 	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>There are no more than four Board-authorized public meetings per month and none lasts more than three hours.</p> <p>The Board schedules no more than five topics for discussion during any one Board-authorized public meeting.</p> <p>The Board limits its adoption of Board policies regarding school system operations to matters that are 1) required by law or 2) an appropriate exercise of the Board's oversight authority as defined by the Board's adopted goals and/or guardrails. Existing policies that do not meet one of these criteria have been removed from the Board's policy manual (though the Superintendent may retain them as administrative policy/regulation).</p> <p>The Board made no edits to the Board's regularly scheduled meeting agenda during the meeting and during the three business days before the meeting unless a state of emergency was declared.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>There are no more than two Board-authorized public meetings per month and none lasts more than two hours.</p> <p>The Board schedules no more than three topics for discussion during any Board-authorized public meeting.</p> <p>The Board has adopted few enough policies that the full Board as a whole is able to review every policy at least once during every length of time equal to a Board Member's term of office.</p> <p>The Board received the final version of materials to be voted on at least seven calendar days before the Board-authorized public meeting during which the materials would be considered.</p> <p>The Board used a process that included students, parents, staff, and community members in a way that led them to express ownership of the adopted goals and guardrails.</p>



UNITY & TRUST: The Board will lead with one voice in its pursuit of the goals.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (1)	Meeting Student Outcomes Focus (3)	Mastering Student Outcomes Focus (5)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board has not adopted policies that establish Board operating procedures.</p> <p>Any Board Member voted on an item on which they had a conflict of interest, as defined by law, during the previous three month period.</p> <p>Board Members serve on committees formed by the Superintendent or staff without approval of the Superintendent and a majority of the Board.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>Attendance at all regularly scheduled Board meetings was over 80% during the previous three month period.</p> <p>The Board has adopted a policy or procedure requiring that information provided by the Superintendent to one Board Member is provided to all Board Members.</p> <p>The Board reviews all policies governing Board operating procedures at least once during every length of time equal to a Board Member's term of office.</p> <p>The Board has adopted an Ethics & Conflicts of Interest Statement and all Board Members have signed the statement during their current term of office.</p> <p>All Board Members agree that if the Board has committees, their role is only to advise the Board, not to advise the staff.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members do not give operational advice or instructions to staff members.</p> <p>The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members are responsible for the outcomes of all students, not just students in their region of the school system.</p> <p>The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members fully recuse themselves from matters involving individuals or organizations who made campaign contributions to them or who appointed them.</p> <p>The Board unanimously agreed during the most recent self-evaluation that all Board Members have honored the three aforementioned ethical boundaries during the previous evaluation period.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board unanimously agreed during the most recent self-evaluation that all Board Members adhered to all policies governing Board operating procedures during the previous evaluation period.</p> <p>All Board Members and the Superintendent agreed during the most recent self-evaluation that none of the Board Members have given operational advice or instructions to staff members.</p> <p>All Board Members have memorized all of the Board's goals and the current status of each.</p> <p>The Board conducted a quarterly self-evaluation during the previous three-month period – or annually if the most recent score was 80 or higher – and unanimously voted to adopt the results.</p>



CONTINUOUS IMPROVEMENT: The Board will invest time and resources toward improving its focus on the goals.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (1)	Meeting Student Outcomes Focus (3)	Mastering Student Outcomes Focus (5)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board has not conducted a self-evaluation during the previous twelve month period.</p> <p>The Board has conducted a self-evaluation during the previous twelve month period but did not vote to adopt the results.</p> <p>The Board has not participated in a governance team training or retreat where all members of the governance team were present, during the previous twelve month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board tracks its use of time and reports monthly the percentage of Board-authorized public meeting time invested in monitoring the Board's goals and interim goals.</p> <p>The Board tracks the estimated annual cost of staff time invested in governance during its annual self-evaluation. This includes the time of any staff members invested in preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings.</p> <p>The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress toward goals and interim goals.</p> <p>The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The most recent Board annual self-evaluation took place no more than 45 days before the most recent Superintendent evaluation.</p> <p>The Board has hosted and the Board Members have led or co-led at least one training session on Student Outcomes Focused Governance during the previous twelve month period.</p> <p>The Board has continuously updated the status and targets of all goals, guardrails, and interim goals/guardrails, and publicly displays them in the room in which the Board most frequently holds regularly scheduled Board meetings.</p> <p>The Board conducted the most recent self-evaluation and voted to adopt the results.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board included students as presenters in at least one of the Student Outcomes Focused Governance training sessions during the previous twelve months.</p> <p>Prior to being selected, all newly selected Board Members received training on Student Outcomes Focused Governance from fellow Board Members on their Board or from a certified Student Outcomes Focused Governance Coach.</p> <p>The Board conducted the most recent quarterly self-evaluation -- or annually if the most recent score was 80 or higher -- and unanimously voted to adopt the results.</p>



APPENDIX C: BOARD TIME USE RESULTS

The following table is based on recent SPS Board Time Use Evaluation results from January to July 2024.

Task	Total Minutes Used	% of Total Minutes Used	2024							Description
			Jan	Feb	March	April	May	June	July	
Goal Setting	0	0.00%	0	0	0	0	0	0	0	Reviewing, discussing, and/or selecting goals.
Goal Monitoring	129	4.91%	61	68	0	0	0	0	0	Reviewing, discussing, and/or accepting/not accepting goal monitoring reports in accordance with the monitoring calendar.
Guardrail Setting	0	0.00%	0	0	0	0	0	0	0	Reviewing, discussing, and/or selecting guardrails.
Guardrail Monitoring	1	0.05%	0	0	0	0	1	0	0	Reviewing, discussing, and/or accepting/not accepting guardrail monitoring reports in accordance with the monitoring calendar.
Superintendent Evaluation	275	13.51%	0	2	0	5	75	193	0	Annual evaluation of Superintendent/District performance.
Voting	26	1.28%	17	0	7	0	9	0	0	The Board debating and/or voting on any item; voting on goal/guardrail adoption and/or scheduled monitoring reports and evals are counted elsewhere. All other incidents of debating/voting



Task	Total Minutes Used	% of Total Minutes Used	2024							Description
			Jan	Feb	March	April	May	June	July	
										are never a form of goals/guardrails "monitoring").
Community Engagement	243	11.94%	0	0	0	0	90	153	0	Two-way communication opportunity where Board Members listen for and discuss the vision / values of their staff and community members
Student/Family Engagement	0	0.00%	0	0	0	0	0	0	0	Two-way communication opportunity where Board members listen for and discuss the vision/values of their students and family members.
Board Self-Evaluation	99	4.86%	0	0	0	41	0	35	23	Quarterly and/or annual Board self-evaluation using the SOFG instrument.
Board Time Use Evaluation	0	0.00%	0	0	1	0	0	0	0	Meeting evaluation using the time use instrument.
Board Training	0	0.00%	0	0	0	0	0	0	0	Training for the Board on SOFG and related topics.
Board-Led Community Training	10	0.49%	0	0	0	0	0	10	0	Board-hosted and Board member-led or co-led training on SOFG and related topics.



Task	Total Minutes Used	% of Total Minutes Used	2024							Description
			Jan	Feb	March	April	May	June	July	
Closed Sessions	0	0.00%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Time spent in non-public meetings, consistent with open meetings laws; this time is not calculated.
Other	1,252	61.52%	155	178	583	335	308	176	100	Any time spent on an activity that is not one of the above.
Total Meeting Minutes	2,626	100%	233	248	591	381	483	567	123	All minutes in Board-authorized public meetings combined.
Total Student Outcomes Focused Minutes	129	4.91%	61	68	0	0	1	0	0	Goal Setting and Goal Monitoring combined.



APPENDIX D: BOARD QUARTERLY SELF-EVALUATION RESULTS

The SPS Board has performed two self-evaluations: one in April and one in June 2024. The most recent results are included below:

BOARD QUARTERLY SELF-EVALUATION						
Current Date	June / 26 /2024			Votes For/Against		/
	January -March	April -June 2024	July -September (estimated)	October -December (estimated)	January -March	Total Possible
Vision & Goals		25	25	35	35	35
Values & Guardrails		5	5	10	15	15
Monitoring & Accountability		10	20	20	20	30
Communication & Collaboration		1	1	5	5	10
Unity & Trust		0	1	1	3	5
Continuous Improvement		0	1	1	3	5
Total		41	53	72	81	100



APPENDIX E: BOARD MEETING TOPICS AND LENGTH

The following table displays the meeting minutes of SPS' Regular School Board Meetings between October 2023 and September 2024.

