

**Lake Washington School District
Executive Limitation Monitoring Report**

**EL-9 District Staff
September 17, 2018**

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- | | | |
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| <p>1) Attracting and maintaining top quality staff, considering compensation plans and other factors, by:</p> <ul style="list-style-type: none"> a) Attracting and hiring the most highly qualified and best-suited candidates for employment; b) Retaining and nurturing top quality staff; c) Developing compensation and benefit plans that reward employees consistent with statute, with the applicable marketplace, with organizations of comparable size and type, and within available and projected resources; and, d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable. | In Compliance | ◀ ▶ |
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Evidence

- a) Attracting and hiring the most highly qualified and best-suited candidates for employment.

One of district's strategic goals is to recruit, hire, and retain highly effective personnel. The district attends state recruitment fairs and continues to work directly with universities and their teacher preparation programs. Staff continually works with local universities to identify potential qualified candidates and to promote the district. During the 2017-18 school year, Lake Washington participated in major career and recruitment events at the following universities:

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| <ul style="list-style-type: none"> • Central Washington University • Gonzaga University • Pacific Lutheran University • Seattle Pacific University • Seattle University | <ul style="list-style-type: none"> • University of Washington, Bothell • University of Washington, Seattle • University of Washington - Tacoma • Western Washington University • Whitworth University |
|--|--|

In addition to attending these university events, staff participated in the Washington School Personnel Association sponsored Spokane and Tacoma Career Fairs and the Oregon Professional Educator Fair in Portland Oregon. At all the recruiting events, a team of building principals, department administrators, and professional learning specialists works to recruit high quality teacher candidates. The most successful recruiting events in 2017-18 were the district's own Lake Washington School District Job Fairs in February and March. The event attracted hundreds teaching and administrator candidates and 53 interviews were conducted.

The district also advertises vacancies with cooperating agencies such as: Washington Association of School Administrators (WASA); Washington School Personnel Association (WSPA); Association of Washington School Principals (AWSP); Washington State Association of School Psychologists (WSASP); National Association of School Psychologists (NASP); the national college job board, Handshake and LinkedIn.

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Evidence {continued}

The district advertises classified positions on Craigslist, Indeed, LinkedIn the national college job board, Handshake and has also utilized signage at schools. Additionally, the District advertises with agencies such as Washington Association of School Business Officials (WASBO); School Nurse Organization of Washington (SNOW); the National Association for the Advancement of Colored People (NAACP); Washington Vocational Services; Washington State Employment Security Veterans Program and WorkSource; Urban League; Lake Washington Technical College; and Bellevue College for classified positions. The District also participated in the Diversity Employment Day Career Fair in Seattle and the East King County Career Fair in Bellevue.

- In the 2017-18 school year, the district attracted 1,616 certificated applicants, from which the following number of staff were hired:
 - Elementary Teachers.....98
 - Secondary Teachers85
 - Special Education Teachers58
 - Specialists18
 - Total new hires.....**259**

- In addition, the district rehired the following non-continuing staff:
 - Elementary Teachers.....3
 - Secondary Teachers3
 - Special Education Teachers2
 - Specialists1
 - Total rehired.....10

- In the 2017-2018 school year, the district attracted 1,564 classified applicants, from which 277 new staff members were hired.
- In the 2017-2018 school year, the district attracted 301 administrator applicants, from which 15 new administrators were hired.

Probationary periods are also a means to ensure the highest qualified candidates are retained for employment. For certificated staff, teachers hired by the district into vacant positions are placed on provisional contracts. Teachers new to the profession must serve three (3) years as a provisional teacher. The district may decide to non-renew provisional teachers at the end of each provisional year. Teachers on provisional status must be formally observed twice each year; however, in the last year of provisional service teachers must be formally observed three (3) times.

Teachers new to the district who have served at least two (2) years in another Washington State school district serve only one (1) year in provisional status. The district may decide to non-renew them by May 15 of their provisional year.

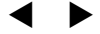
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Evidence {continued}

- For the 2017-2018 school year, the district had 736 provisional teachers.

Some teachers are hired on a one-year, non-continuing contract as their positions are filling those of continuing contract teachers who have been approved for a leave of absence. Evaluative data on non-continuing contract teachers is used to inform employment decisions should a vacancy become available the following year.

For classified staff, the district establishes defined probationary periods consistent for each classification. During the probationary period, supervisors observe and evaluate staff based on established evaluation criteria and expectations to ensure quality and fit of the selected candidate to the position. Supervisors complete an evaluation form for all new hires prior to the expiration of their probationary period. Supervisors work with Human Resources to determine whether the probationary employee successfully completed the probationary period and should be converted to regular status or whether the employee has failed to successfully meet established criteria during the probationary period and employment should be terminated.

- For the 2017-2018 school year, eight (8) probationary classified staff did not successfully complete their probationary periods and their employment was terminated.

- b) Retaining and nurturing top quality staff:

The district has made a significant investment in induction programs intended to nurture new staff and ensure their success. The Educator Introduction Academy (EIA) is designed to orient new certificated staff members to the district and ensure they are knowledgeable in district curriculum, standards, instructional framework, and other expectations.

In addition to EIA, teachers in years one and two of their careers participate in the district's New Teacher Support Program (NTSP). The emphasis of NTSP is on enhancing new teachers' skills. Teachers are supported through one-to-one mentoring and coaching, classroom visitations, and differentiated workshops.

Directors, School Support, provide a tiered support system, like EIA and NTSP, for principals new to the district. Monthly meetings focus on leadership and management topics for new administrators and administrative interns. For experienced staff, leadership opportunities exist for positions within professional development, on district committees, and at the building level.

- Annual staff survey results indicate that 75% of staff agree or strongly agree that their school provides an environment that supports long-term employment and 72% of staff agree or strongly agree that the district provides an environment that supports long-term employment.

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Evidence {continued}

Turnover data for staff groups is shown below:

2014-2015	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	0	5	0	0	100	105	5%
Certificated	35	125	0	0	1,538	1,698	9%
Classified	47	74	0	8	1,026	1,155	11%
2015-2016	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	3	3	0	0	112	118	5%
Certificated	39	107	0	0	1,613	1,759	8%
Classified	27	69	3	9	1,117	1,225	9%
2016-2017	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	4	6	0	0	129	139	9%
Certificated	22	145	0	0	1,696	1,863	9%
Classified	27	69	3	9	1,117	1,225	9%
2017-2018	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	4	7	0	0	119	130	9%
Certificated	44	175	1	0	1,937	2,157	10.2%
Classified	37	115	3	8	1184	1,347	12%

- The turnover rate for teachers increased from 9% to 10.2% for 2017-18. The turnover rate for classified staff also increased from 9% to 12%, while the turnover rate for administrators remained at 9% for the school year.
- c) Developing compensation and benefit plans that reward employees consistent with state statutes, applicable marketplace, organizations of comparable size and type, and within available and projected resources:

