



Susan Enfield, Ed. D.

The following documents are included in this packet:

One page candidate summary

Cover letter

Letters of recommendation (4)

Philosophy statements (3)

Resume





Susan Enfield, Ed.D.

SUPERINTENDENT OF SCHOOLS
HIGHLINE PUBLIC SCHOOLS
BURIEN, WA (2012 - PRESENT)

RECENT WORK EXPERIENCE

Seattle Public Schools, Seattle, WA
Interim Superintendent | 2011- 2012
Chief Academic Officer | 2009- 2011

Evergreen Public Schools, Vancouver, WA
Deputy Superintendent | 2006-2009

Portland Public Schools, Portland, OR
Director, Office of Teaching & Learning | 2004-2006

EDUCATION

Harvard University - Urban Superintendents Program
Ed.D. and M.Ed. Administration, Planning and Social Policy

Stanford University
M.A. Education

University of California, Berkeley
B.A. English Literature

CERTIFICATES / LICENSES

- Washington State Superintendent Certificate
- California Single Subject Teaching Credential in English

SELECTED CURRENT AFFILIATIONS

- Board of Directors, Digital Promise, Washington, DC
- Board of Trustees, The College Board, New York, NY
- Board of Directors, Code.org, Seattle, WA
- Member, Chiefs for Change, Washington, DC
- Lead Teacher, AASA National Superintendent Certification Program, Alexandria, VA

"Creating a truly equitable school system is the only way to ensure that every child has an equal share in the promise of public education. I believe that achieving this requires us to know every student by name, strength and need so they graduate prepared for the future they choose. This is the promise I make to the community in which I live, lead and serve as superintendent."

Susan Enfield, Ed.D.

SELECTED ACCOMPLISHMENTS

- Increased four-year graduation rates from 62% in 2013 to over 83% in 2021
- Served as a lead partner in the Gates Foundation Early Learning Consortium
- Developed alternatives to suspension leading to a more than 50% reduction in out-of-school suspensions
- Increased diversity in newly hired certificated, classified and administrative staff by nearly 40%
- Reduced teacher attrition from a high of 15% to now approximately 9% yearly
- Increased retention of principals

SELECTED AWARDS

- 📖 Superintendent of the Year
Washington Association of School Administrators, Spokane, WA (2021)
- 📖 Women in School Leadership Award
American Association of School Administrators, San Diego, CA (2020)
- 📖 Superintendent of the Year
National School Foundation Association, San Diego, CA (2019)



January 30, 2022

Washoe County Board of Trustees
425 East 9th Street
Reno, NV 89512

Dear Trustees,

Having spent the past two decades studying and working in urban school systems, and as I begin my 10th year as Superintendent for Highline Public Schools, I understand the critical importance of fit between a leader and their school community. I am prepared and eager to not only lead a school system, but also live in a community where I can build relationships and partner with families to ensure that all students receive the quality, personalized education they deserve. I believe the Washoe County School District (WCSD) is that community, and by working together we can build on the district's successes to become the nation's premiere public school system.

District leadership is a team sport, and I have had the great fortune to work with an exceptional team of staff and school board members in Highline Public Schools. Highline is a richly diverse system where we believe that each one of our students is brilliant, beautiful and brimming with promise and that the challenges they face need not become barriers to their success, in school and beyond. As Superintendent I have spent the better part of the past decade working with our staff and community to deliver on our Highline Promise: to know every student by name, strength and need so they graduate prepared for the future they choose. This promise reflects our commitment to equity and has truly become the DNA of our system. As a result, we have made significant strides in closing achievement and opportunity gaps for students, most notably in our graduation rate, which has risen from 62 percent in 2013 to over 83 percent in 2021. We are even more proud of the fact that every student group has made significant gains, particularly our special education, Black and American Indian/Alaskan Native students.

Achieving results like these requires central office and school staff working together, strategically as one team with a shared purpose. In Highline, our shared purpose is our Highline Promise and delivering on it through implementation of our strategic plan. The foundation of our plan, built on these four components, communicates our values and commitment to our families and community:

Equity: We will disrupt institutional biases and inequitable practices so all students have an equal chance at success.

Instruction: We will reduce achievement and opportunity gaps by using culturally responsive, inclusive, standards-based instruction.

Relationships: We will know our students by name, strength and need and have open, two-way communication with students, families and community partners.

Support: We will increase student success by supporting their social-emotional and academic needs.

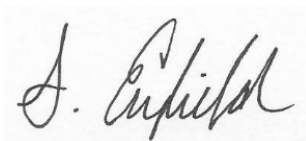
The success of any plan or strategy, however, depends on the people who execute it, which is why I have invested significant time and energy in what I believe is one of my most important responsibilities as Superintendent: principal hiring. Since I do not hire teachers, I must rely on our principals to recruit and retain school staff who fully embrace our Highline Promise and commitment to equity. Of our thirty-five principals, I have hired or placed all but one. This has led to greater alignment across our system, while also giving us the confidence to say to families that their child will receive high quality instruction and support regardless of which school they attend.