Date of Meeting	Number of Topics	Topics Without Call to Order and Adjournment	Total Number of Subtopics	Start Time	End Time	Duration
October 11, 2023	10	8	27	4:15 PM	8:16 PM	4:01
October 25, 2023	9	7	10	4:18 PM	5:38 PM	1:20
November 15, 2023	10	8	34	4:18 PM	10:37 PM	6:19
December 13, 2023	9	7	17	4:26 PM	7:04 PM	2:38
January 17, 2024	11	9	20	4:22 PM	8:36 PM	4:14
February 7, 2024	11	9	26	4:21 PM	8:27 PM	4:06
March 6, 2024	11	9	21	4:18 PM	7:48 PM	3:30
March 20, 2024	9	7	18	4:22 PM	8:33 PM	4:11
April 3, 2024	11	9	12	4:38 PM	7:09 PM	2:31
April 25, 2024	9	7	26	4:25 PM	7:38 PM	3:13
May 8, 2024	8	6	21	4:18 PM	7:45 PM	3:27
May 22, 2024	11	9	25	4:20 PM	6:51 PM	2:31
June 26, 2024	10	8	20	4:26 PM	8:44 PM	4:18
July 2, 2024	7	5	5	4:22 PM	6:11 PM	1:49
August 28, 2024	9	7	15	4:19 PM	7:44 PM	3:25



Date of Meeting	Number of Topics	Topics Without Call to Order and Adjournment	Total Number of Subtopics	Start Time	End Time	Duration
September 18, 2024	10	8	25	4:23 PM	8:30 PM	4:07
Average	9.7	7.7	20.1	N/A	N/A	3:28



APPENDIX F: PEER BENCHMARKING

The following school districts were selected as peer districts due to their alignment with the SOFG model, membership in the Council of the Great City Schools, and/or similarities in size and demographics to SPS. The benchmarking information was gathered through a review of publicly available data on the school district websites, analysis of public data sources related to each district, and responses to surveys sent to the districts.

Survey Question	Seattle Public Schools	Atlanta Public Schools	Portland Public Schools	Minneapolis Public Schools	San Francisco Unified School District	Oakland Public Schools	Charlotte-Mecklenburg Public Schools	San Antonio Independent School District	Long Beach Unified School District	Denver Public Schools	Austin Independent School District	
Number of schools	104	87	79	97	113	84	180	100	84	206	125	
Student-to-teacher ratio	17:1	12:1	16:1	14:1	19:1	19:1	16:1	14:1	25:1	14:1	14:1	
Number of students	51,443	49,994	45,171	30,115	49,204	34,428	143,244	44,710	67,292	88,911	74,602	
Demographics	<ul style="list-style-type: none"> 45.4% White 14.8% Black 12.6% Asian or Asian/Pacific Islander 13.3% Hispanic/Latino 0.4% American Indian or Alaska Native 0.4% Native Hawaiian or other Pacific Islander 12.3% Two or more races 0% Unspecified race or ethnicity 	<ul style="list-style-type: none"> 15.9% White 72.2% Black 1% Asian or Asian/Pacific Islander 7.6% Hispanic/Latino 0.2% American Indian or Alaska Native 0.1% Native Hawaiian or other Pacific Islander 2.9% Two or more races 0% Unspecified race or ethnicity 	<ul style="list-style-type: none"> 55.5% White 8.5% Black 5.9% Asian or Asian/Pacific Islander 16.5% Hispanic/Latino 0.5% American Indian or Alaska Native 0.7% Native Hawaiian or other Pacific Islander 11.6% Two or more races 0% Unspecified race or ethnicity 	<ul style="list-style-type: none"> 38.5% White 30.6% Black 3.8% Asian or Asian/Pacific Islander 17.3% Hispanic/Latino 3.1% American Indian or Alaska Native 0.1% Native Hawaiian or other Pacific Islander 6.6% Two or more races 0% Unspecified race or ethnicity 	<ul style="list-style-type: none"> 13.8% White 6.2% Black 37.7% Asian or Asian/Pacific Islander 29.6% Hispanic/Latino 0.2% American Indian or Alaska Native 0.8% Native Hawaiian or other Pacific Islander 11.8% Two or more races 0% Unspecified race or ethnicity 	<ul style="list-style-type: none"> 10.8% White 21.4% Black 11.9% Asian or Asian/Pacific Islander 45% Hispanic/Latino 0.2% American Indian or Alaska Native 1% Native Hawaiian or other Pacific Islander 9.5% Two or more races 0% Unspecified race or ethnicity 	<ul style="list-style-type: none"> 36.3% Black or African American 28.6% Hispanic/Latino 24.5% White 7.2% Asian or Asian Pacific Islander 3.1% Two or more races 0.2% American Indian or Alaska Native 0.1% Native Hawaiian or Other Pacific Islander 	<ul style="list-style-type: none"> 89.8% Hispanic/Latino 5.8% Black or African American 3.1% White 0.7% Two or more races 0.5% Asian or Asian Pacific Islander 0.1% American Indian or Alaska Native 0.0% Native Hawaiian or Other Pacific Islander 	<ul style="list-style-type: none"> 58.9% Hispanic/Latino 12.6% Black or African American 12.2% White 10.4% Asian or Asian Pacific Islander 4.7% Two or more races 1.1% Native Hawaiian or Other Pacific Islander 0.2% American Indian or Alaska Native 	<ul style="list-style-type: none"> 52.2% Hispanic/Latino 25.5% White 13.4% Black or African American 4.8% Two or more races 3.0% Asian or Asian Pacific Islander 0.6% American Indian or Alaska Native 0.5% Native Hawaiian or Other Pacific Islander 	<ul style="list-style-type: none"> 54.4% Hispanic/Latino 30.6% White 6.4% Black or African American 4.6% Asian or Asian Pacific Islander 3.8% Two or more races 0.2% American Indian or Alaska Native 0.1% Native Hawaiian or Other Pacific Islander 	
Percentage of students learning English	13.9%	3.8%	12.3%	22.9%	33.9%	34.8%	13.5%	19.5%	20.0%	34.2%	34.8%	
Test proficiency scores	Elementary Math	60%	19%	45%	30%	48%	30%	37%	13%	53%	23%	29%
	Elementary Reading	65%	24%	56%	36%	50%	32%	40%	21%	57%	32%	40%
	MS Math	53%	18%	47%	17%	43%	21%	36%	13%	45%	20%	33%
	MS Reading	61%	25%	58%	27%	51%	30%	42%	23%	54%	33%	41%



Survey Question	Seattle Public Schools	Atlanta Public Schools	Portland Public Schools	Minneapolis Public Schools	San Francisco Unified School District	Oakland Public Schools	Charlotte-Mecklenburg Public Schools	San Antonio Independent School District	Long Beach Unified School District	Denver Public Schools	Austin Independent School District
HS Math	46%	16%	27%	22%	36%	13%	30%	24%	26%	27%	33%
HS Reading	80%	33%	48%	36%	52%	42%	58%	43%	51%	46%	55%
High School College Readiness score	32.9	23	38.8	27.1	44	32.4	34.6	32.9	39.4	41.7	35.4
Class of 2023 graduation rate	88%	86.6%	84.5%	73.6%	86.2%	72.4%	83%	87.2% (2022 number due to lawsuit)	85%	79%	96.3% (2022 number due to lawsuit)
Expense per student	\$18,773	\$18,127	\$15,955	\$19,584	\$18,396	\$17,426	\$10,264	\$13,655	\$13,838	\$13,529	\$11,611
Year SOFG was implemented	2021	2020	-	-	2022	-	-	-	-	-	2023 (Lone Star Governance)
SOFG Coach on staff	Yes	-	-	-	Yes	-	-	-	-	-	Yes (AJ)
Tenure of SOFG Coach	On year 3	-	-	-	-	-	-	-	-	-	Ongoing
Used a Strategic Implementation Plan to implement SOFG	No	-	-	-	-	-	-	-	-	-	Yes
Used a Communication Plan during the transition	No	-	-	-	-	-	-	-	-	-	No
Used a Change Management Plan during the SOFG transition	No	-	-	-	-	-	-	-	-	-	No
Most recent Board quarterly self-evaluation score	41	15	-	-	26.3	-	67	-	-	-	-
Board member job descriptions have references to the SOFG framework	No	No	-	No	No	No	-	-	No	-	No
Central Office Director job descriptions have references to the SOFG framework	-	No	-	No	No	No	-	-	No	-	No
SOFG training is part of onboarding new Board members	-	-	-	No	-	No	-	-	-	-	Yes
Number of Board support staff	4	2	2	4	-	3	-	-	1	-	2
Titles of Board support staff	<ul style="list-style-type: none"> Director of Policy and Board Initiatives Director of Board 	<ul style="list-style-type: none"> Executive Director to the Board Executive Director of Internal Audit 	<ul style="list-style-type: none"> Senior Manager Executive Assistant 	<ul style="list-style-type: none"> Assistant to the Superintendent and Board Lobbyist Director, Office of the 	-	<ul style="list-style-type: none"> Administrative Coordinator Manager, Legislative Services and Operations; 	-	-	<ul style="list-style-type: none"> Executive Secretary to the Board of Education and 	-	<ul style="list-style-type: none"> Chief Officer, Government Relations and Board Services