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Evidence {continued}

- During the 2017-18 school year, the District successfully completed the meet and confer process with a representative group of the professional technical employees to update the professional technical handbook. The updated handbook included a compensation package based on comparable neighboring districts. The original staff development and professional funds were combined into one professional fund, dollar amount available to employees was increased, and available usage was broadened. There was also a certificate and licensure pool fund created to reimburse certificates and licenses maintained as a condition of employment. Finally, exempt employees may now request flex days for required work on non-work days
 - The district entered into a Memorandum of Agreement with the Lake Washington School District Trades Bargaining Council to extend their current collective bargaining agreement for an additional year. Employees under this agreement will receive the 3.1% state determined inflationary adjustment.
 - The district also successfully negotiated the contract reopener for compensation with the Lake Washington Education Association. The parties agreed to:
 - 3.1% state determined inflationary adjustment
 - Implementation of new salary schedule including legislative minimums
 - Increase substitute rate of pay and provide the 3.1% state determined inflationary adjustment
- d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable.

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Accordingly, the CEO shall:

<p>2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:</p> <p>a) Assuring an organizational culture that conforms with the following:</p> <ul style="list-style-type: none"> • recognition of the fundamental role played by staff in the achievement and well-being of students; • open and honest communication in all written and interpersonal interaction; • respect for others and their opinions; • focus on common organizational goals as expressed in Board End Results policies; • commitment to the integrity and the positive image of the district, its leaders, and staff. <p>b) Maintaining an organizational culture of respect, dignity and courtesy that does not tolerate any behaviors, actions or attitudes by parents or guests that hinder the performance or well-being of staff.</p> <p>c) Having written operating personnel policies which:</p> <ul style="list-style-type: none"> • Clearly state rules and procedures for staff and volunteers; • Provide for effective handling of complaints; • Include adequate job descriptions for all staff positions; • Include an effective personnel performance evaluation system; • Protect against illegal discrimination and harassment; • Provide for appropriate due process. <p>d) Protecting confidential information.</p> <p>e) Making reasonable background inquiries and checks prior to hiring any paid personnel or utilizing the services of any volunteers who have unsupervised contact with students.</p> <p>f) Honoring the terms of negotiated agreements with staff.</p> <p>g) Providing staff with an opportunity to become familiar with the provisions of this policy.</p>	<p>In Compliance</p>	
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Evidence

- a) Assuring an organizational culture that conforms with the values of:
- importance of staff roles; open and honest communication; respect for others and their opinions; focusing organizational goals on End Results; and, a commitment to integrity and positive image are evidenced as follows:

Recognition of the fundamental role staff plays in the achievement and well-being of students is evidenced by:

Ensuring staff are informed and trained on district expectations through:

- New Employee Orientation training held monthly throughout the year and required for all new staff and substitutes to attend to receive training in the areas of:
 - o Risk Management: On the Job Accidents and Injuries, Chemical Hazards, Pest Management
 - o Human Resources: Human Dignity & Harassment Policy, Educators and Touching
 - o Health Services: Child Abuse Reporting, HIV/HBV Presentation
- Building and departmental annual review of district expectations for employee conduct, which includes expectations for safe interactions with students, mandatory reporting requirements, and the district's harassment policy.

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{See page 6 for complete listing.}

In Compliance



Evidence {continued}

Recognition of outstanding staff contributions occur through a variety of means:

- School Board recognition, district publications, the district’s website home page, and media coverage including:
 - o Listing “Kudos” in the *Focus* internal newsletter and highlighting a staff member in each issue;
 - o Providing Years of Service recognition program and annual retirement event;
 - o Honoring new teachers for their efforts at a celebratory event;
 - o Acknowledging National Board Certification in the *Connections* newsletter as well as at Board meetings and on the district website; and,
 - o Publicizing recognition for outstanding educator performance from legislators, special interest, and service clubs.

Open and honest communication in all written and interpersonal interaction is evidenced by:

- Internal communication vehicles to support open and honest communication
 - o A bi-weekly newsletter, *Focus*, includes general, people, and department articles. The goal of this newsletter is to keep employees informed about information that could affect them as well as to build a sense of community. This publication also includes articles from the deputy and associate superintendents to provide regular updates to staff on the work of each division. These communications reinforce a positive organizational culture and the value of district staff.
 - o *District Digest*, a communication vehicle for District Leadership Team members, is a weekly e-newsletter designed to give short, easy-to-read information including announcements, “to do’s” and reminders as well as to communicate about district initiatives and work.
 - o A regular monthly email or video message from the superintendent, as well as periodic superintendent messages, are sent to the entire organization. These communications reinforce a positive organizational culture and the value of district staff.

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In Compliance



Evidence {continued}

Respect for others and their opinions is evidenced by:

- District Leadership Team (DLT) involvement in strategic planning and budget prioritization process through the Strategic Advisory Leadership Team (SALT).
- Lake Washington Education Association, principal, and central leadership involvement in a strategic planning representative group, which analyzes teacher survey data and provides recommendations to SALT.
- Staff and parent involvement in providing feedback and input regarding district programs through an annual district program survey.
- Building level staff involvement in the Continuous Improvement Process.
- Building level staff involvement in curriculum refinement and materials selection.
- Staff, parents, and community involvement in development of major efforts such as levy and bond measures and boundary decisions.
- Use of the International Association for Public Participation framework as a tool to enable parent, student, staff, and community voices to be heard in decision-making processes.

Focus on common organizational goals as expressed in Board End Results policies is evidenced by:

- The district internal strategic work plan was updated by the Strategic Advisory Leadership Team. This document articulates work to accomplish the district's organizational goals.
- As part of the Lake Washington Education Association (LWEA) bargaining agreement, a process was agreed to which will provide an opportunity for input on the strategic work plan directly from teachers.

Commitment to the integrity and the positive image of the district, its leaders, and staff is evidenced by:

- Documented Central Leadership Team (CLT) operating principles serve as a guide to how the central administrative team agrees to conduct themselves. These principles include: modeling professional conduct; cultivating healthy interpersonal relationships; practicing clear and purposeful communication; making decisions intentionally; and, engaging in creative problem-solving.
- Active efforts to generate positive media attention for the good work occurring in the district. Weekly *News from the Schools* dispatches provide regular items to local weekly newspapers on student and staff achievements.