While we are proud of the progress we have made in closing our gaps and strengthening our system, we are also grateful for the support of our community and the gift of time and expertise that they continue to give us. Perhaps the best example of this is our Capital Facilities Advisory Committee (CFAC), a group created in response to a double bond failure in 2014. With staff support, these forty community members worked most of the 2014-15 school year poring over data, visiting schools and hosting community meetings to develop a bond package that would address our facilities needs and be supported by voters. Thanks to their dedication and tremendous work on the part of staff, our bond passed with 67 percent of the vote in 2016. Building on the success of this model, we have recently begun recruiting for CARE, the Committee on Allocating Resources Equitably. This group will lead the community in identifying key investment areas to be funded by a set-aside of our federal ESSER allocation. While collaborating with the community in authentic ways like this requires time and patience, we have learned that it is the best way to build trust and effect lasting and meaningful change.

These unprecedented times require an experienced leader ready to weather future challenges while ensuring that the current system continues to build on what is working, and improving upon or eliminating what is not. You will find me to be a leader who is committed to listening, learning and collaborating and also capable of making the difficult decisions that leading for equity requires. With its high graduation rates and strong academic achievement, WCSD is poised to serve as the national model for what a high quality, equitable school system can achieve for its children.

On a personal note, this would also be a homecoming for me. I was born and raised in the Bay Area and have family and friends there, as well as in Nevada City. I am at a point in life where I am looking for my next professional home that is also closer to my family home. If selected, I will dedicate myself to partnering with you to ensure that every student is known by name, strength and need and graduates from our nation's premiere school system prepared for the future they have chosen for themselves. It would be my honor to live, lead and serve in Washoe County.

Sincerely,

A handwritten signature in black ink, reading "S. Enfield". The signature is written in a cursive style with a large initial "S" and a stylized "E".

Susan Enfield, Ed.D.



January 23, 2022

Dear Selection Committee Members,

As CEO of Chiefs for Change, a bipartisan network of school superintendents and state education commissioners who lead K-12 systems that collectively serve more than 7 million students across the United States, I am writing to wholeheartedly recommend Susan Enfield, Ed.D. for the Superintendency of Washoe County School District. Over Dr. Enfield's three years in the Chiefs for Change network, I have witnessed her passion and commitment to delivering equitable outcomes for students through exceptionally trying times.

A lifelong educator who started her career as an English teacher in Silicon Valley, Dr. Enfield knows the role teachers play in shaping lives, transforming trajectories, and building a brighter future for families. It is no wonder that, having spent the past two decades studying and working in public schools, she has created a district that empowers students, families, teachers, and community members. Through her leadership as superintendent of Highline Public Schools, Dr. Enfield has achieved considerable gains in student achievement, galvanized stakeholders, and made strong financial investments for the future. The development of the Highline Promise, a standout accomplishment during her tenure, has ensured that every student is known by their name, strengths, and needs—so they graduate with the support and focused mentorship necessary to pursue their chosen path. As a direct result, Highline significantly reduced out-of-school suspensions, increased the four-year graduation rate from 62 percent in 2013 to 83 percent in 2020, and expanded equitable access to Advanced Placement courses across all high schools.

Dr. Enfield's vision of accessible, quality public schools—achieved through sound policy and forward thinking initiatives—has produced dramatic and measurable results for thousands of students. She continues to be a fierce fighter for equity and excellence as well as a true partner for state and local governments, school boards, communities, and families. All of this is in pursuit of clear goals: academic excellence with equitable access to quality teaching and learning, and needed social and emotional supports, so that every child under her care and supervision can thrive.

Dr. Enfield is also a highly respected national leader. Her insights and perspectives are invaluable to her colleagues, as she has, on many occasions, given presentations to the full Chiefs for Change membership. One such example is [this](#) webinar in which she explained her process for supporting student learning amid Covid-19 and shared her thoughts on effective leadership, communication, and decision making. In addition, Dr. Enfield remains one of the most vocal advocates for closing the digital divide and giving all children the devices and internet connections they need to succeed in today's world. Her efforts to provide technology and broadband access were highlighted in [this story](#) by *The Washington Post*, and she is frequently quoted in high-profile national publications, including [this](#) story and [this](#) story from *The New York Times*.

Dr. Enfield truly stands out among her peers. I recommend her to you in the strongest possible terms. Sincerely,

A handwritten signature in blue ink, appearing to read "Mike Magee".

Mike Magee
CEO, Chiefs for Change

Elizabeth Beck
UniServ Director, Rainier Council
Washington Education Association

January 20, 2022

Dear Board of Trustees,

I am writing to recommend Dr. Susan Enfield as superintendent for the Washoe County School District and share my experience working with her from the vantage point of a labor partner in Highline. Over the past near-decade working “across the table” with her, I have found Susan to be a strong, decisive leader - while also being approachable, pragmatic, and deeply committed to students, staff, and families. She has been a fierce advocate for racial, social, and economic justice as they impact the Highline community and society at-large, and has provided steady, sound, and collaborative leadership for the district throughout the coronavirus pandemic.