Survey Question	Seattle Public Schools	Atlanta Public Schools	Portland Public Schools	Minneapolis Public Schools	San Francisco Unified School District	Oakland Public Schools	Charlotte-Mecklenburg Public Schools	San Antonio Independent School District	Long Beach Unified School District	Denver Public Schools	Austin Independent School District
	<ul style="list-style-type: none"> Relations and Strategic Initiatives • Communication Specialist (vacant) • Legislative Executive Assistant (vacant) 			<ul style="list-style-type: none"> Ombudsperson (Families and Community) • Director, Office of the Ombudsperson (Staff) 		<ul style="list-style-type: none"> Executive Assistant and Parliamentarian to the Board; and Form 700 Filing Officer 			<ul style="list-style-type: none"> Superintendent 		<ul style="list-style-type: none"> • Board Secretary
Board support staff job descriptions reference SOFG	-	No	No	No	-	-	-	-	No	-	No
Risk Management Department exists	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Number of FTEs in Risk Management	1	1	8	1	.5	8	1	-	6	4	2
Risk Management job descriptions reference SOFG	-	No	No	No	-	No	-	-	No	-	No
Compliance Department exists	No	Yes	No	No	Yes	No	Yes	Yes	Yes	No	Yes
Number of FTEs in the Compliance Department	N/A	1	-	-	.5	-	3	-	1	-	2
Compliance job descriptions reference SOFG	N/A	No	-	No	-	-	-	-	-	-	No
Educator job descriptions reference SOFG	No	No	No	No	No	No	-	-	-	-	No
Department that owns data relevant to SOFG	Curriculum	Administration	-	-	Research, Planning, and Assessment Department	Research Assessment and Data	Strategy and Innovation	Data Operations and Services	Student Data Systems Office (9 FTE)	-	Accountability and Assessment
Overseer of the department above	-	Chief Performance Officer	-	-	Head of Research, Planning, and Assessment	Chief Academic Officer	Chief Strategy and Innovation Officer	Chief of Data Operations	Assistant Superintendent of School Support Services	-	Chief Officer, Governmental Relations and Board Services
Budget book shows finances tied to SOFG goals	-	Yes	-	-	Yes	-	Yes	Yes	No	-	Yes



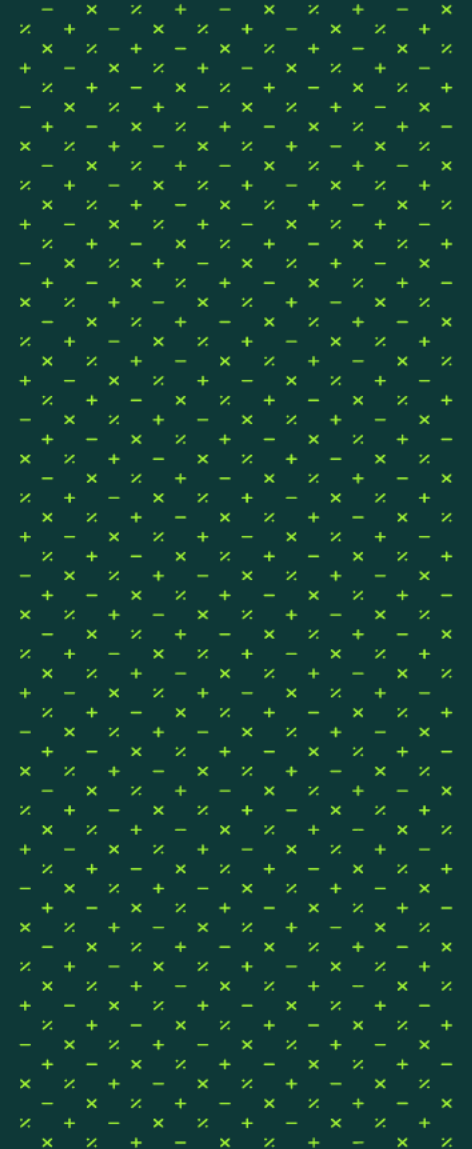
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Seattle Public Schools Governance Assessment

December 2024





Agenda



01 Background, Scope, and Methodology

02 Governance Model Overview

03 Commendations

04 Recommendations



Background

- A 2018 board-commissioned study found the District's governing environment impacted operational efficiency
- The study recommended the District adopt a policy governance model
- The Board adopted Student Outcomes Focused Governance (SOFG) as the District's policy governance model in 2021

Scope of Work

- Assessed roles, responsibilities, and gaps across the School Board, Board Office, Superintendent Office, and District departments related to governance, progress monitoring, risk management, and compliance tracking
- Assessed the current state of support for policy governance and the student outcomes focused framework
- Benchmarked the District against similarly situated school districts that are utilizing SOFG to gain perspective on best practices
- Provided recommendations to help the District gain the full benefits of the SOFG model



Methodology



Interviews

Interviews with 29 SPS staff and board members to understand current operations



Data & Document Review

Review of policies and procedures, plans, SOFG tools and results, job descriptions, board meeting minutes



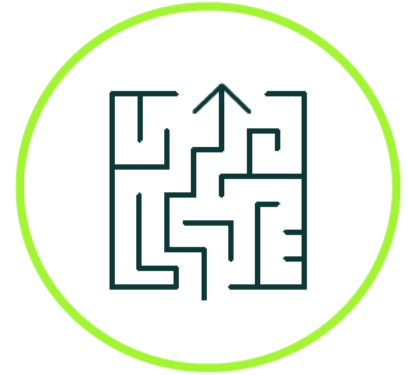
Peer Benchmarking

Review of ten peer institutions that have implemented policy governance/SOFG



Research

Research into industry standards and best practices



Analysis

Evaluation of the importance, impact, and scope of our observations to develop useful recommendations



Governance Model

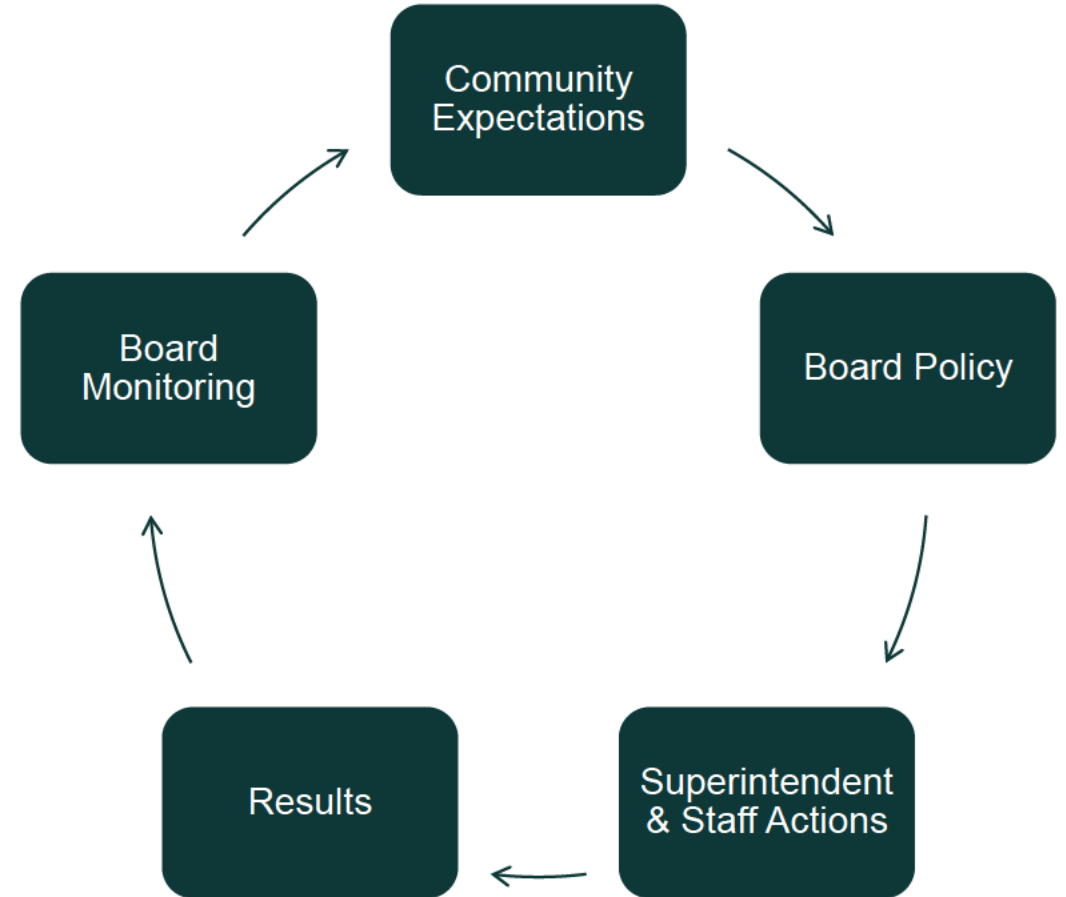
Policy Governance

A clear division of roles between board and staff, where the board:

- Sets goals and policies that outline expected outcomes
- Defines boundaries through executive limitations that guide how those outcomes are achieved
- Evaluates district and superintendent performance based on these policies and expected outcomes

Student Outcomes Focused Governance

A policy governance model specifically aimed at improving student outcomes and shifting the board from operational involvement to strategic oversight



Commendations

- *Commitment to Students:* Many interviewees expressed a strong commitment to placing student outcomes at the center of the District's work.
- *Recognition of Need:* There is a general understanding across the organization that the implementation of a policy governance framework has not gone as planned, and a recognition that change is required for the governance model to be successful.
- *Leadership Commitment to SOFG:* SPS's board leadership appear to be committed to implementing SOFG as their policy governance framework because they believe it is what's best for students.
- *Positive Progress:* While implementation is not fully complete, there have been positive strides made to put new processes, reports, and teams in place to support this work.