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In Compliance



Evidence {continued}

- a) Maintaining an organizational culture of respect, dignity, and courtesy that does not tolerate any behaviors, actions, or attitudes by parents or guests that hinders the performance or well-being of staff is accomplished through established practice:
- Concerns regarding the behaviors or actions of parents or guests that may hinder the performance or well-being of staff are addressed through building and/or district administrators.
 - If the concern cannot be handled at the building level, the Directors of School Support interface with parents or guests when behaviors may hinder the performance and well-being of staff.
- b) The following written personnel policies, procedures, and guidelines are in place:
- Rules and procedures for staff and volunteers are incorporated into administrative policy, employee bargaining agreements, and staff handbooks. A volunteer manual explains the conditions and expectations of volunteers.
 - Handling of complaints is provided for in each collective bargaining agreement as procedures for the resolution of complaints/grievances. Employees who are not represented by a recognized bargaining unit as defined by state statutes may utilize the Staff Complaints and Grievance Procedures (Policy GBM, Staff Complaints and Grievances).
 - Job descriptions are maintained by the Human Resources department. Prior to posting job vacancy announcements, staff reviews existing job descriptions to ensure the description remains current and consistent with district expectations and is on par with positions of a similar nature in other districts. Human Resources department continues to work on updating job descriptions. Performance evaluation systems are established and outlined in district procedures.
 - Illegal discrimination and harassment are prohibited as addressed in Administrative Policies AC, Non-Discrimination; ACA, Human Dignity; and ACB, Harassment of Staff. These policies outline the procedures to be followed for violations of these policies.
 - The District's non-discrimination statement was updated to reflect current law and is included in appropriate District communications.
 - Due process procedures are followed for all disciplinary or adverse personnel actions. These procedures follow collective bargaining requirements and legal requirements.
- 80.4% of staff members continue to agree that “schools clearly state rules and procedures for staff and volunteers” according to the annual staff survey.

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Evidence {continued}

- c) Staff confidential information is protected under state law (RCW 28A.405, 42, and 49), employee contracts, and Administrative Policy GBL, Personnel Records. Specific practices to protect confidential information include:
- Procedures established by the Human Resources department allow employee files only to be reviewed by the employee, the employee's authorized representative, the employee's supervisor, and those designated as having a specific business need.
 - Files are kept locked in areas with restricted access. Any medical information is filed separately, locked, and access is restricted as required by law.
 - External requests, not made by the individual, are released through the district's attorney to ensure disclosure only as required by law.
- d) Background inquiries are made for all staff and volunteers as required by state law through applicant disclosure forms and a criminal background history as follows:
- All applicants complete a district disclosure form indicating any criminal history or previous terminations of employment.
 - Those indicating serious crimes against children are prohibited from employment pursuant to state law.
 - Other disclosures are reviewed and a determination is made as to whether an applicant will be considered.
 - Background checks are made as follows:
 - o New employees, including substitutes, are fingerprinted and submitted to OSPI for processing through the FBI data banks.
 - o All district volunteers are checked through the Washington State Patrol Identification and Criminal History Section, Washington Access to Criminal History (WATCH).
 - o Background inquiries showing criminal convictions are reviewed. Failure by an applicant to fully complete the disclosure form is grounds to deny employment/volunteer participation. Providing false or incomplete statements on the disclosure form subjects the individual to immediate termination.
 - o All applicants for employment must also submit a Disclosure B form, which must be completed by previous Washington school district employers, indicating any sexual misconduct.
- f) The District works diligently to honor the terms of negotiated agreements with staff by maintaining positive relationships with the various representative labor groups. Each bargaining group has regular labor-management meetings at which concerns are discussed and every attempt is made to address concerns or issues prior to the filing of a formal grievance.
- During the 2017-18 school year, there were no rulings, judgments, or findings that the district violated any labor law or contractual provision.
 - All other grievances filed with the district were resolved with applicable bargaining unit representatives.
- g) The provisions of these policies have been made available to all staff via the district's website.

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence

A variety of professional learning strategies are engaged to ensure that all staff members are qualified and trained to fulfill their responsibilities effectively and successfully including:

- New Teacher Support Program (NTSP);
- National Board Certification Program;
- Washington State Professional Certification Program (ProTeach);
- Student Teacher Placement Program;
- Professional Learning Coach Program;
- Professional Learning Series Program;
- Classified Professional Learning Program; and,
- New Administrator Support Program

New Teacher Support Program (NTSP)

The purpose of the NTSP Program is to:

1. Provide teachers in their first and second years of teaching with individualized guidance, resources, and support through mentoring and instructional coaching;
2. Accelerate instructional skills of the classroom teacher to improve student learning; and,
3. Assist first and second year teachers in their transition to district culture and standards.

Consulting teachers (CTs) serve as mentors and coaches. The sole function of the CT is to assist new teachers as they enter and adjust to the profession. Participation in NTSP is a condition of employment.

Each first and second year teacher is provided a CT. The teacher and CT work together to create a trusting, confidential partnership that promotes the acceleration of instructional practice and student achievement. CTs typically visit/observe first year teachers' classroom weekly to take observational notes, provide feedback, and hold reflective conversations focused on the classroom environment, instruction, planning, and professional responsibilities. Second year teachers are provided with regular support at the start of the second year, followed by a model of "gradual release." Depending on the needs of the individual teacher, CTs spend additional time modeling or co-teaching lessons, in-class coaching, taking video of portions of a lesson, collecting data, and/or taking scripted observation notes. Many times, the CT and teacher will meet before-school, after-school, or during planning time to further work on a teacher's goals and area of focus. In addition, CTs coordinate with each teacher and building administrator to attend the teacher's fall and spring post-observation conference with the principal.

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Evidence {continued}

- During the 2017-2018 school year, 146 first year teachers new to the profession and an additional 116 teachers in their second year of teaching were supported.
- CTs completed more than 450 hours of formal classroom observation, over 4,000 hours of informal observation, and provided more than 4,700 hours of curriculum planning and support to new teachers.

Number of Teachers Supported through NTSP

Years of Service	2017-2018 School Year	2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year
1 st year	146	164	133	109	91	89	67
2 nd Year	116	110	100	95	82	69	65
Total	262	274	233	204	173	158	132

National Board Certification Support Program

Mission: National Boards is a transformative process that improves educator’s teaching and increases student learning. Through guided self-reflection on one’s practice, candidates become more knowledgeable, dynamic, and effective educators. Facilitators guide candidates through this challenging, and ultimately rewarding experience.

Purpose:

The purpose of the LWSD National Board Certification Program is to:

1. Support teachers who choose to pursue National Board certification candidacy in either *Advanced, First Time, and/or Renewal*;
2. Facilitate National Board candidates to describe, analyze, and reflect upon their teaching practices using student learning as evidence to implement effective instruction;
3. Provide ongoing support for teachers who choose to continue the National Board process for up to three years; and,
4. Provide reflection for teachers to improve student learning.

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Each year, the district provides support for candidates pursuing National Board Certification. The district’s Professional Learning Department provides seven National Board Certified and state trained facilitators to support candidates. Due to increased participation in 2017-2018 the district hired an additional NB trained facilitator to support candidates. With the reduction on NB participants there will be four NB facilitators supporting candidates for 2018-2019. Facilitators meet monthly with candidates at the Resource Center. In addition, each candidate receives *one-three release days*, which are organized and coordinated through Professional Learning. The support program is open to all teachers, counselors and librarians within the Lake Washington School District. Support continues for teacher candidates for up to five years.