In my role as the WEA UniServ Director supporting the Highline Education Association (HEA), which represents the certificated instructional staff in Highline, I’ve been impressed by Susan’s ability to navigate labor relationships both at their most challenging and most collaborative. She recognizes that, ultimately, the association and the district have more in common than we have differences of opinion, and that we can disagree professionally and still maintain positive working relationships. She understands that our goals – student success, positive school communities, safe & healthy working and learning conditions – are shared, even when we have different ideas about the best ways to achieve them. Despite several “down to the wire” bargains, some including job actions/strike authorization votes, the district and association have managed to find a way to bridge the divide and find agreements. Likewise, Susan has built a talented cadre of administrative leaders who are committed to working through problems and challenges in a way that seeks to meet the interests of both the district and its labor partners, for the benefit of students, staff, and families. We don’t always agree, but we keep communicating to find a path forward toward solutions.

Also impressive is Susan’s leadership in emphasizing equity and anti-racism in Highline’s schools and the larger Highline community; her commitment in this area has been evident from her first year as superintendent. Again, we haven’t always agreed on the best strategies and initiatives for this (far from it at times, to be honest), but I have never doubted her intentions. Highline instituted an annual Equity Symposium for HSD staff years before Washington State required it of all school districts, and Highline Human Resources has long collaborated with HEA on recruitment and retention of BIPOC educators. Equity/anti-racism is a topic of mutual interest at the bargaining table, and we’ve established joint structures to support school-based equity teams and to foster proactive, culturally responsive approaches for student behavior support. At a time when many of my UniServ colleagues across the state have been fighting to bring issues of racial, social, and economic justice to the bargaining table – and have even needed to represent WEA members in disciplinary proceedings for wearing a Black Lives Matter T-shirt, displaying a rainbow flag in their classroom, or sharing their preferred pronouns with students – I often find myself feeling both grateful and proud to work with Highline as a labor partner. Things like Highline’s unapologetic Black Lives Matter website banner, the district’s longstanding commitment to culturally responsive professional learning, and its ongoing - and increasing, due to our most recent negotiated agreement - commitment to centering perspectives of those from historically marginalized communities, is testament to the commitment and dedication of Susan and her administrative team, in collaboration with HEA and other Highline labor partners.

Finally, I cannot imagine a better “across the table” colleague with whom to have weathered the coronavirus pandemic. Have we disagreed at times? Absolutely. Have we continued talking in search of solutions that meet multiple interests? Also, absolutely. It took many, many hours of negotiations and three (!) multi-hour HEA General Membership Meetings last winter to begin the transition to hybrid instruction in Highline, but we did it! At so many times over the past eighteen months, the floor has been shifting as we walk on it, with changing guidance and new proclamations. Susan’s commitment to following public health and state guidance, and giving her administrative team leeway to find creative solutions to problems in order to balance myriad competing priorities, has been key in implementing policies, programs, and practices that have been used as exemplars for other districts across the state. Are there problems, mistakes, and issues – of course. And, I have confidence that when we flag those, they will be addressed, and that – on the rare occasion I need to reach out directly, Susan will make herself available for a conversation. Hopefully she would say the same of me.

Given that we are certainly not out of the woods of the pandemic, and that we have a long way to go in ensuring our schools and communities are embodying racial, social, and economic justice, I must admit to some trepidation at the idea of Susan leaving Highline. However, I also believe she has cultivated a district comprised of diverse, dedicated, talented professionals –educators, administrators, and support staff – who will continue this work, even as she transitions to her next professional venture.

If you have any questions, please don’t hesitate to contact me.

Regards,

Elizabeth Beck

Elizabeth Beck

January 28, 2022

Dear Board of Trustees:

This letter should serve as a wholehearted and enthusiastic recommendation for Dr. Susan Enfield to become the next Superintendent for the Washoe County School District.

As a former Highline Public Schools board member who served for fourteen years, I know how important the board-superintendent relationship is. I have said many times that the best decision I ever made was hiring Susan in 2012 when I was Vice-President of the board. She consistently exceeded expectations, particularly in three key areas that I believe are essential for success.

First, communication. Any high-functioning board-superintendent relationship must include honest, open and consistent communication. As Susan would say, “don’t tell me what I want to hear, tell me what I need to know” and it was the foundation of our work together. Whenever there was a question, concern or issue the Board needed to know about she made sure that we heard it directly from her first. This commitment to “no surprises” was a hallmark of our time together and I can say that we very rarely were surprised. The broad umbrella of communication also includes community leaders, city council members, state legislators, public health officials and a long list of others, including students, staff and families—all of whom need to be engaged meaningfully and frequently. This is another area where Susan sets the standard.

Second, accountability. Running a school district is a constant balance between growing what is working, always revising and analyzing what isn’t working and formulating plans to stay on the course the community expects for its children. Knowing each student by name, strength and need is not just a catchphrase, it is a mandate. And to help that child be successful the system must be ready to adapt. If even one child were not being given the opportunity they deserve, Susan would take that as a personal challenge and find out why. I personally have never seen anyone so focused on the big picture, but also able to see how it applies to each individual student. Although it can always be perceived as being accountable to the board and the community, in my heart I believe for her it has always been about being accountable to each and every student.

Third, leadership. The hardest to define but the easiest to see in my estimation. As board members, we know from experience that it is impossible to please all the people all the time. But I have also seen where, through communication and accountability, even if people don’t agree with you, they will support what you are trying to do if they feel as though you have

listened. Of course, that's not always 100% the case, but I've seen Susan make it work more often than not.