Transition to Policy Governance **RECOMMENDATIONS**

- 1. Implementation Planning:** Collaboratively develop a unified plan to guide implementation activities at both the Board and management level.
- 2. Communication and Change Management:** To effectively embed the SOFG framework within the District, SPS should implement a comprehensive communication, training, and onboarding plan that includes change management practices, ongoing coaching, and clear role documentation.



Leadership Engagement RECOMMENDATIONS

- 3. Board Engagement:** Enhance the Board's effectiveness in applying the policy governance framework by reinforcing practical skills and establishing structured approaches for oversight and community engagement, ensuring alignment with District goals, and responsive support for constituents.
- 4. Central Office Engagement:** Continue current efforts to clarify roles, incorporate responsibilities into standard practices and expectations, and make full use of the project management infrastructure to ensure that work is moving forward.
- 5. Board Office Support:** Conduct a staffing analysis to assess whether the current roles within the Board Office align with the needs and priorities of the Board.



Governance Process RECOMMENDATIONS

6. **Strategic Planning and Goal Setting:** Expand current efforts to ensure strong stakeholder input during the goal setting process and take steps to establish a cascading goal structure.
7. **Data and Progress Monitoring:** Empower the Accountability Office with access to essential data, incorporate educator input into data metrics, and strengthen the structured review process to ensure timely, informed decision-making that supports improved student outcomes.
8. **Accountability:** Foster a cohesive accountability culture within SPS by clarifying expectations, empowering the Accountability Office, and supporting consistent, equitable implementation of District initiatives.
9. **Compliance Oversight:** Consider establishing a compliance matrix and creating a position to provide centralized compliance oversight.
10. **Risk Management:** Continue current efforts to strengthen the enterprise risk management function and ensure that the Risk Manager can operate at a strategic level.



Questions?



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POLLING QUESTION #1

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A. Strongly agree





Progress Monitoring Goal 1

Early Literacy

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

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cctoner@seattleschools.org

This document details the Progress Monitoring Memo regarding the Early Literacy Goal.

3rd Grade Reading Goal Progress Monitoring Memo

December 18, 2024

The School Board sets goals for student outcomes, based on the community’s vision, and guardrails, based on the community’s values for how the vision will be achieved. The enclosed memo reports on the interim student outcomes for the 2024-2025 school year.

Topline Goal

The percentage of Black boys who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment (SBA) will increase from 28% in June 2019, to 70% in June 2024.

Theory of Action

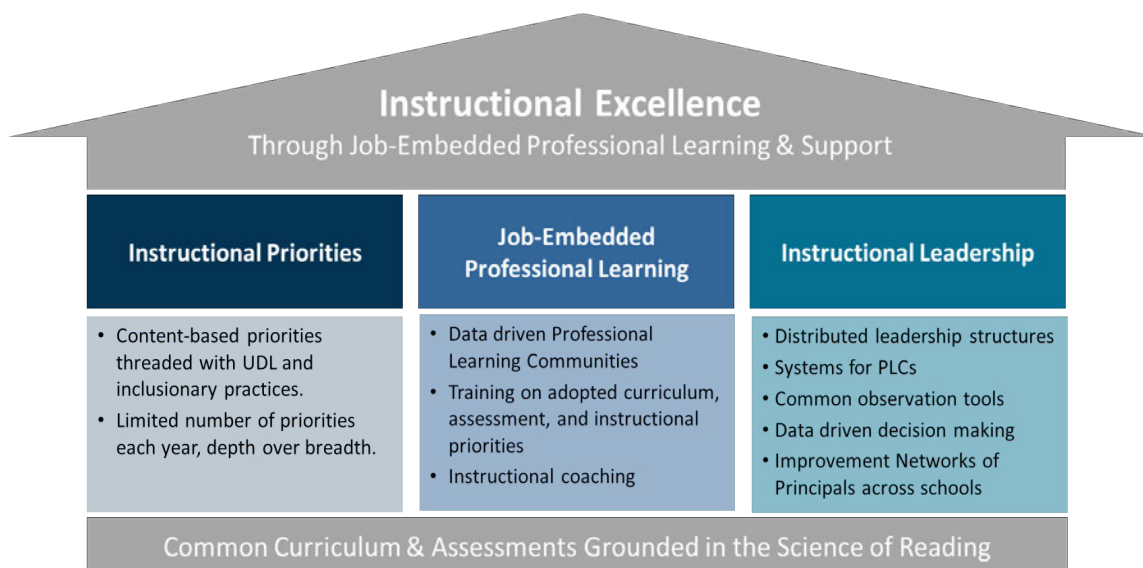
If K-3 teachers deliver high-quality, standards-aligned, culturally responsive instruction based on the 40+ years of academic research about how students learn to read, more SPS students will achieve grade-level proficiency on the 3rd Grade ELA-SBA.

Teachers will be able to deliver high-quality instruction if they:

1. Have access to district adopted high-quality, standards aligned curriculum and assessments grounded in the Science of Reading.
2. Focus on improving a limited number of instructional priorities each year.
3. Receive job-embedded professional learning through regular grade-level Professional Learning Communities and 1:1 instructional coaching.
4. Are supported and evaluated by strong instructional leaders who create the conditions for professional growth.

Teachers, principals, and schools will be able to achieve the above if the SPS central office:

- Invests in resources, training, and support for educators and principals.
- Aligns its work across departments to enable system-level continuous improvement.



Status

Orange: Interim metrics indicate results are unlikely to be delivered without significant changes

Blue: Results were completely delivered	Green: All interim metrics indicate that the results will be delivered	Yellow: Interim metrics indicate conflicting evidence regarding whether results will be delivered
Gray: Interim metrics are not available yet	Orange: Interim metrics indicate results are unlikely to be delivered without significant changes	Red: Interim metrics indicate results will not be delivered

Executive Summary

The following are based on the Fall 2024 Measures of Academic Progress (MAP) Reading Assessment results.

- 25.7% of 3rd grade African American males (AAM) are projected to achieve proficiency on the ELA portion of the SBA in Spring 2025, representing a 6.5ppt decline from Fall 2023.
- 39.4% of 3rd grade Students of Color Furthest from Educational Justice (SoCFFEJ) are projected to achieve proficiency on the ELA portion of the SBA in Spring 2025, representing a 4.2ppt decline from Fall 2023.
- 22% of Multi-lingual (ML) learners are projected to achieve proficiency on the ELA portion of the SBA in Spring 2025, representing a 1.4ppt decline from Fall 2023.
- 44.2% of Students with IEPs are projected to achieve proficiency on the ELA portion of the SBA in Spring 2025, representing a 5.7ppt increase from Fall 2023.
- In the Priority Schools, year over year declines among AAM and SoCFFEJ were 4ppt and 1ppt, respectively.
- Across all schools, those that enroll smaller proportions of AAM and SoCFFEJ declined faster, though from a higher base.
- The gap between this year's Fall MAP data and last year's appears to have emerged mostly since last spring. As of Spring 2024, among AAM there was only a 2.2ppt gap compared to the prior year. That gap was 0.6ppt for SoC. From June to October the gap widened to 6.5ppt and 4.2ppt.
- This may signal an increasing need for expanded learning during the summer months. Last summer, in K-5, about 1/5th of SoCFFEJ participated in summer school.
- We also conducted a thorough analysis of demographic changes within the AAM and SoC groups (e.g., multi-lingual, or special education status, or homelessness) and test taking participation rates, but nothing emerged as a major factor in the decline.
- It is also worth noting that there is a year-over-year (YoY) increase in Fall MAP scores for grade 4 and a small YoY decline in grade 5, indicating that the declines we see in grade 3 might be attributable to typical statistical fluctuations between cohorts.
- We are also exploring a range of other possible factors, including teacher tenure, teacher absenteeism, substitute fill rates, teacher vacancies, principal tenure, and additional disaggregation within Students of Color, including by gender.
- In the past three years, the predicted SBA proficiency rate based on Fall MAP has been slightly higher than the actual rates posted later that spring. If past trends hold true, we will likely see a similar to slightly greater decline on the Spring SBA for AAM and SoC.

Inputs

Our strategy for achieving instructional excellence begins with the 40+ years of academic research about how students learn to read – often referred to as the Science of Reading. In brief, that research makes clear that students need the following instruction to successfully read and write about grade-level text:

1. Explicit, systematic instruction in the sounds and the letter-sound correspondences of the English language (phonemic awareness and systematic phonics).
2. Plenty of opportunity to practice reading aloud with texts of increasing complexity so that they become automatic decoders (fluency instruction and practice).
3. Instruction that builds their vocabulary and grows their language and general knowledge of the world.
4. Comprehension and writing instruction that develops their ability to understand and write in response to the ideas in complex, grade-level text.