National Board Certification Support Program Participation

	2018-2019 School Year	2017-2018 School Year	2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year
First Time Candidates	35	102	103	53	28	32	23	20
Advanced	10	8	2	2	10	7	2	11
Renewal	30	33	20	14	4	9	5	0
Total	75	143	125	69	42	48	30	31

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Evidence {continued}

Washington State Professional Certification Program

The state of Washington phased out the ProTeach requirement for teacher professional certification during the 2017-2018 school year. It will no longer be offered as a source to recertify. Due to these changes in Washington State Certification Reissue and Renewal Requirements and Options, the Lake Washington School District (LWSD) no longer offers our state aligned ProTeach Program through Professional Learning.

Currently, prior to the lapse date of other Washington State Certificates, teachers are required to complete 100 clock hours, or credit equivalent, and/or four annual Professional Growth Plans. Documentation is uploaded into the teacher's E-Certification Profile and submits the electronic renewal application.

To support our teachers' needs to earn clock hours, the LWSD offers Professional Learning Series classes and cohorts. Teachers can sign up for these classes, which cover a variety of content areas and teaching strategies, to earn free clock hours. Teachers also can participate in a partnership between LWSD and Seattle Pacific University to earn credits as a part of a Teacher Leadership Master's Program. A class dedicated to writing Professional Growth Plans is offered to teachers through a partnership of LWSD and Lake Washington Education Association.

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Evidence {continued}

Student Teacher Placement Program

The purpose of the Student Teacher Placement Program is to:

1. Place and develop teachers new to the teaching profession;
2. Create and maintain relationships with colleges and universities to access cadres of quality pre-service teaching candidates;
3. Support student teachers as potential future employees to maintain teaching quality and reduce professional attrition;
4. Maintain a roster of high-quality cooperating teachers who will positively impact the growth of future educators; and,
5. Provide a consistent process familiar to principals and placement coordinators.

The growth of individuals new to the profession is critically important in maintaining teaching quality and reducing professional attrition. For that reason, the district is committed to the development of the teaching profession by placing student teaching candidates in our system. These placements allow the district to support student teachers as potential future employees. Giving schools in the district equal access to student teaching candidates from local universities also ensures that district principals and teachers have a shared obligation and opportunity to grow and develop the next generation of educators.

Student Teacher Placements – 4-year trend

2017-18 School Year	2016-17 School Year	2015-2016 School Year	2014-15 School Year
74 placements	71 placements	59 placements	74 placements

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Evidence {continued}

Professional Learning Coach Program

The purpose of the Professional Learning Coach Program is to:

1. Encourage, empower, and equip all educators to respond to the instructional needs of all students through partnering in ongoing, job-embedded professional learning;
 2. Provide coaching by request to teachers who have taught for a minimum of two years; and,
 3. Support the professional learning of teachers in the district by collaborating with other teachers on special assignment.
- For 2017-2018, efforts focused on supporting teams around the cycle of inquiry.
 - This was the third year of the Quick Start component of the program. The goal of Quick Start is to support the transition of experienced educators new to LWSD, into the district by providing personalized one-to-one coaching support. Of the 147 educators who were eligible for Quick Start, 59 chose to receive support from a Professional Learning Coach by the end of October 2017.

Level	Total Educators Served (Quick Start & Standard Coaching)			
	2017 – 2018 [^]	2016 – 2017	2015 - 2016	2014 - 2015*
Elementary	111	101	136	63
Middle School	96	90	52	31
High School	61	64	71	15
Total	268	255	259	109

* No Quick Start this year, so this only includes standard coaching participants.

[^] Due to an increase in repeat participants in 2017-18, participants were only counted once, even if they re-enrolled or were in both Quick Start and standard coaching.

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Compliance



Evidence {continued}

- 52% of standard coaching participants responded to the End of Cycle Survey as follows:

Percentage of “Strongly Agree” or “Agree” Survey Responses				
	2017-2018	2016 - 2017	2015-2016	2014-2015
Would access the program again	96%	98%	97%	94%
The coaching cycle was productive	99%	100%	99%	94%
The coaching cycle was personalized	98%	100%	98%	96%
The coach request process was easy to understand and timely	99%	100%	96%	96%
Reflection was incorporated throughout the process	100%	99%	99%	96%
The coaching cycle positively impacted student achievement	97%	98%	98%	93%

Long-term Follow-up Survey respondents completed a coaching cycle the previous year and had not reenrolled at the time of the survey. The responses were as follows:

Percentage of Respondents indicating either “Strongly Agree” or “Agree”		
	2017-2018	2016-2017
I would access the coaching program again. (“Yes” responses)	95%	100%
Student engagement increased based on the coaching cycle and the changes made to professional practice.	97%	95%
Student achievement increased based on the coaching cycle and the changes made to professional practice.	92%	95%
The quality of my practice improved in Professional Community and Collaboration.	87%	92%

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Professional Learning Series Program

The purpose of the Professional Learning Series Program is to:

1. Provide certificated staff access to extended learning opportunities outside their regular workday;
2. Provide certificated staff opportunities to serve as instructors in areas in which they possess expertise which could benefit others; and,
3. Provide opportunities for the attendees of given courses to build on what they have learned by sharing the resources and knowledge with others in their building.

The Professional Learning Series Program provides a variety of paid and unpaid opportunities for certificated staff to access self-selected learning focused on a wide variety of topics. These topics include, but are not limited to, technology, curriculum design, effective instructional practices, unit and lesson planning, gifted education, and assessment. Quarterly book studies are also offered. These professional learning experiences are based on staff input, current needs, and trends in education. General education teachers, special education teachers, preschool teachers, occupational therapists, speech and language pathologists, and physical therapists and vision specialists may access this program.

Professional Learning Series Program Participation

Quarter	Fall 2017	Winter 2018	Spring 2018	Summer 2018	Total
Participants	391	333	328	TBD	TBD

Quarter	Fall 2016	Winter 2017	Spring 2017	Summer 2017	Total 2017
Participants	278	222	297	438	1,235

Quarter	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Total 2016
Participants	378	334	297	225	1,234

ELA CCSS Cohort Program

The purpose of the ELA CCSS Cohort Program is to:

1. Facilitate a structure in which teachers could engage in deeper learning about the CCSS and related literacy best practices;
2. Facilitate the use of instructional resources that support CCSS standards implementation in ELA; and,
3. Facilitate collaborative work in teacher-teams to plan and implement one to two inquiry cycles focused on student growth around a specific CCSS goal in ELA.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Teachers participate in advisories the previous spring quarter to determine areas of cohort focus for the following year. This year, 2017-18, the cohorts focused on the following topics: K-5 Writing, Middle School Writing, Reading, Speaking and Listening, and High School Critical Thinking and Questioning. Any interested ELA teacher can participate with at least one to two colleagues from their building. These teachers form a team to collectively engage in the inquiry cycle. Teacher-teams selected text resources to support research in their chosen inquiry cycle topics.