Her leadership, particularly through the last eighteen months of this global pandemic, in guiding the system to meet the needs of every student, and the grace she demonstrated to those who would lash out simply because they were angry and frustrated, was an example of what I consider to be stabilizing leadership. In our age of uncertainty, knowing there is a leader who may not have all the answers, but can provide stability, is a gift to the students and families being served. It is that servant leadership that makes Susan so relatable to every person in the system. It is also why I can honestly say that working with her for the last nine years has been the highlight of my professional life.

Although I am saddened to think of Highline losing such an incredible leader, and member of our community, I am more than happy to support her in her next professional chapter. Washoe County would be incredibly fortunate to have Susan as their superintendent.

If I can be of any assistance or provide any additional detail, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Bernie Dorsey". The signature is fluid and cursive, with a large initial "B" and "D".

Bernie Dorsey



January 19, 2022

Dear Board of Trustees:

It's my pleasure and my privilege to recommend Dr. Susan Enfield to serve as the next superintendent for the Washoe County School District.

Susan and I worked together frequently during my time as CEO of Alaska Airlines from 2012-2021, which overlapped with Susan's 10 years leading Highline Public Schools. This relationship wasn't a business relationship for me – I'm a proud graduate of Highline High School and Alaska's corporate headquarters are in the district. This area is not affluent – 65% of our students have free or reduced-price lunches, 80% are racially diverse, and 101 languages are spoken within just a few miles of here. I feel personally invested in seeing our kids grow and thrive, and in seeing them having access to the full range of opportunities.

But more importantly, Susan is personally invested in these goals. She is a courageous, high-energy leader and a strong strategic thinker, yet she's a teacher at heart who puts students at the center of every conversation and every action. Susan believes that kids perform best when somebody cares about them, and she has translated this belief into Highline's strategic plan and promise – "to know every student by name, strength and need."

As an airline, we often talk about "giving lift" to our communities. I thought you might like to hear about two examples of how Susan has given lift to students and her entire district during the time we've worked together:

Susan is brilliant at building partnerships and connections, especially with the business community. During her tenure Boeing and Alaska Airlines, among others, made significant investments in the district both financially and through volunteer hours.

One such collaboration started back in 2013, when Russell Wilson was an undersized rookie quarterback with the Seattle Seahawks (similar to how Alaska is an undersized airline compared to our giant rivals). Susan and I were both rookies at the helm of our growing organizations. Yet Susan, Russell and I shared an unflinching belief in the power of hard work and determination – values that we wanted to instill in the people we led. That's why we started what is now an annual rally for Highline students – originally to encourage a path to graduation, and later to ensure that they don't just graduate, but graduate with goals and a plan.

Over the years, Russell's message for the students has been simple yet powerful:

- Set clear goals.
- Build your network and surround yourself with good people to help you achieve those goals.
- Then, YOU CHOOSE your priorities, your pursuits, and your future.

He leads students in a pledge, and the kids are on board! At last year's event, we then surprised 13 inspiring young leaders with scholarships. One of those students was Angela, whose parents came to the U.S. from Vietnam. She's the first in her family to go to college, and her goal is to improve the lives of other immigrant families. Angela is exactly the kind of student who deserves our support. But as the event was ending, Angela came up to me and handed back her check – and speaking from experience, this is not a common practice for teenagers. She told me she had already received a scholarship covering the cost of her first year, and that her award should go to another student who needed it more.

Angela's selfless spirit is a clear-cut demonstration of the ideals we strive for in this community. To go beyond. To be remarkable. To do the right thing not because someone's watching, but because it's the right thing to do. Under Susan's leadership, these students and this community are lifting each other up – with education, with opportunities, with inspiration, action, and possibilities.

If kids perform better when they know that somebody cares about them, we need to demonstrate this care with buildings that work and technology that enables learning. Our state provides funding for basic education, but sadly this is not enough to get the job done properly. But passing a school bond in our district is a heavy lift – it's a 20-year investment for voters and it requires a 60% majority to pass. Highline was struggling and hadn't passed a bond in 10 years, but Susan changed all that in 2016. In the hours before the vote, Susan led my wife Danielle and I, along with several others, through the rain to drum up support for the bond. With 67% approval, Highline voters passed the bond worth \$299.9 million for construction projects, including replacing my own 90-year-old high school.

Susan's team has delivered the projects on time and on budget. On Sept. 2, 2021, I was proud to see the grand opening of the new Highline High School, a beautiful facility that will continue to give a little lift to this community and to everyone who walks through its doors for generations. Over the years, I've seen firsthand how the students at Highline have benefited from Susan's fresh thinking and new approaches – things like starting free all-day kindergarten at all elementary schools (building a strong foundation for students' academic careers), developing alternatives to suspension (reducing out-of-school suspensions by half), or distributing Advance Placement classes equally throughout the district's high schools (increasing participation by 50% and exam passage by 10 percentage points). She also increased the percentage of newly hired BIPOC staff by nearly 40% between 2016 and 2020, ensuring that school leaders and teachers are truly reflective of the students they serve.

