



**Anacortes School District
Superintendent Evaluation for Dr. Mark Wenzel
2019-2020**

Purpose

The Board of Directors of the Anacortes School District is committed to continual growth in the learning outcomes of our students that meets the high expectations of our community. To this end, we tightly align our evaluation of our Superintendent's performance to the District's five-year Strategic Plan that was adopted at the beginning of the 2017-18 school year (see http://www.asd103.org/about/strategic_plan). The Superintendent evaluation represents an evaluation of District performance and growth as a whole.

Process

The District Strategic Plan is centered on five key areas ("Pillars") in which District growth is focused: Quality Instruction, Social-Emotional Learning, Equity, Partnerships and Stewardship. Before the start of the 2019-20 school year, the Board and Superintendent set one-year goals to advance growth within each of these pillars. A few objectives deemed as especially important to growth areas were identified as "targeted strategies."

As part of the strategic plan pillar evaluations, the District presented evidence in achieving these one-year goals and targeted strategies. The Superintendent evaluation is based upon this evidence. The goals associated with targeted areas carry extra weight in the evaluation.

The Board evaluated the Superintendent and District as **distinguished**. Highlights of the District work and achievements this year include:

- Conducting a thorough and focused process leading to the adoption of a meaningful equity policy that will lead to a greater learning and understanding of biases and a commitment to address and actively remove inequities
- Expansion of summer school program to benefit more students at multiple grade levels
- Further implementation of schoology to benefit and streamline communication between students, staff and families
- Study of the district's partnership with home school students and determine ways in which to provide better support for these individuals and families
- Fiscal responsibility and management, as evidenced by a clean audit
- Timely response to the extenuating challenges created by COVID-19 in order to adapt education and intentionally support various student, staff and family needs
- Prioritization of SEL (social emotional learning) work with the further implementation of RULER and Character Strong programs at elementary and secondary schools
- Continued commitment to quality instruction and staff development including curriculum reviews, curriculum alignments, trainings and feasibility studies in goal areas
- Continued careful oversight of the timeline and budget of the final phase of the high school construction project despite challenging circumstances, including advocating on the district's behalf to mitigate delays and the impacts those delays cause to the schedule and budget

- Developed a long term facilities plan
- Implementation and support of a strong transition plan for incoming superintendent

The board wishes to express our sincere appreciation to Dr. Wenzel, the administrative team and all ASD staff for their efforts which led to the achievement of important goals in 2019-2020. The district's commitment to a continued focus in all of these areas will greatly benefit the district's ongoing work to improve outcomes for all students in Anacortes. We look forward to building on these efforts as we partner with Dr. Justin Irish and support a successful transition for him as he continues to lead the work to achieve our vision of all students reaching their full potential, embracing the future and making a difference.

2019-2020 Evaluation Total Score = 36

Unsatisfactory	Basic	Proficient	Distinguished
8-17	18-28	29-34	35-40

Board approved: 6/24/2020

Superintendent Evaluation - 2019-2020

Partnerships Evaluation - January, 2020

The district will be evaluated on these goals:

<i>Goal</i>	<i>Evidence</i>
Home Partnership Program	We will investigate the possibility of creating a home partnership program to support home school students who reside within our district and to capture FTE.
6-12 Schoology Rollout	We will extend the use of Schoology and provide ongoing opportunities for professional development for all secondary teachers. Site leadership teams will engage Schoology within their school community as a means of enhanced teacher-student-family communications. By May 2020, all teachers will be using the gradebook function. Parents have access to Schoology for grades and teacher feedback.

Commendations

The board appreciates the district's thoughtful, intentional rollout of Schoology. By piloting with a smaller, core group of users to begin the implementation, the district allowed the tool first to become familiar to staff. The board also commended the district for its openness to feedback and input and to making adjustments as necessary. The board appreciates that the district is leading the way in implementing key technology tools. The board hopes as this becomes more familiar it will be a helpful tool for staff and improve consistency and access for students and families.

The board also appreciates that the district is looking into a potential partnership with our homeschool families. This research is being conducted through a student school board representative's inquiry project, which the board feels is a good place to start. The board is looking forward to the feedback and learning more about why families choose to homeschool and how we can better serve our homeschool students.

Opportunities for Improvement

Schoology will have a learning curve for students, staff, and families. The district will need to continue to provide support for this learning process, which will have some budget implications. We need to look at this new tool through an equity lens, and consider obstacles that may impact families who may not have access to technology.

In researching a potential homeschool partnership, the district might look at other opportunities to serve those students. Are there other, more creative ways to serve them and their families? Can we look at other districts who are successfully partnering with their homeschool families. There is an opportunity for further exploration and understanding why families choose to homeschool.