Quarter	2016-17	2017-18
K-5 Cohort	N/A	17
Middle School Foundational Cohort	N/A	20
Middle School Advanced Cohort	17	16
High School Cohort	N/A	12

Math CCSS Cohort Program

The purpose of the Math CCSS Cohort Program is to:

1. Facilitate a structure in which teachers engage in deeper learning about the CCSS and related math best practices;
2. Facilitate the use of instructional resources and research-supported strategies that support CCSS standards implementation in math; and to
3. Facilitate collaborative work in teacher-teams to plan and implement inquiry cycles focused on student growth around a specific CCSS goal in math.

Teachers participate in advisories the previous spring quarter to determine areas of cohort focus for the following year. This year, 2017-18, the cohorts focused on the following topics: Growth mindset in mathematics, Equity, and Productive Routines. Any interested math teacher can participate in the foundational group. In the advanced group, teachers form a team to collectively engage in the inquiry cycle. Teacher-teams selected math topics as a focus to support research in their chosen inquiry cycle topics.

Quarter	2016-17	2017-18
K-5 Cohort: Advanced	25	19
Secondary Cohort: Advanced	20	22
K-5 Foundational	8	14

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Classified Professional Learning Program

The purpose of the Classified Professional Learning Program is to:

1. Provide classified staff, focusing on office professionals and instructional assistants, with training opportunities that meet job-specific employee professional development needs as well as support the District in meeting its organizational goals.
2. Develop and offer mandatory training that meets organizational, supervisor and employee needs for office professionals and instructional assistants.
3. Coordinate onboarding training for office professionals.
4. Offer First Aid/CPR training to all district staff, coaches and volunteers.

Number of Staff Participating in Classified Professional Learning Classes by Year:

Year	# of classes offered	Total # of attendees	Office Professionals	Instructional Assistants	Para Educators/ Trades	Prof Tech	Other (Sub, Cert)
2017-18	55	1,208	594	376	167	17	54
2016-17*	87	1,272	703	379	78	54	44
2015-16	93	1,477	703	457	131	88	98
2014-15	103	1,358	689	312	211	74	72
2013-14	82	1,507	801	414	177	51	64
2012-13	44	560	193	144	169	39	15

* Numbers through May 3, 2017

Mandatory Classified Trainings and Onboarding Trainings

Year	# of classes/ trainings offered	Total # of attendees	Employee Group
2017-18	52	220	Office Professionals
	1	230	Instructional Assistants
	2	41	Extended Day Instructional Assistants
2016-17	14	358	Office Professionals
	1	204	Instructional Assistants
	2	52	Extended Day Instructional Assistants
2015-16	9	232	Office Professionals

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Total Classified Professional Learning Offerings: Classes, Onboarding, Mandatory Trainings

Year	# of classes offered	Total # of attendees
2017-18	110	1,699
2016-17	90	1,778
2015-16	102	1,709
2014-15	103	1,358
2013-14	82	1,507
2012-13	44	560

ParaPro Assessment

- Classified Professional Learning organized eight review classes for the ParaPro Assessment in March and April. The goal was to assist instructional assistants and para educators in developing a study plan to prepare for the ParaPro Assessment. Obtaining a score set by the state of Washington is required for both employee groups beginning in the 2019-20 school year.

Instructional Assistant (IA) Professional Development

- The 2016-19 SEIU Collective Bargaining Agreement called for four hours of mandatory training for instructional assistants and extended day instructional assistants. On March 9, 230 instructional assistants gathered for an event that provided IAs with skills and information to support their work with students. The keynote speaker discussed working with behavioral challenges and students on the Autism Spectrum. The keynote was followed by breakout sessions for both elementary and secondary staff. The event was widely praised by attendees in post-training survey data. Similar content was presented on two mornings for extended-day instructional assistants.
- A professional development committee including District and SEIU representatives continued to meet for the seventh year. The professional development committee oversees an Educational Compensation Program budget that provides opportunities for the professional and personal development of employees. The committee's work includes allocating the number of paid hours SEIU members can be compensated for attending professional learning classes outside of their workday. The committee provided valuable input used in developing the second annual mandatory training as well as topic ideas for classes outside of the workday organized by Classified Professional Learning. Classes offered this year included reading and math instruction in small groups and using technology in the classroom.
- One hundred and thirty-seven (137) IAs took at least one class outside of their regular workday.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Office Professionals Professional Development

- Technology offerings this year included new classes to help staff utilize software provided by the District including Microsoft Forms, OneNote, Excel, Word and Adobe Acrobat. Emphasis was put on developing topic-based Excel classes supporting the work of office professionals.
- Classified Professional Learning continued coordinating onboarding training for new office professionals. Group trainings were held in August and September and continued throughout the year. As staff members joined the district, departments were scheduled to present based on the new hires' responsibilities, making the onboarding training more efficient for all new staff members.
- All health room secretaries attended a one-day mandatory training in August or September featuring Data and Health Services presenters.
- A professional development committee including district and LWESP representatives met quarterly for the seventh year. The committee discusses topics for training to meet the needs of LWESP members.
- One hundred and thirty-one (131) LWESP members took one or more classes outside of their regularly scheduled workday.
- All new office professionals are offered the opportunity to participate in the Training and Mentoring Program that pairs new employees with mentors who are in the same position to answer questions that arise as they assume their new responsibilities. In 2017-18, 11 mentor/protégé teams worked together.
- The LWESP Training Fund provides up to \$250 in funding for job-related workshops, conferences, or classes that are not offered by the district. In 2017-18, 21 office professionals received funding to attend conferences or participate in individual classes.
- The August 2017 Office Professionals Workshop featured 21 presentations from district departments who shared updates and information on processes and policies of interest to office professionals. The afternoon presentation by Dr. Scott Spaulding from the University of Washington focused on Growth Mindset. Attendance at this conference has increased steadily from 82 participants in 2013, 111 participants in 2016 and 126 office professionals in 2017.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Professional-Technical Staff Professional Development

- Professional learning programs are outlined in the Professional-Technical Handbook.
- For the fifth year, Professional Technical staff members had an opportunity to apply for up to \$350 in funding to cover registration fees or materials related to professional development training to enhance their skills and support the district’s organizational goals.
- Ten Professional-Technical staff requested almost \$3,000 from the Professional Development Fund.
- Professional-Technical staff members are also compensated for attending relevant training for up to one day outside of the scheduled work day. Ten Professional-Technical staff attended one or more district-offered classes.