The number that matters most, however, is how the district's graduation rate has increased from 62% in 2013 to 83% in 2020 under Susan's leadership. That's something that can be accomplished only with buy-in from staff and community stakeholders. Susan simply gets things done.

The last thing you should know about Susan is that she is a great person. She is fun to be around, and she truly cares about people. While my wife Danielle and I will miss seeing her regularly, she has left a



powerful legacy, and I know she has important work to accomplish in her next district, and how fortunate Washoe County would be to have her at the helm.

If I can provide further assistance to you in any way, please don't hesitate to contact me at

Sincerely,



Brad Tilden

Alaska Airlines CEO, 2012 - 2021

Alaska Air Group Board Chair, 2014 - present



Dr. Susan Enfield – Education Philosophy Statement
Washoe County School District Superintendent Application

During my years teaching high school I never suspended a student, believing that doing so sent the message that I was giving up on them. Instead, I worked to build relationships so that when my students made mistakes, we could turn them into teachable moments.

The year before I arrived in Highline the district out-of-school suspended or expelled students over 2200 times. To put it bluntly, we were hemorrhaging students. The most common causes for suspension were defiance or other minor infractions such as refusing to remove a hat. At the same time, the district's graduation rate was stagnant at 62 percent. The research is clear that exclusionary discipline practices hurt students far more than they help and when we dug deeper into our own data we learned that even one out-of-school suspension reduced the likelihood that a student in Highline would graduate on time. Believing that a bad decision or mistake should not cost a student their diploma, I knew we had to make a change—in policy, practice and culture. I challenged our strategic planning team to consider a goal of eliminating out-of-school suspensions and expulsions except when critical for staff and student safety. Our staff, community and board embraced and adopted that goal and in 2013 our work began. We made changes to board policy so that suspension for minor infractions was a last resort. We developed an in-school suspension (ISS) model and hired Reengagement Specialists at our middle and high schools to supervise and support students in ISS both academically and through counseling.

Initially we saw a significant decrease in out-of-school suspensions and expulsions. And while we have seen the numbers rise and fall over the years, we continue to make

progress. We have reduced out-of-school suspensions and expulsions from 1026 in 2013 to 375 in 2020 and we have eliminated disproportionality in discipline for our Latino students, which is our largest student population.

In Highline, we believe that our focus on transforming discipline practices in addition to providing students with more rigorous, engaging coursework along with a window into the world of work through internships and job shadowing, has contributed to our graduation rate steadily increasing. In 2013 only 62 percent of students graduated, but by 2021 that number had risen to over 83 percent—and our students of color and those with special needs have seen the greatest gains. Between 2013 and 2020, the graduation rate for Black/African American students rose from less than 55 percent to nearly 89 percent. During that same period, the graduation rate for Latino students increased from 50 percent to 78 percent and for students with IEPs, that number went from 29 percent to nearly 64 percent.

There is a direct link between discipline and graduation rates. Our students should not have to forfeit earning a diploma because of mistakes they make. It is our job as educators to build school communities where students are challenged intellectually and feel safe, respected and supported to learn from their mistakes.

Dr. Susan Enfield – Leadership Philosophy Statement
Washoe County School District Superintendent Application

Knowing every student by name, strength and need so they graduate prepared for the future they choose has been our promise in Highline Public Schools since 2012. At its core, this represents our commitment to equity, and as superintendent it has been my personal and professional mission to ensure that equity and excellence go hand in hand. Leading for equity, however, requires clarity, courage and conviction.

When I arrived in Highline in 2012, Raisbeck Aviation High School (RAHS) was one of the highest performing schools in the state. While it is a Highline school, it is also a regional magnet and I saw immediately that we had an equity issue—the demographics of the school were not even close to those of the district and the number of Highline students who applied each year had continuously declined. For example, while roughly 70 percent of our Highline students qualify for free and reduced priced lunch, at RAHS that number was less than 10 percent. At RAHS approximately 20 percent of the students were students of color, contrasted with nearly 70 percent of Highline students. As I learned more, I realized this was happening not by accident, but by design. Over the years as the school had become more and more successful the number of students applying far exceeded the number of seats available and the admissions process had become more and more complex. In addition to requiring essays from both prospective students AND their parents/guardians, all applicants had to be interviewed by a panel of students and staff to determine if there were a good “fit” for the school. This had resulted in many Highline students not even applying because they did not believe they could compete with those students who had the resources to navigate the system. RAHS was essentially functioning as a private school funded with public dollars.

In 2016, with support from our school board, we changed the highly-selective admissions process to a lottery system, reserving 51 percent of the seats each year for Highline resident students. To say that we received tremendous pushback is an understatement. I was told by leaders in the community, along with students and their families, that we were ruining the school. Our critics predicted that staff would leave in droves and the school's excellent academic reputation would suffer. The first year we made the change, the number of Highline students who applied doubled—they knew they now had a fair chance. Since then, RAHS has thrived. It has consistently been ranked as one of the top five schools in the state of Washington. While there has been some turnover, the staff remains strong and committed. The current student body is the most diverse ever in the history of the school, and in 2020 the graduation rate of our first “lottery” class was 100 percent. The graduation rate has remained 100 percent and last year's class earned over \$4 million in scholarships—proving that excellence and equity do go hand in hand.