Partnerships Pillar	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished
Total Score				4

Board approved: 2/20/2020

Social-Emotional Learning Evaluation - February 2020

Evidence will be provided to evaluate the district on these main goals:

<i>Goal</i>	<i>Evidence</i>
RULER	We will implement RULER with students this year. The five schools will have an implementation plan as part of their School Improvement Plan. We will also introduce RULER/equity big ideas to all classified staff in 4-6 hours of training spread throughout the year
Character Strong	We will implement with staff and students at the high school, starting with a full-day training in August for staff. Throughout 2019-2020, we will effectively implement Character Strong in grade 9-10 advisories, as well as the AHS leadership class.

Commendations

The board commended the district on a successful rollout of RULER as the social-emotional program at elementary and middle school levels. The slow, intentional rollout appears to have resulted in the successful adoption of the program, both by staff and students. The board appreciates the high priority that the district has placed on implementation of social-emotional programs. The board also appreciates that each school improvement plan has a social-emotional focus; that helps drive home the importance of this work.

Opportunities for Improvement

The board asked if there may be better ways to measure growth as it relates to the district’s social-emotional work. The board is hopeful that results from the Quaglia study will show improvement in this area. There may be a way to connect mental health services and access to this pillar. The district should consider this when setting goals for next year. The board also wondered if there is a better way to triage students who may be in crisis. Could the district better leverage its health curriculum with mental health supports? The district should also revisit Character Strong as the social-emotional program at the high school. There is currently a lack of buy-in from teachers and students for this program. There will be an opportunity with future students, as those who have grown up with RULER enter high school. The social-emotional program needs to feel like a part of the culture, and not additional work.

Social-Emotional Learning Pillar	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished
Total Score				4

Board approved:3/24/20

Quality Instruction and Curriculum Evaluation - March 2020

Evidence will be provided to evaluate the district on these main goals:

<i>Goal</i>	<i>Evidence</i>
6-12 Math (Targeted)	We will align scope and sequence in middle and high school math through a year-long inquiry process with teachers. This will result in greater curriculum alignment and consistency of instruction
K-12 Special Education Curriculum (targeted)	We will review and recommend curriculum materials in literacy and math for special education classrooms to be fully implemented in 2020-2021.
K-5 Special Education Behavioral Program	We will conduct a feasibility study regarding the implementation of an elementary behavioral intervention classroom for students needing intensive behavioral support.
K-5 Reading/Tier 3 Interventions	We will implement a new Tier 3 reading intervention, with accompanying professional development, for students who need the most support (supporting document). During the 2019-2020 school year, the Anacortes School District will train staff in the Wilson Reading Tier 3 interventions for service delivery to both general education students and special education students with complex phonological deficits.
K-5 Reading/Knowledge Building	We will sponsor staff learning to help students build knowledge through social studies and science. By June K-5 teachers identifying big ideas in science and social studies for each grade level and then connecting units of study and leveled books to classroom learning to support the acquisition of new knowledge (supporting article)
Implement Strategic Plan for Cap Sante High School	In 2019-2020, Cap Sante HS will implement two key components of the visioning plan: using the Agile classrooms method to organize personal and group projects and implementing at least three activities related to project-based learning.

Commendations

The board praised the district for taking on a challenging project with the secondary math curriculum, and making progress. The board looks forward to seeing how the work develops. The board appreciates the work done on scope and sequencing, as well as the parent engagement process. In regards to the work in special education, the board appreciates the district providing resources and professional learning opportunities for our special education teachers. The district is

commended for its focus on literacy as well, especially during the coronavirus pandemic. The board continues to see a focus on high quality teaching and learning. The board also commends the district’s instructional coaches and notes the benefits that have come from this model. The board commends the district for its review of behavioral programs, and appreciates the focus to keep students in district and provide needed supports. The district is also commended for the high school’s recent recognition as a nationally ranked school (U.S. News & World Report). The district has also shown progress and responsiveness in its steps to implement a dyslexia screener tool. The new advisory program at Cap Sante has shown progress in keeping students motivated and organized.

Opportunities for Improvement

The board notes that there is more progress to be made with secondary math. The board also encourages the district to focus on continuous improvement and professional learning opportunities for all staff. The district will also need to maintain its focus and compassion on students with special needs. The board recommends the district continue to explore behavioral support programs, as resources allow.

Quality Instruction and Curriculum Pillar	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished
6-12 Math (Targeted)				4
K-12 Special Education Curriculum (targeted)				4
Pillar Score				4
Total Score				12

Board approved:5/21/20

Equity Evaluation - April 2020

Evidence will be provided to evaluate the district on these main goals:

<i>Goal</i>	<i>Evidence</i>
Equity Policy (targeted)	We will collect community feedback through an intentional engagement process in October and November and consider board approval for the ASD equity policy in December.
Staff Learning	We will deepen learning about equity throughout the 2019-2020 school year focused primarily on certificated teachers and para-educators. We will conduct four half-day meetings throughout the year during which small K-12 teams will gather to read, reflect and discuss issues of equity as they pertain to teaching and learning in Anacortes School District.
School Improvement Plans	Each school will include an explicit goal related to equity and the achievement gap in the School Improvement Plan.