We have worked to ensure that our adopted curriculum and assessments are aligned with the most current research and modified the materials when necessary and possible.

Helping K-3 teachers become distinguished practitioners in these areas has been the focus of our implementation efforts the last several years. Improving teacher practice requires several connected steps that develop teacher knowledge of new skills or strategies, model and demonstrate those skills, and provide repeated opportunities for practice, collaboration with grade-level colleagues, coaching, and feedback. We have invested in creating a combination of universal systems that apply to all schools (such as adopted curricula and assessments) and more targeted systems (such as instructional coaching) for schools that have higher levels of student need.

For more information on all of the universal supports and targeted strategies in place please review the prior 3rd Grade Reading Goal Progress Monitoring Goal memos linked [HERE \(July 6, 2023\)](#) , [HERE \(October 11, 2023\)](#), [HERE \(February 7, 2024\)](#) and [HERE \(October 9, 2024\)](#).

Outputs

We track a range of outputs to ensure we are consistently executing our theory of action. These include measures around staffing, participation in job-embedded professional learning, initial use trainings, and curriculum and assessment usage.

<i>Implementation Metrics</i>	<i>Progress Monitoring Update</i>	<i>Status</i>
Instructional Coach Staffing (Targeted)	In the last two years we achieved a coaching ratio of 0.85 coaches per school, or 11 coaches across 13 schools. Achieving a 1:1 ratio would be ideal and allow coaches to focus their time and attention at a single site.	✓
PLC Participation (Targeted)	In each of the last two years we averaged 100 PLCs across K-3 in the 13 Priority Schools. That is, each grade-level participates in 8-9 PLCs a year and we are on track to achieve that again this year.	✓
Systematic Phonics Professional Development (Targeted)	All K-2 homeroom teachers in the 13 Priority Schools are trained and have access to the systematic phonics intervention module of our curriculum, ensuring that the students who need extra support receive it from the most qualified instructor.	✓
Research Based Curriculum Adaptations (Targeted)	Most, but not all 2-3 teachers in the 13 Priority Schools are using the Reading Fluency and Reading Comprehension and Writing About Reading curriculum adaptations as intended.	■
Overall Curriculum Usage (Targeted)	More than 90% of teachers in the Priority Schools are using most of the ELA curriculum modules as intended.	✓
Early Literacy Improvement Network (Targeted)	School leaders of the 13 Priority Schools have come together monthly each of the last two years to collaborate and receive professional development. Attendance has averaged 90% and we are on track to achieve that again this year.	✓

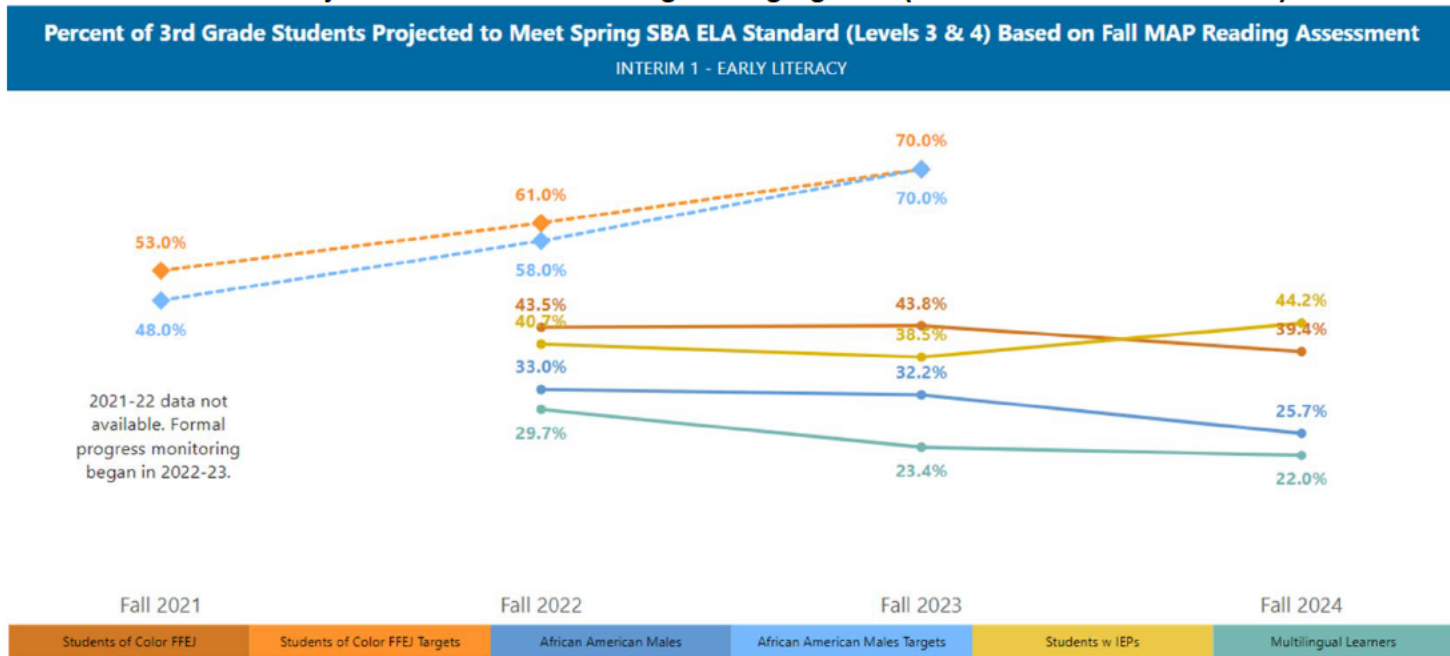
Curriculum-Embedded Assessment PD (Universal)	We have trained nearly all SPS educators on the implementation of Curriculum-Embedded Assessments (CEAs) during the August 29 th TRI day, including all elementary teachers.	✓
Science of Reading (Universal)	All K-3 educators were trained in the Science of Reading in 21-22 and ongoing course offerings have been provided since then for new teachers. We are aiming to improve participation in the ongoing training	✓

Outcomes

Figure 1 displays rates of students who, based on their Fall MAP scores, are predicted to score proficient or higher on the SBA for each of our strategic plan target groups. The upward sloping dashed lines represent targets for the current 5-year Strategic Plan. Set back in 2019, these targets were extremely ambitious, were not recalibrated to account for the impact of the pandemic and did not reflect an achievable goal based on past performance or benchmarks from other systems. MAP scores are moderately to strongly predictive of SBA scores depending on how close in time the two tests are given. NWEA, the MAP test developer, conducted a linking study in Washington state that specifically derives MAP cut scores that best predict SBA performance levels: <https://www.nwea.org/uploads/2021/03/WA-MAP-Growth-Linking-Study-Report-2021-03-18.pdf>

Figure 1.

Interim 1: 3rd Graders Projected to be Proficient in English Language Arts (Smarter Balanced Assessment)



- 25.7% of 3rd grade African American males (AAM) are projected to achieve proficiency on the ELA portion of the SBA in Spring 2024, representing a 6.5ppt decline from Fall 2023.
- 39.4% of 3rd grade Students of Color Furthest from Educational Justice (AAM) are projected to achieve proficiency on the ELA portion of the SBA in Spring 2024, representing a 4.2ppt decline from Fall 2023.
- 22% of Multi-lingual learners are projected to achieve proficiency on the ELA portion of the SBA in Spring 2024, representing a 1.4ppt decline from Fall 2023.
- 44.2% of Students with IEPs are projected to achieve proficiency on the ELA portion of the SBA in Spring 2024, representing a 5.7ppt increase from Fall 2023.