Finally, building on the success of RAHS, this fall we opened Maritime High School, a place-based, regional magnet school whose mission is to prepare students for family wage jobs in the maritime industry. Students spend two days each week on the water and will be exposed to careers that range from shipping to naval architecture to marine sciences. As with RAHS, students are admitted by lottery and we fully expect the school to be equally successful in the years ahead.

Doing what is right is not always popular, and doing what is popular is not always right. Leadership requires us to be courageous in doing what is right for our children, even in the face of criticism and resistance.

Dr. Susan Enfield – Management Philosophy Statement
Washoe County School District Superintendent Application

As district leaders, being mission-driven and transparent in managing fiscal and human resources is essential to being good stewards of public dollars—and cultivating trust between staff and community.

During the 2014-15 school year Highline failed two back-to-back bond measures. In gathering feedback from the community after the elections we found that the problem was not the cost or scale of projects in the bond package, rather it was a lack of trust with the district. This prompted the formation of Highline’s Capital Facilities Advisory Committee (CFAC). We asked 15 partners including our PTA, unions, city leaders and diverse community-based organizations to each appoint a representative. To avoid any appearance of favoritism or stacking the deck, I insisted that the other 25 seats be selected by lottery. As expected, bond opponents were among the first to volunteer and some of our most vocal critics were selected. CFAC members elected their co-chairs making it truly community led. District staff then supported the co-chairs in planning agendas and gathering data requested by members, but did not participate in the decision-making.

After more than a year of monthly meetings, CFAC recommended a \$299M bond package that largely reflected the original proposal that had failed. The difference was that they owned it, having dug into the data themselves and taken the lead in community meetings. In 2016 our bond passed at 67%--the first capital bond to pass in over a decade. CFAC’s role was far from over, however. New schools necessitated new boundaries and CFAC members embraced the challenge of developing a boundary plan. They reviewed enrollment projections, maps and a multitude of other data, then drafted a plan and facilitated community meetings to gather input. The final plan was adopted by the school

board with virtually no public opposition. CFAC continues to meet to plan for future capital needs.

Initial fears about including district detractors on CFAC turned out to be unfounded. After being part of CFAC many of our most vocal critics stopped their attacks, and some even became allies. This process not only enabled us to execute two critical projects with community support, but also increased the community's trust in the district. It created ambassadors who have a fuller picture of the complexities of the decisions district leaders must make. We now have advocates who vouch for the integrity of district leaders and publicly support funding decisions. And we continue to benefit from this. In November of 2020 we passed the district's first-ever technology levy at 73 percent, the highest yes vote for a Highline levy in a decade. And just this month, we passed our Educational Programs and Operations (EPO) levy at over 62 percent. Partnering with the community in genuine, meaningful ways yields significant, ongoing benefits.

Finally, building on the success of CFAC, this year we formed CARE: the Committee on Allocating Resources Equitably. This group of diverse stakeholders meets, and holds community conversations, to determine how the district will spend \$4 million of our ESSER funds which we have set aside for community-identified priorities.

Managing systems effectively and responsibly requires us to engage our staff and community in decision-making in authentic ways.

SUSAN ENFIELD, Ed.D.

Superintendent of Schools

Equity-driven education leader committed to ensuring all students are known by name, strength and need and graduate prepared for the future they choose.

- Accomplished Superintendent, entering year 10 leading Highline Public Schools
- Career educator who served as a high school teacher prior to taking on leadership roles within large, urban districts including Chief Academic Officer and Interim Superintendent for Seattle Public Schools
- Increased 4-year graduation rates from 62% to 83% between 2013-2020, while narrowing gaps among all student groups
- Reduced out-of-school suspensions and expulsions from 1026 students in 2013 to 375 in 2020

EDUCATION & CERTIFICATIONS

Harvard University - Urban Superintendents Program

Ed.D., Administration, Planning and Social Policy 2008

M.Ed., Administration, Planning and Social Policy 2002

Stanford University

M.A., Education 1993

University of California, Berkeley

B.A., English Literature 1990

Washington State Superintendent Certificate, valid through 2024

California Single Subject Teaching Credential in English, valid through 2025

PROFESSIONAL EXPERIENCE

HIGHLINE PUBLIC SCHOOLS, Burien, WA

July 2012 – Present

Superintendent

Currently serving as the leader of a richly diverse school system of nearly 18,000 students (39.7% Hispanic, 18.9% White, 18.4% Asian/Pacific Islander, 15.3% Black, 77% FRL, 29.7% ELL, 15.2% Special Education) Pre-K through 12 with an operating budget of over \$330 million. Guided by our Highline Promise of knowing every student by name, strength and need, Highline is implementing the second phase of a strategic plan committed to all students making academic and social-emotional growth so they graduate with the problem-solving and critical-thinking skills that will prepare them for the future they choose.