Commendations

The board commended the district on development of an equity policy through many revisions and feedback from multiple stakeholders over many months of work. The policy shows evidence of broad engagement with the community and staff. The board noted that staff should be able to see their input in the policy and implement it into their work. The policy gives the district a solid starting point to begin viewing its work through an equity lens. The district is also commended for Mt Erie Elementary’s recent recognition by the State Board of Education for gap-closing efforts. The board also appreciates that all schools have developed their school improvement plans with an equity focus.

Opportunities for Improvement

The board noted that continued opportunities for staff learning and development related to the equity work will be important as the district lives into its new policy. The district should also continue to review all its policies and procedures through an equity lens. The district will also need to show action and evidence related to the policy.

Equity Pillar	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished

Equity Policy (targeted)				4
Pillar score				4
Total Score				8

Board approved: 5/21/20

Stewardship Evaluation - June 2020

Evidence will be provided to evaluate the district on these main goals:

<i>Goal</i>	<i>Evidence</i>
Complete High School Construction	<i>Complete AHS and Cap Sante High School Construction by end of November 2019</i>
Superintendent Transition	<i>Plan a successful transition for a new superintendent</i>
Long term facilities plan	<i>Develop a long-term facilities plan to assess the condition of buildings and future capital construction needs.</i>

Commendations

The board recognized the district’s best efforts and due diligence regarding the high school construction project. Although the district didn’t meet its original timeline or budget needs, the board recognizes the tremendous effort that has gone into the project. The board also recognizes that some of the factors causing delay were simply beyond the district’s control, and that the team overall has done an excellent job managing a large and complex project. The board in particular would like to thank the high school construction team, including Marty Yates, Bob Knorr, Dave Cram, and Marc Estvold for their hard work. This evaluation does not overlook everyone’s dedication and hard work on the project.

The board appreciates the detailed work and budget information that is outlined in the long-term facilities plan. The long-term facilities plan provides a good road map for future planning.

The board noted that the district has done an excellent job with the superintendent transition. Superintendent Wenzel, Board President Bobbilyn Hogge, and district staff have brought a collaborative and open approach to the transition of Dr. Justin Irish as the district’s new superintendent. Dr. Wenzel is commended in particular for his support and transparency with Dr. Irish. The board acknowledges that Dr. Irish is beginning at a unique time in history, as schools grapple with the coronavirus pandemic. The board appreciates the district’s hard work in preparing Dr. Irish to successfully take over on July 1, 2020.

Overall, this pillar report represents a tremendous amount of work on behalf of Dr. Wenzel and the district.

Opportunities for Improvement

Despite diligent efforts, the district has not completed the high school construction project on time nor on budget. Many of the contributing factors were beyond the district’s control. While it is commendable that the district has a brand-new high school that will serve students for generations, the board cannot rate the district as “distinguished” in this one goal. The board implores the district to continue to refer back to the long-term facilities plan and use it as a guiding document for future capital projects.

Stewardship Pillar	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished
Total Score			3	

Board approved: 6/24/2020

	Metric	Pillar	Specific measurement	2018-19 Metric	Score
1	Kindergarten readiness (not scored, just reported)	Partnerships	WAKIDS data	Social-emotional: 86% Physical: 90% Language: 79.5% Cognitive: 79% Literacy: 88.5% Math: 81.5%	
2	Dual credit enrollment (not scored, just reported)	Equity/Quality Instruction & Curriculum	OSPI data	Low Income: 65.2% Non-low Income: 82.2%	
3	Attendance	Social Emotional Learning	Percent of students with 90% or better attendance	85.90%	0
4	In and out-of-school suspensions	Equity	Disaggregated discipline rates	2.10%	
5	Student engagement	Social Emotional Learning	Metric from elementary and middle school student survey; participation in middle school and high school after-school activities (disaggregated)	AHS Athletics: 33% AMS Athletics: 401 AMS Activities: 174	
6	State assessment results	Quality Instruction	Composite score of all students meeting standard in grades 3,4,5,6 & 8 in reading and math	ELA : 75.6% Math: 67.6%	1

7	State assessment results	Quality Instruction, Equity	Composite score of low-income students meeting standard in grades 3,4,5,6 & 8 in reading and math	ELA: 54.4% Math: 43.9%	1
8	High school exit exam	Quality Instruction, Equity	Current SBAC Grade 10 ELA/Math (previous year's results, disaggregated)	ELA: 84.5% Math: 58.9%	1
9	Math performance	Quality Instruction	High school credit in Algebra I by end of grade 9 (disaggregated)	2018-19: 82%	0
10	Math performance	Quality Instruction	High school credit in Algebra II with a grade of A, B, or C or Bridges to College Math with a grade of A or B (senior class)	2018 - 19: 75%	0
11	Ninth grade transition	Quality Instruction, Equity	Percentage of ninth grade students failing one or more courses - (previous year's data, disaggregated)	2018-19: 11%	1
12	Graduation rate	Equity	Four-and five-year cohort graduation rate	Adjusted 4 year Class of 2018: 90.2% Adjusted 5 year Class of 2017: 89.4%	1
Total Score					5 (out of 8)