First Aid/CPR Training

- First Aid/CPR trainings are open to all district staff and coaches providing a certification that is renewable bi-annually. Certificated staff can earn clock hours for the 3.5-hour class through a partnership with Puget Sound ESD.
- 713 classified and certificated staff, coaches, and substitutes have earned their First Aid and CPR certifications. Ten schools (10) hosted trainings for their staff, generally scheduled on a LEAP Wednesday. Other trainings are offered at the Resource Center and in each Learning Community.

Year	Total # of First Aid/CPR classes	# of schools requesting building-based onsite training	# of classes offered at the Resource Center/Learning Communities	# of staff and coaches certified
2017-18	32	10	22	713
2016-17	29	11	18	575
2015-16	30	8	22	549
2014-15	36	10	26	646
2013-14	24	2	22	457

Numbers reflect August 2017- July 2018.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Training Offered by District Departments

In addition to classes offered by Classified Professional Learning, departments offer training specific to the employees in their area of responsibility. Below are highlights of department-level training that occurred across the District.

- Support Services provided Facility Maintenance Trades staff job-specific safety training including monthly “Toolbox Talks” on topics including, but not limited to: Hazardous Waste Disposal; Hazard Communication; Bloodborne Pathogens; Proper Lifting; Heat Related Illness; Accident Prevention; Slips/Trips/Falls; Personal Protective Equipment; Confined Spaces; and, Spill Kits. In addition, Facility Maintenance Trades staff received training from Certified Safety Consultants on: First-Aid; Hearing Protection; Asbestos Awareness; Lock Out/Tag Out; Fall-Height Protection; Ladder Safety; Aerial Lifts; and, Forklifts.
- Custodial Services provides in-person training two (2) times per year. This training includes asbestos awareness, water intrusion, fall protection and ladder safety, chemical management, and other safety-related topics that are emergent. Additionally, a monthly safety subject is provided in an annual calendar and followed up with an email reminder containing additional information on the subject. This e-mail requires a response from all custodial staff that they have read and understand the information.
- Technology Operations trained staff on Office 365/OneDrive, new teaching laptops and interactive presentation panels, new telecommunications system, and student information systems data input and business processes.
- The Communications Department offered classes on a range of topics including the Tandem Calendar, SchoolMessenger, Peachjar eflyers, and school websites.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

New Administrator Support Program

The purpose of the New Administrator Support Program is to:

1. Provide administrators in their first-year individualized guidance, resources, and support through mentoring, supervision, and coaching;
2. Accelerate leadership skills of administrators; and,
3. Assist first year administrators in their transition to district culture and standards.

Each year, the District provides support for new administrators through August New Administrator Orientation (NAO) and monthly meetings. NAO is provided to ensure a proper induction and orientation to the district and to introduce new administrators to their colleagues from across the district. Directors, School Support, provide a tiered support system, for principals new to the district. Monthly meetings are held which focus on leadership and management topics for new administrators and administrative interns. For experienced staff, leadership opportunities exist for positions within professional development, on district committees, and at the building level.

- 14 new administrators participated in NAO during the 2017-2018 school year.

4. Establishing technology application expectations for staff and ensure that these are met.

In Compliance



Evidence

Expectations of appropriate use of district electronic resources are outlined in the district's Acceptable Use Policy. These guidelines govern the appropriate use of the district network and other digital resources.

Expectations for technology applications are specific to job duties. Technology skills, which are job specific, are assessed as part of the recruiting and hiring process and/or provided through in-district training. Training is provided to classified staff on a variety of technology applications. Training for teachers is provided through the Professional Learning Department in alignment with the Responsibility Contract as negotiated and as outlined below:

- The 2013-2017 collective bargaining agreement between Lake Washington School District and Lake Washington Education Association created the *Technology Responsibilities: Skill Acquisition and Integration Contract*. This supplemental contract specifies the technology application expectations for staff and provides compensation to teachers for acquiring technology skills and integrating technology into their classrooms.
- During the 2017-2018 school year, technology training courses were provided for certificated, classified, and administrative staff.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

4. Establishing technology application expectations for staff and ensure that these are met.

In Compliance



Evidence {continued}

Certificated Staff (PD)

- Certificated staff participated in a minimum of 6–10 hours of required technology training during all-day or Wednesday LEAP activities to support the implementation of the Technology Skills Continuum, Mobile Teaching Strategies, and Technology Integration. Each school prioritized training needs and developed professional learning to support their Building Instructional Technology Plan. Required training topics included:
 - Mobile Teaching
 - LWSO Technology Skills Continuum
 - Desktop Publishing
 - Keyboarding
 - Digital Citizenship
 - Acceptable Use Procedures
 - Digital Presentations
 - Research & Citation
 - Data Gathering & Analysis
 - Collaboration
 - Microsoft Office Applications
- New teachers received an additional 4-7 hours of technology training through EIA to ensure basic technology skills and familiarity with district applications.
- Staff may participate in optional technology training. Classes offered include:

Certificated Staff

- Collaborating with Class Notebooks
- Data Collection with Microsoft Forms - Basics
- Designing Effective Presentations
- Digital Classroom Collaboration
- Effective Technology Integration in Primary Instruction
- Engaging Hesitant Learners
- Engaging Students with Writing Anchor Charts
- Instruction with OneNote Class Notebooks
- Integrating Technology to Support Problem-Based Learning
- Introduction to OneNote Class Notebook
- Integration of Technology Skills Continuum
- Minecraft for Education Basics
- MLA8 Citations and Tech Tools
- OneNote Basics
- PowerSchool Learning Jump Start
- PowerSchool Learning Workshop
- SMART Board Workshop – Level One
- Surface Book Basics
- Teaching with Mobile Staff Devices
- Using the SAMR Model to Enhance Instruction
- WeVideo Basics

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

4. Establishing technology application expectations for staff and ensure that these are met.

In Compliance



Evidence {continued}

Classified Professional Learning offered technology training for classified staff in the following areas:

- Office 365/OneDrive
- Microsoft Office with emphasis on Excel, Word, OneNote and Forms
- Adobe Photoshop
- Adobe Acrobat
- PowerSchool
- General Fund and ASB budgets
- Skyward student modules including student registration, attendance, discipline, grading, data mining and class scheduling
- Skyward financial modules including requisitions, budget and payroll

Building Administrators

- Building Administrators receive ongoing training, as needed, through level and/or learning community meetings or in one-on-one settings.

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

<p>5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's End Results policies and complies with the Board's organizational limitations policies, by:</p> <p>a) Developing and administering an evaluation system for all academic and administrative personnel that is designed to:</p> <ul style="list-style-type: none"> • Improve instruction; • Measure and document excellent performance and unsatisfactory performance based on valid and reliable evidence; • Assist teachers and administrators to link their performance with multiple measures of student achievement and well-being; • Assure that instructional time is used to students' maximum advantage. <p>b) Developing and administering an effective evaluation system for classified personnel.</p> <p>c) Providing to the Board an annual report, as a part of the annual internal monitoring report, on the effectiveness of the evaluation system and its alignment with the Board's End Results policies.</p>	<p>In Compliance</p>	<p>◀ ▶</p>
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Evidence

Teacher/Certificated Evaluation System

The district's Professional Growth and Evaluation (PGE) system for teachers and certificated staff is based on Charlotte Danielson's *Framework for Teaching*. Danielson's instructional framework identifies aspects of a teacher's responsibilities that have been shown, through research studies, to promote improved student learning. The framework specifies 4 domains and 22 associated components of teacher professional practice and defines unsatisfactory, basic, proficient, and distinguished performance in each domain and associated component.