Figure 2.
Projected Proficiency on Spring 2025 SBA by Student Group

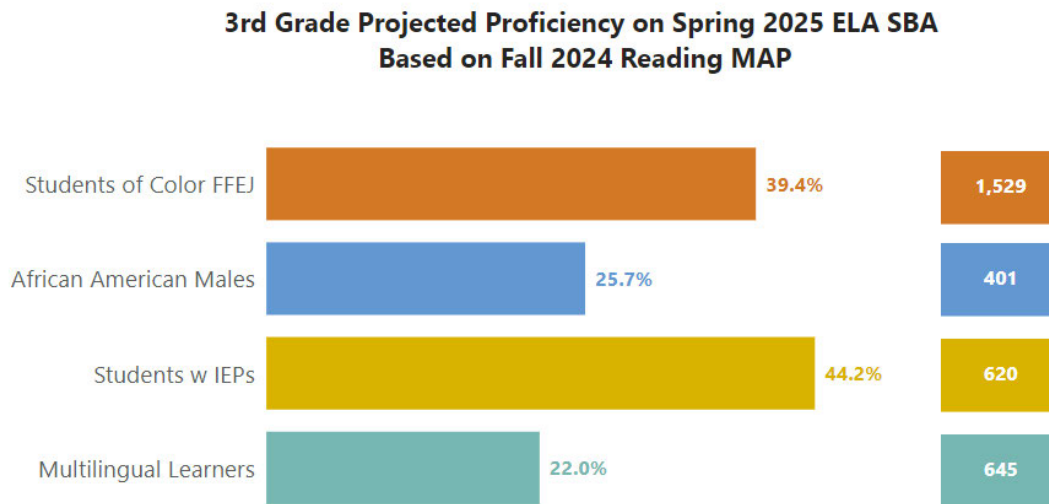
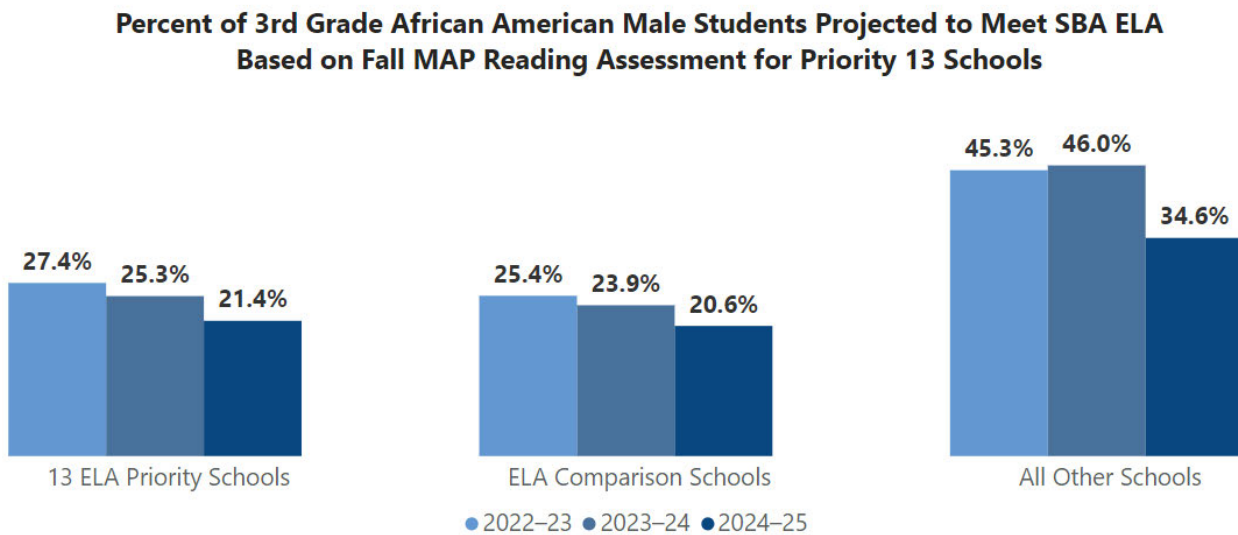


Figure 3.
Projected Proficiency on Spring 2025 SBA for AAM by School Grouping



- Figure 3 shows a decline in Fall MAP scores for AAM across three mutually exclusive groups of schools in SPS.
- The Priority Schools represent the schools with the highest proportion of AAM students, averaging 11 AAM students in grade 3 per school (n=168).
- The Comparison schools average 6 AAM students in grade 3 per school (n=97)
- The All Other category average 2 AAM students in grade 3 per school (n=136).
- The year-over-year decline was experienced in all three school groupings but was steepest in the All Other category.

Discussion of Student Outcomes

As discussed in the Executive Summary, the gap between this year's and last year's Fall MAP data appears to have emerged mostly since last spring. As of Spring 2024, among AAM there was only a 2.2ppt gap compared to the prior year. That gap was 0.6ppt for SoC. From June to October the gap widened to 6.5ppt and 4.2ppt. This may signal an increasing need for expanded learning during the summer months, and we are looking into that possibility.

We also conducted a thorough analysis of demographic changes within the AAM and SoC groups (e.g., multi-lingual, or special education status, or homelessness) and test taking participation rates, but nothing emerged as a major factor in the decline.

It is also possible the declines we see in grade 3 are typical statistical fluctuations between cohorts because we don't see the same pattern in other grades: Fall MAP scores increased in grade 4 and declined at a smaller rate in grade 5.

Finally, we are exploring a range of other factors that may be contributing to this decline, including changes to teacher tenure, teacher absenteeism, substitute fill rates, teacher vacancies, principal tenure, and additional disaggregation within Students of Color, including by gender.

While this drop in projected proficiency is a concern, we are confident that the instructional improvement strategy we are pursuing remains one of our best paths forward for student learning. This year we have expanded the number of 3rd Grade teachers using adapted instructional materials for the Writing About Reading Project and will be training ML and Special Education support staff on those in January.

While we are seeing a decline overall for the system, at the individual school level, year-over-year changes vary in direction and magnitude. As a part of their Multi-Tiered System of Supports (MTSS) process, schools review MAP data in conjunction with data from other standardized measures and curriculum-embedded assessments to provide differentiated support to students.

Lessons Learned

- *Research-based instructional practices work when implemented well.* The research on how students learn is quite clear. The key to ensuring those practices are deployed is a system of job-embedded professional learning and support, which we have spent the last five years building at the 13 Priority Schools.
- *High-quality, common curriculum and assessments are foundational for improvement.* Improving teacher practice would be an impossible task without common materials to align around. These are the resources that teachers use day in and day out with their students and their quality matters a lot.
- *A narrow set of instructional priorities allows teachers to go deep.* Articulating clear priorities for improvement at each grade-level has enabled teachers to stay focused on getting better at what matters the most.
- *Principal instructional leadership brings it all together.* Supporting principals' instructional leadership is critical for coherence and follow-through at the building level.
- *Instructional coaching done right should be the rule, not the exception for high-need schools.* Early Literacy Coaches provide indispensable capacity for facilitating monthly Professional Learning Community meetings among grade-level teams and ensure teachers have follow-through support to transfer new knowledge and skills into permanent improvements to their instructional practice.
- *Central office strategy and implementation capacity enables consistent, coherent implementation.* Investing in the central office to oversee the many facets of implementation and monitoring ensures the quality and impact of new school resources are maximized.

Board Support

Progress Monitoring along with several board policies have provided the framework for improving our assessment portfolio and ability to monitor student progress. These policies include Policy 0010 (Instructional Philosophy), 0030 (Racial Equity), 2080 (Assessment), and 2015 (Instructional Materials). We began the Progress Monitoring process five years ago with the state assessments (SBA) as our main, and limited, source of data. Since then, we have added MAP and Dynamic Indicators of basic Early Literacy Skills (DIBELS) and are now including a more systematic look at student responses to curriculum-embedded assessments. In this way, the Board has helped the entire school system stay focused on the strategy and goals of our Strategic Plan which in turn has enabled greater alignment, transparency, and collaboration across the organization.

Goal 1 Students performing at the Meets Grade Level Standard on STAAR Reading grade 3rd – 8th, EOC English I & English II will increase from 28% in June 2019 to 60% by June 2024.			Goal 2 Students performing at the Meets Grade Level Standard on STAAR Math grades 3rd – 8th and EOC Algebra 1 will increase from 35% in June 2019 to 60% by June 2024.			Goal 3 Students graduating college, career and military ready will increase from 78% in June 2019 to 100% by June 2024.		
Annual Targets:SY19-20=34%, SY20-21=40%, SY21-22=46%, SY22-23=52%, SY23-24=60%			Annual Targets:SY19-20=40%, SY20-21=45%, SY21-22=50%, SY22-23=55%, SY23-24=60%			Annual Targets:SY19-20=82%, SY20-21=86%, SY21-22=90%, SY22-23=95%, SY23-24=100%		
GPM 1.1	GPM 1.2	GPM 1.3	GPM 2.1	GPM 2.2	GPM 2.3	GPM 3.1	GPM 3.2	
<ul style="list-style-type: none"> The percent of 3rd grade students performing at the meets level in STAAR Release Reading will increase from 31% in June 2019 to 60% by June 2024. 	<ul style="list-style-type: none"> The percent of 4th-8th grade students performing at the meets level in STAAR Release Reading will increase from 31% in June 2019 to 60% by June 2024. 	<ul style="list-style-type: none"> The percent of English I & II Students performing at the meets level in EOC English Release will increase from 24% in June 2019 to 60% by June 2024. 	<ul style="list-style-type: none"> The percent of 3rd grade students performing at the meets level in STAAR Math Release will increase from 45% in June 2019 to 60% by June 2024. 	<ul style="list-style-type: none"> The percent of 4th-8th grade students performing at the meets level in STAAR Math Release will increase from 34% in June 2019 to 60% by June 2024. 	<ul style="list-style-type: none"> The percent of Algebra 1 Students performing at the meets level in EOC Algebra Release will increase from 35% in June 2019 to 60% by June 2024. 	<ul style="list-style-type: none"> The percent of HS seniors meeting the Reading TSI Assessment Results will increase from 22.73% in June 2019 to 44% by June 2024. *Results are gathered from the previous year 	<ul style="list-style-type: none"> The percent of HS seniors meeting the Math TSI Assessment Results will increase from 14.75% in June 2019 to 30% by June 2024. *Results are gathered from the previous year 	
19-20	37%	37%	31%	48%	39%	40%	27%	18%
20-21	43%	43%	38%	51%	44%	45%	31%	21%
21-22	49%	49%	45%	54%	49%	50%	35%	24%
22-23	55%	55%	52%	57%	54%	55%	39%	27%
23-24	60%	60%	60%	60%	60%	60%	44%	30%

Board Constraints for the Superintendent:

Board Constraints for the Board:

SC1: Superintendent shall not allow our students to be treated inequitably.