During my tenure Highline Public Schools has:

Educational Leadership

- Developed alternatives to suspension leading to a more than 50% reduction in out-of-school suspensions;
- Increased four-year graduation rates from 62% in 2013 to over 83% in 2021;
- Provided language proficiency credit in over 60 languages and increased the number of graduates receiving the Seal of Biliteracy from 149 in 2016 to 336 in 2021;
- Increased Advanced Placement course participation by over 50% and raised exam passage by 10%;
- In partnership with the Port of Seattle and Northwest Maritime Center launched Highline Maritime High School, a regional, place-based magnet school;
- Opened the Highline Virtual Academy;
- Partnered with Code.org to offer Exploring Computer Science across all high school campuses and piloted the AP Computer Science Principles course;
- Expanded dual language programs to 11 schools, including the first Vietnamese model on the West Coast.

- Received the following recognitions:
 - Washington State PTA/Highline Council PTSA Outstanding Advocate Award, 2021
 - Education Advances Award for College, Career and Life Readiness, Hobsons, 2021
 - EarthGen Green Medalist Award, Washington Green Schools, 2021
 - Education Dive District of the Year, 2020
 - Choose 180 Founders Award, 2019
 - Learning Counsel Digital Content and Curriculum Achievement Award, 2018
 - IGNITE District of the Year, 2017
 - Three District of Distinction Awards from District Administration Magazine (Pre-K Play and Learn, Aerospace Pathways, Wesley Homes Intergenerational Montessori Partnership)
 - National Board for Professional Teaching Standards, one of 81 districts across the nation recognized as an accomplished district where at least 20% of teachers have earned National Board certification

Strategic Leadership

- Developed, with staff and community stakeholders, a multi-year strategic equity plan centered on knowing every student by name, strength and need;
- Expanded full-day, tuition-free kindergarten to all students and implemented Kindergarten Jumpstart and ReadyK to prepare incoming kindergartners;
- Served as a lead partner in the Gates Foundation Early Learning Consortium and developed a Pre-K through 3rd grade model for the district and region;
- Expanded the district's Challenge (Highly Capable) program to middle school and established in-school testing for all elementary students;
- Expanded career-based learning experiences, with over 3000 students participating in job shadowing and internships;

Finance & Operations

- Increased fund balance from 3.7% to 6.2% despite declining enrollment;
- Increased competitive and private grant funding by 140%, from \$3.1 to \$7.5 million;
- Reduced the 2021-22 budget by nearly 5% with minimal impact to schools;
- Set aside 5% of ESSER funds for community-driven priorities;
- Completed all bond projects on time and on budget;
- As a member of the Road Map Consortium received a \$40 million Race to the Top grant;
- Received a \$6.5 million federal GEAR UP grant, one of only two in the state of Washington.

COVID-19

- Distributed nearly 2 million meals since March 2020 at over 36 sites across the district, including central office;
- Deployed over 13,000 devices and worked with community partners and Highline Schools Foundation (HSF) to ensure every student had home broadband access;
- Partnered with HSF to provide grocery gift cards to families totalling nearly \$200,000;
- Partnered with local hospital to vaccinate nearly 1000 staff in preparation for back to school;
- Partnered with the Highline Education Association to develop school-specific safety plans to guide return to in-person learning resulting in zero positive cases between March-June 2021;
- Prevented bus driver lay-offs by reducing hours and supporting pay loss through Washington's "Shared Work Program";
- Maintained all high school sports offerings despite a few temporary team shutdowns.

Human Capital

- Increased diversity in newly hired certificated, classified and administrative staff by nearly 40% between 2016 and 2020;
- Launched affinity groups for staff with compensation;
- Reduced teacher attrition from a high of 15% in 2015 to now approximately 9% annually;
- Launched Grow Your Own programs in partnership with Western Washington University for bilingual and special education paraeducators to become teachers;
- Increased retention of principals while also increasing the number of district leadership roles filled internally;
- Partnered with the Center for Education Leadership and the District Leadership Design Lab at the University of Washington to develop standards and support systems for principal supervisors.

Advocacy & Community Engagement

- Created the Capital Facilities Advisory Committee (CFAC) comprised of community members to help pass the first school construction bond in over ten years with 67% approval. CFAC then led the redrawing of school boundaries and earned public approval for the plan, which was adopted with very little opposition.
- Established CARE, the Committee on Allocating Resources Equitably, to provide community-led guidance on how to spend 5% of ESSER funds;
- Passed first-ever technology levy in 2020 with 73% approval, the highest yes vote for a levy in over a decade;
- Built strong partnerships with community-based organizations including Para Los Niños and the Somali Parent Education Board;
- Developed the Superintendent's Family Action Committee with representatives from every school community to provide ongoing input on district policies and priorities;
- Helped lead advocacy efforts at the state and local level for adequate school funding, early learning expansion and digital equity, resulting in:
 - Washington state meeting its constitutional obligation to fund basic education through historic investments in K-12 schools totaling over \$6.5 billion annually, and education increasing from 45% to 51.5% of the state's operating budget.
 - State funded, full-day kindergarten becoming part of basic education and available for all students in 2015-16.