Teacher Evaluation

Teachers are defined as certificated staff with classrooms and/or have daily responsibilities for instructing. State law requires all districts to have a state-approved instructional framework, aligned with the state's eight teacher evaluation criteria as well as a four- tiered system of evaluation. Lake Washington's long-standing use of Charlotte Danielson's *Framework for Teaching* as the adopted instructional framework meets this requirement. The professional growth and evaluation system includes the following:

1. Implementation of five (5) student growth goal components in addition to the 22 components found within the *Framework for Teaching*;
2. Implementation of specific strands of evaluation: Comprehensive and Focused;
3. Use of the state's scoring band to determine level of proficiency (basic, unsatisfactory, proficient, or distinguished);
4. Implementation of the state's scoring band to determine level of proficiency (low, average, high) in setting and achieving student growth goals; and,
5. Determination of an overall numeric rating for all teachers.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly. Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}</i> .	In Compliance	◀ ▶
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Evidence {continued}

- An online tool supports the required processes associated with requirements for professional growth and evaluation. The district’s adopted tool, Teachscape, was purchased by Frontline Technologies in 2015-16. The district evaluated the Frontline Technologies platform and adopted it as the online tracking system for certificated evaluation.
- All teachers and administrators were trained in the new evaluation system and in the use of the online system at the beginning of the 2016-17 school year.
- Training was provided throughout the 2016-17 school year for teachers and administrators.
- Teachers and administrators are provided training each school year.

Other Certificated Educator Evaluation

The evaluation system for other certificated educators (e.g. counselors, librarians) is similar to teachers and is based on a framework specific to their role.

Evaluation Processes

The evaluation process for all certificated employees includes the following:

- Employee completes a self-assessment aligned to the domains and components;
- Employee works in collaboration with his/her evaluator to set annual goals for professional growth;
- Employee meets quarterly with a support team of colleagues to share and discuss evidence toward goal attainment;
- Evaluator conducts routine, informal classroom observations and formal observations as required;
- Employee collects evidence of goal attainment and presents evidence to evaluator in end-of-year summary conference; and,
- Evaluator assesses employee performance in all domains and associated components in annual summary evaluation.

Comprehensive and Focused Evaluation Strands

Teachers are designated as either on the Comprehensive or Focused strand of evaluation in alignment with the State’s evaluation system requirements.

Comprehensive

All teachers in their first four (4) years of employment with the district and/or on a provisional contract are placed on the Comprehensive Evaluation strand and are expected to perform, at a minimum, at the basic level in all criteria/domains and components. The proficient level must be reached in all criteria/domains and components by the end of the third year of teaching. Teachers on the Comprehensive Evaluation strand must be informally observed on a regular basis and formally observed at least two times per year. Throughout the year, teachers and evaluators collect performance evidence associated with all 22 components found in the *Framework for Teaching* and the 5 student growth goal components. Teachers on Plans of Improvement must also be placed on the Comprehensive Evaluation strand. After three successful years on the Comprehensive Evaluation strand, teachers move to the Focus Evaluation Strand; every fourth year, successful continuing teachers return to the Comprehensive Evaluation strand for one year.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s **End Results** policies and complies with the Board’s organizational limitations policies, by:
{see page 25 for complete listing}.

In
Compliance



Evidence {continued}

Focused

The Focused Evaluation strand is meant for proficient and distinguished teachers and its purpose is to support professional growth. Non-provisional, continuing teachers in year 5 of employment or beyond, whose performance is proficient or better in all criteria/domains and components are placed on the Focused Evaluation Strand. Teachers on the Focused Evaluation strand must be informally observed on a regular basis. Throughout the year, teachers and evaluators collect performance evidence associated with all the components of domain 4: Professional Responsibilities, found in the *Framework for Teaching* and the student growth goal component aligned with criteria 8: *Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.*

Student Growth Goals

In accordance with state law, all teachers all set student growth goals.

- Teachers on the Comprehensive Evaluation strand set goals in five (5) components that focus on sub-groups of students, classes of students, and whole groups (grade level or content strand) of students.
- Teachers on the Focused Evaluation strand set goals in one (1) component, which focuses on whole groups (grade level or content strand) of students. Teachers in this strand must have demonstrated proficiency in the other four (4) components of student growth goals.
- The following chart shows the number of teachers at each year and level of the evaluation system for the past five years:

*Number of Certificated Staff * By Year and Level*

Designation	2017-18		2016-17		2015-16**		2014-15		2013-2014	
	N	%	N	%	N	%	N	%	N	%
Total Comprehensive	1,150	58%	1,100	61%			915	54%	893	53%
Total Focused	820	41%	715	39%			785	46%	783	47%
Total Certificated Staff	1969	100%	1,815	100%			1700	100%	1,676	100%

* *Certificated Staff includes librarians, counselors, psychologists, instructional specialists, and therapeutic specialists (OTs, PTs, SLPs)*
 * *Total Certificated staff is based on head count of part and full- time staff*
 ** *Data not made available from Teachscape for the 2015-16 school year*

- The following tables reflect the percent of certificated staff at the specific level of proficiency by designated category:

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's **End Results** policies and complies with the Board's organizational limitations policies, by:
{see page 25 for complete listing}.

In
Compliance



Evidence {continued}

Certificated Staff – Comprehensive and Focused: 2017-18 school year

Designation	Unsatisfactory		Basic		Proficient		Distinguished	
	N	%	N	%	N	%	N	%
Comprehensive	1	<1%	8	<1%	599	63%	314	35%
Focused	0	0	0	0	222	31%	476	68%

Continuing teachers with identified performance concerns, as identified by their supervisor through the district's teacher professional growth and evaluation system, are placed on Plans of Improvement and provided with assistance in the areas of deficiency. If their performance does not rise to proficient levels, they are subject to the probationary process as defined by law and may be subject to non-renewal.

- During the 2017-18 school year, five (5) teachers were identified with performance concerns and placed on Structured Support Plans and provided with assistance in the areas of deficiency. If their performance does not rise to proficient levels, they are subject to the probationary process as defined by law and may be subject to non-renewal. Of these teachers:
 - Two (2) resigned or retired prior to being placed on probation;
 - One (1) improved his/her performance deficiencies and was taken off the Structured Support Plan; and,
 - Two (2) remain on a Structured Support Plan as the 2017-2018 school year begins.