- **SCPM 1.1:** 8th Grade Student participation in the TSI will increase from 96% in 2019 to 100% by June 2022.
Annual Targets: SY19-20 98%, SY 20-21 99%, SY 21-22 100%
- **SCPM 1.2:** K-8th Grade AVID implementation progress monthly documentation will increase from 0% in 2019 to 100% by June 2022.
Annual Targets: SY19-20 50%, SY 20-21 80%, SY 21-22 100%
- **SCPM 1.3:** K-8th Grade PLTW implementation progress monthly documentation will increase from 0% in 2019 to 100% by June 2022.
Annual Targets: SY19-20 50%, SY 20-21 80%, SY 21-22 100%

SC2: Superintendent shall not allow adult conveniences to take precedence over student needs.

- **SCPM 2.1:** Teaching staff will accumulate student writing samples that will be progressed monitored by campus administrator's twice a year to capture students incremental progress in order to show the impact of the teacher's pedagogy, this practice will increase from 0% in 2019 to 100% by June 2022.
Annual Targets: SY19-20 100%, SY 20-21 100%, SY 21-22 100%
- **SCPM 2.2:** District Instructional Administrators and Campus administrators will utilize the RTI Intervention Documentation System to monitor quarterly the interventions provided to all coded At-Risk Students, this practice will increase from 0% in 2019 to 100% by June 2022.
Annual Targets: SY19-20 100%, SY 20-21 100%, SY 21-22 100%

BC1: The board shall not be involved in the day to day operations of the school district.

BC2: The board shall not make decisions based upon adult conveniences over student needs.

BC3: The board shall not make decisions that will impact student outcomes without being well trained, informed, and prepared.

TISD Monitoring Calendar



Tornillo ISD LSG Board			Years: 2020		
Months	Student Outcome Goals GPMs	Constraints CPMs	Leadership Evaluations	Trainings	Other
January	Goal 1: GPM 1.3 (Eng. I & II Dec. EOC Results) Goal 2: GPM 2.3 (Algebra Dec. EOC Results)	SCPM1.2 (AVID) BC1	Superintendent Evaluation		Board Appreciation Board promotes the vision and engages in 2-way communication
February	Goal 1: GPM 1.1 MOY PK-3 Reading Diagnostic Goal 2: GPM 2.1 MOY K-3 Math Diagnostic	BC2	Board Quarterly Evaluation	TASB Winter Governance	School Calendar Approval Budget calendar and budget process Board promotes the vision and engages in 2-way communication
March	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Spring Benchmark	SCPM1.3 (PLTW) BC3		Far West Texas School Boards Association (pending date)	Discuss preliminary budget/budget workshops Board promotes the vision and engages in 2-way communication
April	Goal 3: GPM 3.1 & 3.2	BC1		NSBA	Employee Contracts Approval Board promotes the vision and engages in 2-way communication
May	Goal 1: GPM 1.1 EOY PK-3 Reading Diagnostic Goal 1: GPM 1.2 5 th & 8 th Reading STAAR Results Goal 2: GPM 2.1 EOY K-3 Math Diagnostic Goal 2: GPM 2.2 5 th & 8 th Math STAAR Results	SCPM 2.1 (Writing Samples) BC2	Board Quarterly Evaluation		Compensation Package Board promotes the vision and engages in 2-way communication
June	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 STAAR Results	BC3		Summer Leadership Institute	Review/amend Student Code of Conduct (TEC§37.105) Review student and staff handbooks Recommend student insurance carrier
July	Goal 3: GPM 3.1 & 3.2	SCPM1.1 (TSI) BC1		Team-Building and Assessment Workshop & LSG Community Training	District and Campus Improvement Plan Approvals
August	A-F Accountability Report Goal 1 & Goal 3	BC2	Board Quarterly Evaluation	EISO Training (Pending date)	Budget & Tax Rate Public Meeting
September	Goal 1: GPM 1.1 BOY K-3 Reading Diagnostic Goal 2: GPM 2.1 BOY K-3 Math Diagnostic	SCPM 2.2 (RTI Doc) BC3		TASA/TASB Convention LSG Student Workshop	Review Board Training Calendar, including SB 1566 requirement and new 86th legislative session additions Board promotes the vision and engages in 2-way communication
October	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Fall District Benchmark	BC1		Team-Building , Assessment Workshop & LSG Community Training	Report Trustee training hours Review superintendent's evaluation timeline and process, including training on use of instrument (TEC§21.354) Board promotes the vision and engages in 2-way communication
November	Goal 3: GPM 3.1 & 3.2	BC2	Board Quarterly Evaluation	LSG Training for potential school board members	FIRST Public Meeting November Elections (BBB Legal) (TEC§3.004-3.005) Board promotes the vision and engages in 2-way communication
December	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 TAPR Report	BC3		New Board Member Orientation Far West Texas School Boards Association	Procedures and Policy Review (Every other year) Board promotes the vision and engages in 2-way communication

TISD Monitoring Calendar



Tornillo ISD LSG Board			Years: 2021		
Months	Student Outcome Goals GPMs	Constraints CPMs	Leadership Evaluations	Trainings	Other
January	Goal 1: GPM 1.3 (Eng. I & II Dec. EOC Results) Goal 2: GPM 2.3 (Algebra Dec. EOC Results)	SCPM1.2 (AVID) BC1	Superintendent Evaluation		Board Appreciation Board promotes the vision and engages in 2-way communication
February	Goal 1: GPM 1.1 MOY PK-3 Reading Diagnostic Goal 2: GPM 2.1 MOY K-3 Math Diagnostic	BC2	Board Quarterly Evaluation	TASB Winter Governance	School Calendar Approval Budget calendar and budget process Board promotes the vision and engages in 2-way communication
March	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Spring Benchmark	SCPM1.3 (PLTW) BC3		Far West Texas School Boards Association (pending date)	Discuss preliminary budget/budget workshops Board promotes the vision and engages in 2-way communication
April	Goal 3: GPM 3.1 & 3.2	BC1		NSBA	Employee Contracts Approval Board promotes the vision and engages in 2-way communication
May	Goal 1: GPM 1.1 EOY PK-3 Reading Diagnostic Goal 1: GPM 1.2 5 th & 8 th Reading STAAR Results Goal 2: GPM 2.1 EOY K-3 Math Diagnostic Goal 2: GPM 2.2 5 th & 8 th Math STAAR Results	SCPM 2.1 (Writing Samples) BC2	Board Quarterly Evaluation		Compensation Package Board promotes the vision and engages in 2-way communication
June	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 STAAR Results	BC3		Summer Leadership Institute	Review/amend Student Code of Conduct (TEC§37.105) Review student and staff handbooks Recommend student insurance carrier
July	Goal 3: GPM 3.1 & 3.2	SCPM1.1 (TSI) BC1		Team-Building and Assessment Workshop & LSG Community Training	District and Campus Improvement Plan Approvals
August	A-F Accountability Report Goal 1 & Goal 3	BC2	Board Quarterly Evaluation	EISO Training (Pending date)	Budget & Tax Rate Public Meeting
September	Goal 1: GPM 1.1 BOY K-3 Reading Diagnostic Goal 2: GPM 2.1 BOY K-3 Math Diagnostic	SCPM 2.2 (RTI Doc) BC3		TASA/TASB Convention LSG Student Workshop	Review Board Training Calendar, including SB 1566 requirement and new 86th legislative session additions Board promotes the vision and engages in 2-way communication
October	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Fall District Benchmark	BC1		Team-Building , Assessment Workshop & LSG Community Training	Report Trustee training hours Review superintendent's evaluation timeline and process, including training on use of instrument (TEC§21.354) Board promotes the vision and engages in 2-way communication
November	Goal 3: GPM 3.1 & 3.2	BC2	Board Quarterly Evaluation	LSG Training for potential school board members	FIRST Public Meeting November Elections (BBB Legal) (TEC§3.004-3.005) Board promotes the vision and engages in 2-way communication
December	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 TAPR Report	BC3		New Board Member Orientation Far West Texas School Boards Association	Board promotes the vision and engages in 2-way communication

