To: Board of Elementary and Secondary Education
From: Commissioner Assessment Committee (Members Craven, Fisher, Hills, Moriarty, West)
Date: May 14, 2024
Re: Interim Commissioner's Goals

Each year the Commissioner Assessment Committee drafts an assessment which is discussed, modified and approved by the Board. Since Interim Commissioner Johnston has held his position for less than two months, we will not be drafting an annual review this Spring. However, we have an opportunity to advance the relationship between the Commissioner and Board by highlighting a few key goals (out of a larger number) for the next few months, and he has also commented that it's an opportunity to increase the connection and alignment between him and the Board.

Below is our recommendation of four goals including policy (two goals), governance and community.

- Policy: 1)Literacy and 2)Student Learning. DESE has a range of high-quality initiatives and programs that support literacy and other student learning objectives. At the same time, our state has significant challenges from
    - learning loss from the pandemic, including widening gaps among student groups
    - pre-pandemic "flatlining" and widening gaps among student groups

  Our literacy and student learning goals include a summer/September discussion, ending with Interim Commissioner and Board agreement
    - A cohesive summary of DESE's strategy to successfully address these challenges including potential additional initiatives you may introduce
    - Realistic options to further accelerate progress
    - Specific metrics to use in evaluating progress

- Governance. Continue developing open, trusting and collaborative relationships with Secretary Tutwiler and the Board to improve decision-making, enhance overall buy-in, and improve student learning/other outcomes. Periodic Board updates may include policies and initiatives, specific district initiatives involving DESE, and other priorities. We are not suggesting metrics

- Community. Continue growing collaborative and trusting relationships with school districts, and community and parent organizations. We are not suggesting metrics