The table below shows multi-year Structured Support Plan data.

Structured Support Plan Data:

	2017-18	2016-17	2015-16	2014-15
Total Number of Teachers Placed on a Structured Support Plan	5	9	8	10
Improved and Taken off Plan	1	2	3	1
On Leave	0	0	0	1
Resigned or Retired	2	3	3	2
Total on Plan at End of School Year	2	4	2	7 <i>(of which 1 is on leave)</i>
Total Number of Teachers Placed on Probation and Exited from System	1	0	-	-

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.
Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}.</i>	In Compliance	◀ ▶
Evidence {continued}		

Building Administrator Evaluation System

The district’s Professional Growth and Evaluation (PGE) system for building administrators is based on the Association of Washington School Principals (AWSP) Leadership Framework, aligned to the state’s eight criteria for principal leadership and evaluation:

1. **Creating a Culture** - Create a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
2. **Ensuring School Safety** - Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.
3. **Planning with Data** - Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement.
4. **Aligning Curriculum** - Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals.
5. **Improving Instruction** - Monitor, assist, and evaluate staff implementation of the School Improvement Plan, effective instruction, and assessment practices.
6. **Managing Resources** - Manage human and fiscal resources to accomplish student achievement goals.
7. **Engaging Communities** - Communicate and partner with school community members to promote student learning.
8. **Closing the Gap** - Demonstrate a commitment to closing the achievement gap.

Like teachers, principals are placed on either Comprehensive or Focused Evaluation strands. Principals new to the district and within their first four (4) years of service are placed on the Comprehensive Evaluation Strand. After the fourth year, principals are eligible to be placed on the Focused Evaluation Strand. To be eligible for placement on the Focused Evaluation Strand, principals must demonstrate proficiency in all 28 components of the Leadership Framework. Principals on the Comprehensive Evaluation Strand must collect and submit specific evidence of performance associated with all components of the Leadership Framework. Principals on the Focused Evaluation Strand must collect and submit specific evidence of performance associated with criterion 5: Improving Instruction. Principals on the Focused Evaluation Strand must also demonstrate ongoing proficiency in all components of the Leadership Framework. Also, similarly to teachers, the law requires principals to set student growth goals. Principals on the Comprehensive Evaluation Strand set student growth goals associated with criteria 3, 5, and 8. Principals on the Focused Evaluation Strand set student growth goals associated with criterion 5.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s End Results policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}.</i>	In Compliance	◀ ▶
Evidence {continued}		

Process

Principals* are evaluated by their respective learning community’s Director, School Support (DSS). The evaluation process for all building principals includes the following:

1. Principal completes self-assessment aligned to the components of the Leadership Framework;
2. Principal works in collaboration with his/her DSS to set annual goals for professional growth;
3. Principal and DSS meet regularly throughout the year to review evidence toward goal attainment;
4. Principal and DSS meet to review final summative performance evidence; and,
5. DSS assesses principal performance in annual summary evaluation.

* *Principals are responsible for evaluating associate principals using the same process as outlined above.*

• Final Summative Rating:

The following tables reflect the number Final Summative Scores for comprehensive and focused Building Administrative Staff:

***Principal and Associate Principal –Final Summative Evaluation Data
Number of Building Administrators by Proficiency Rating***

Level of Proficiency	2017-18	2016-17	2015-16
Distinguished	29	35	31
Proficient	49	44	28
Basic	3	1	2
Unsatisfactory	0	0	0
On Plan of Improvement	0	1	0

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}</i> .	In Compliance	◀ ▶
Evidence {continued}		

Central Office Administrator Evaluation System

The district’s Professional Growth and Evaluation (PGE) system for central office administrators is based on a district-developed Central Leadership Team (CLT) Framework, based on the following eight criteria:

1. **Fostering District Culture:** Demonstrating understanding of and commitment to district mission, vision, values, and goals.
2. **Communicating, Facilitating, and Presenting:** Engaging in effective and efficient two-way communication.
3. **Managing Resources:** Ensuring that staff and fiscal resources support achievement of strategic goals and fulfillment of legal/policy responsibilities.
4. **Leading Initiatives and Continuous Improvement Efforts:** Developing, implementing, and evaluating data-informed plans for strategic work and division or department improvement.
5. **Problem-Solving and Decision-Making:** Demonstrating initiative, sound judgment, integrity, and creativity in approaching problems and decisions.
6. **Engaging Communities:** Promoting the success of the organization by creating and sustaining a culture of collaboration and authentic community engagement.
7. **Leading and Building the Leadership Capacity of Others:** Promoting the success of the organization by creating a culture focused on continuous professional growth.
8. **Growing Professionally:** Promoting the success of the organization by focusing on personal professional growth.

Process

CLT members are evaluated by immediate supervisor. The evaluation process includes the following:

1. CLT member completes self-assessment aligned to the components of the Leadership Framework;
 2. CLT member works in collaboration with his/her supervisor to set annual goals for professional growth;
 3. CLT member and supervisor meet regularly throughout the year to review evidence toward goal attainment;
 4. CLT member and supervisor meet to review final summative performance evidence; and,
 5. Supervisor assesses CLT member performance in annual summary evaluation.
- As of June 2018, there are no central office administrators on a formal plan of improvement.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly. Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}</i> .	In Compliance	◀ ▶
Evidence {continued}		

Classified Staff Evaluation System

Evaluation tools have been established for each classified bargaining group as documented in the collective bargaining agreements. The evaluation formats focus on technical performance, customer service, compliance with policies and procedures, and service to students. The classified evaluation instruments require ratings on proficiency-based scales using a Distinguished, Proficient, Needs Improvement, Unsatisfactory rating scale or a Satisfactory, Needs Improvement, Unsatisfactory rating scale.

Supervisors complete the evaluation in alignment with the applicable contract provisions and timelines. The Human Resources Department maintains a tracking system to ensure the annual completion of the evaluations, and staff provides support and assistance to individual supervisors and employees in addressing needed improvements.

Human Resources staff monitors evaluations to ensure employees marked unsatisfactory or needs improvement are appropriately placed on a plan of improvement. Having completed work on the teacher and administrator evaluation tools, Human Resources will be reviewing the various classified evaluation instruments for recommendations for improvement that could be addressed collaboratively with applicable union groups.

Continuing classified staff members with performance concerns, as identified by their supervisor through the district’s classified evaluation system, are placed on Plans of Improvement (POI) and provided with assistance in the areas of deficiency. If the employee’s performance does not rise to satisfactory/proficient levels by the conclusion of their POI, their employment is terminated due to failure to meet the minimum qualifications for their position.

- For the 2017-2018 school year, four (4) individuals were placed on a Plan of Improvement. One (1) of these individuals successfully improved their performance and the remaining three (3) continue to be active on their Plan of Improvement.

I certify the above to be correct as of September 17, 2018.

Jane Stavem, Superintendent