TISD Monitoring Calendar



Tornillo ISD LSG Board			Years: 2022		
Months	Student Outcome Goals GPMs	Constraints CPMs	Leadership Evaluations	Trainings	Other
January	Goal 1: GPM 1.3 (Eng. I & II Dec. EOC Results) Goal 2: GPM 2.3 (Algebra Dec. EOC Results)	SCPM1.2 (AVID) BC1	Superintendent Evaluation		Board Appreciation Board promotes the vision and engages in 2-way communication
February	Goal 1: GPM 1.1 MOY PK-3 Reading Diagnostic Goal 2: GPM 2.1 MOY K-3 Math Diagnostic	BC2	Board Quarterly Evaluation	TASB Winter Governance	School Calendar Approval Budget calendar and budget process Board promotes the vision and engages in 2-way communication
March	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Spring Benchmark	SCPM1.3 (PLTW) BC3		Far West Texas School Boards Association (pending date)	Discuss preliminary budget/budget workshops Board promotes the vision and engages in 2-way communication
April	Goal 3: GPM 3.1 & 3.2	BC1		NSBA	Employee Contracts Approval Board promotes the vision and engages in 2-way communication
May	Goal 1: GPM 1.1 EOY PK-3 Reading Diagnostic Goal 1: GPM 1.2 5 th & 8 th Reading STAAR Results Goal 2: GPM 2.1 EOY K-3 Math Diagnostic Goal 2: GPM 2.2 5 th & 8 th Math STAAR Results	SCPM 2.1 (Writing Samples) BC2	Board Quarterly Evaluation		Compensation Package Board promotes the vision and engages in 2-way communication
June	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 STAAR Results	BC3		Summer Leadership Institute	Review/amend Student Code of Conduct (TEC§37.105) Review student and staff handbooks Recommend student insurance carrier
July	Goal 3: GPM 3.1 & 3.2	SCPM1.1 (TSI) BC1		Team-Building and Assessment Workshop & LSG Community Training	District and Campus Improvement Plan Approvals
August	A-F Accountability Report Goal 1 & Goal 3	BC2	Board Quarterly Evaluation	EISO Training (Pending date)	Budget & Tax Rate Public Meeting
September	Goal 1: GPM 1.1 BOY K-3 Reading Diagnostic Goal 2: GPM 2.1 BOY K-3 Math Diagnostic	SCPM 2.2 (RTI Doc) BC3		TASA/TASB Convention LSG Student Workshop	Review Board Training Calendar, including SB 1566 requirement and new 86th legislative session additions Board promotes the vision and engages in 2-way communication
October	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Fall District Benchmark	BC1		Team-Building , Assessment Workshop & LSG Community Training	Report Trustee training hours Review superintendent's evaluation timeline and process, including training on use of instrument (TEC§21.354) Board promotes the vision and engages in 2-way communication
November	Goal 3: GPM 3.1 & 3.2	BC2	Board Quarterly Evaluation	LSG Training for potential school board members	FIRST Public Meeting November Elections (BBB Legal) (TEC§3.004-3.005) Board promotes the vision and engages in 2-way communication
December	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 TAPR Report	BC3		New Board Member Orientation Far West Texas School Boards Association	Procedures and Policy Review (Every other year) Board promotes the vision and engages in 2-way communication

TISD Monitoring Calendar



Tornillo ISD LSG Board			Years: 2023		
Months	Student Outcome Goals GPMs	Constraints CPMs	Leadership Evaluations	Trainings	Other
January	Goal 1: GPM 1.3 (Eng. I & II Dec. EOC Results) Goal 2: GPM 2.3 (Algebra Dec. EOC Results)	SCPM1.2 (AVID) BC1	Superintendent Evaluation		Board Appreciation Board promotes the vision and engages in 2-way communication
February	Goal 1: GPM 1.1 MOY PK-3 Reading Diagnostic Goal 2: GPM 2.1 MOY K-3 Math Diagnostic	BC2	Board Quarterly Evaluation	TASB Winter Governance	School Calendar Approval Budget calendar and budget process Board promotes the vision and engages in 2-way communication
March	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Spring Benchmark	SCPM1.3 (PLTW) BC3		Far West Texas School Boards Association (pending date)	Discuss preliminary budget/budget workshops Board promotes the vision and engages in 2-way communication
April	Goal 3: GPM 3.1 & 3.2	BC1		NSBA	Employee Contracts Approval Board promotes the vision and engages in 2-way communication
May	Goal 1: GPM 1.1 EOY PK-3 Reading Diagnostic Goal 1: GPM 1.2 5 th & 8 th Reading STAAR Results Goal 2: GPM 2.1 EOY K-3 Math Diagnostic Goal 2: GPM 2.2 5 th & 8 th Math STAAR Results	SCPM 2.1 (Writing Samples) BC2	Board Quarterly Evaluation		Compensation Package Board promotes the vision and engages in 2-way communication
June	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 STAAR Results	BC3		Summer Leadership Institute	Review/amend Student Code of Conduct (TEC§37.105) Review student and staff handbooks Recommend student insurance carrier
July	Goal 3: GPM 3.1 & 3.2	SCPM1.1 (TSI) BC1		Team-Building and Assessment Workshop & LSG Community Training	District and Campus Improvement Plan Approvals
August	A-F Accountability Report Goal 1 & Goal 3	BC2	Board Quarterly Evaluation	EISO Training (Pending date)	Budget & Tax Rate Public Meeting
September	Goal 1: GPM 1.1 BOY K-3 Reading Diagnostic Goal 2: GPM 2.1 BOY K-3 Math Diagnostic	SCPM 2.2 (RTI Doc) BC3		TASA/TASB Convention LSG Student Workshop	Review Board Training Calendar, including SB 1566 requirement and new 86th legislative session additions Board promotes the vision and engages in 2-way communication
October	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Fall District Benchmark	BC1		Team-Building , Assessment Workshop & LSG Community Training	Report Trustee training hours Review superintendent's evaluation timeline and process, including training on use of instrument (TEC§21.354) Board promotes the vision and engages in 2-way communication
November	Goal 3: GPM 3.1 & 3.2	BC2	Board Quarterly Evaluation	LSG Training for potential school board members	FIRST Public Meeting November Elections (BBB Legal) (TEC§3.004-3.005) Board promotes the vision and engages in 2-way communication
December	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 TAPR Report	BC3		New Board Member Orientation Far West Texas School Boards Association	Board promotes the vision and engages in 2-way communication

TISD Monitoring Calendar



Tornillo ISD LSG Board			Years: 2024		
Months	Student Outcome Goals GPMs	Constraints CPMs	Leadership Evaluations	Trainings	Other
January	Goal 1: GPM 1.3 (Eng. I & II Dec. EOC Results) Goal 2: GPM 2.3 (Algebra Dec. EOC Results)	SCPM1.2 (AVID) BC1	Superintendent Evaluation		Board Appreciation Board promotes the vision and engages in 2-way communication
February	Goal 1: GPM 1.1 MOY PK-3 Reading Diagnostic Goal 2: GPM 2.1 MOY K-3 Math Diagnostic	BC2	Board Quarterly Evaluation	TASB Winter Governance	School Calendar Approval Budget calendar and budget process Board promotes the vision and engages in 2-way communication
March	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Spring Benchmark	SCPM1.3 (PLTW) BC3		Far West Texas School Boards Association (pending date)	Discuss preliminary budget/budget workshops Board promotes the vision and engages in 2-way communication
April	Goal 3: GPM 3.1 & 3.2	BC1		NSBA	Employee Contracts Approval Board promotes the vision and engages in 2-way communication
May	Goal 1: GPM 1.1 EOY PK-3 Reading Diagnostic Goal 1: GPM 1.2 5 th & 8 th Reading STAAR Results Goal 2: GPM 2.1 EOY K-3 Math Diagnostic Goal 2: GPM 2.2 5 th & 8 th Math STAAR Results	SCPM 2.1 (Writing Samples) BC2	Board Quarterly Evaluation		Compensation Package Board promotes the vision and engages in 2-way communication
June	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 STAAR Results	BC3		Summer Leadership Institute	Review/amend Student Code of Conduct (TEC§37.105) Review student and staff handbooks Recommend student insurance carrier
July	Goal 3: GPM 3.1 & 3.2	SCPM1.1 (TSI) BC1		Team-Building and Assessment Workshop & LSG Community Training	District and Campus Improvement Plan Approvals
August	A-F Accountability Report Goal 1 & Goal 3	BC2	Board Quarterly Evaluation	EISO Training (Pending date)	Budget & Tax Rate Public Meeting
September	Goal 1: GPM 1.1 BOY K-3 Reading Diagnostic Goal 2: GPM 2.1 BOY K-3 Math Diagnostic	SCPM 2.2 (RTI Doc) BC3		TASA/TASB Convention LSG Student Workshop	Review Board Training Calendar, including SB 1566 requirement and new 86th legislative session additions Board promotes the vision and engages in 2-way communication
October	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 Fall District Benchmark	BC1		Team-Building , Assessment Workshop & LSG Community Training	Report Trustee training hours Review superintendent's evaluation timeline and process, including training on use of instrument (TEC§21.354) Board promotes the vision and engages in 2-way communication
November	Goal 3: GPM 3.1 & 3.2	BC2	Board Quarterly Evaluation	LSG Training for potential school board members	FIRST Public Meeting November Elections (BBB Legal) (TEC§3.004-3.005) Board promotes the vision and engages in 2-way communication
December	Goal 1: GPM 1.1-1.3 Goal 2: GPM 2.1-2.3 TAPR Report	BC3		New Board Member Orientation Far West Texas School Boards Association	Procedures and Policy Review (Every other year) Board promotes the vision and engages in 2-way communication