SEATTLE PUBLIC SCHOOLS, Seattle, WA

July 2009 – June 2012

Interim Superintendent, March 2011-June 2012

Chief Academic Officer, July 2009-March 2011

Provided leadership for the largest district in Washington state with 48,500 students (51% White, 18% Black, 16% Asian/Pacific Islander, 13% Hispanic, 48% FRL, 13.5% Special Education) and an annual operating budget of \$550 million. Worked with the school board, staff and key stakeholders to quickly stabilize the system in the wake of state and local audits; formed a new cabinet-level leadership team; restructured key central office departments and positions to improve internal controls and raise academic achievement; increased communication and trust between central office, schools, families and community partners.

During my tenure, Seattle Public Schools:

- Increased its on-time graduation rate from 67% in 2010 to 75% in 2012;
- Outperformed the state average in 2010-2011 in 17 of 21 tested grades and subjects (math, reading, writing and science);
- Implemented three consecutive years of significant budget reductions, totaling over \$100 million, while still making gains in student achievement;
- Formed a Facilities and Capacity Management Advisory Committee comprised of community and staff members to analyze enrollment trends and propose recommendations to the board;
- Partnered with the Mayor's Office in a city-wide attendance campaign, *Be Here, Get There*, to raise awareness of the importance of school attendance;
- Initiated a Disproportionality Task Force comprised of staff and community members to examine disaggregated discipline data and propose alternatives to suspension;
- Successfully negotiated with the teacher and principal unions for the first-ever furlough days in the history of the district to make up for state-mandated salary reductions;
- Partnered with the University of Washington to develop a central office transformation strategy focused on improving and prioritizing instructional leadership practice;
- Implemented a Professional Growth and Evaluation system and four-tiered evaluation tool for teachers and principals that included student growth as one measure of performance;
- Created a system for aligning curriculum, instruction, assessment and professional development in core subject areas grades Pre-K through 12;
- Created a new office for English Language Learners and International Programs;
- Built an infrastructure to support early learning by hiring an Early Learning Director and implementing professional development to support Pre-K through 3rd grade alignment.

ADDITIONAL EXPERIENCE

EVERGREEN PUBLIC SCHOOLS , Vancouver, WA Deputy Superintendent <i>Provided systemic leadership for the fifth largest district in the state of Washington with an annual operating budget of over \$236 million; led the design and implementation of curriculum and instruction and coordination of professional development.</i>	August 2006 – June 2009
PORTLAND PUBLIC SCHOOLS , Portland, OR Director, Office of Teaching and Learning <i>Functioned as the district's Chief Academic Officer in establishing and leading the Office of Teaching and Learning.</i>	November 2004 – June 2006
PENNSYLVANIA DEPARTMENT OF EDUCATION , Harrisburg, PA Director, Bureau of Teaching and Learning Support , August 2003 – October 2004 Special Assistant to the Secretary of Education , January 2003 – August 2003	January 2003 – October 2004
SCHOOL DISTRICT OF LANCASTER , Lancaster, PA Special Assistant to the Superintendent	August 2002 – January 2003
UC BERKELEY TEACHING & LEARNING ALLIANCE , Berkeley, CA High School Support Provider (School Improvement Coach)	July 1999 – July 2001
TAMALPAIS UNION HIGH SCHOOL DISTRICT , San Anselmo, CA High School Teacher	August 1997 – June 1999
FREMONT UNION HIGH SCHOOL DISTRICT , Cupertino, CA High School Teacher	August 1993 – June 1997

PROFESSIONAL & COMMUNITY AFFILIATIONS

Board of Directors, Digital Promise , Washington, DC	January 2022 – Present
Advisory Board, Getting Smart , Federal Way, WA	August 2020 – Present
Advisory Team, Future Ready Schools, Alliance for Excellent Education , Washington, DC	June 2020 – Present
Board of Trustees, The College Board , New York	November 2019 – Present
Board of Directors, Code.org , Seattle, WA	February 2019 – Present
Member, Chiefs for Change , Washington, DC	September 2018 – Present
Board of Trustees, Editorial Projects in Education (Education Week) , Washington, DC	July 2018 – Present
Lead Teacher, AASA National Superintendent Certification Program , Alexandria, VA	July 2018 – Present

SELECT AWARDS & RECOGNITIONS

Superintendent of the Year, Washington Association of School Administrators, Bellevue, WA, 2021
Educator of the Year Award, Washington State PTA/Highline Council PTSA, Burien, WA, 2020
Women in School Leadership Award, American Association of School Administrators, San Diego, CA, 2020
Superintendent of the Year, National School Foundation Association, San Diego, CA, 2019
Congressional Record Recognition as National Superintendent of the Year, 2019
Systems Changemaker Leadership Award, Teach for America Washington, Seattle, WA, 2019
Crystal Apple Award, Washington School Public Relations Association, Leavenworth, WA, 2019
IGNITE Hero, IGNITE Worldwide (Inspiring Girls in Technology Evolution), Seattle, WA, 2018
Communication Technology Award, National School Public Relations Association, Chicago, IL, 2016
Ida B. Wells Leadership Award, South Seattle College, Seattle, WA, 2016
Equity in Leadership Award, Big Picture Learning, Denver, CO, 2015
Most Influential Teacher recognition from the University of California Santa Barbara (2000, 1997), University of Arizona (1997), College of Wooster (1996), Carleton College (1995) and Tufts University (1994)