



SEATTLE  
PUBLIC  
SCHOOLS

## Superintendent's Update

School Board Meeting  
January 21, 2009

*Every student achieving, everyone accountable.*

# Agenda



- **Seattle's achievement data**
- District's work to address education gap
- Response to Board questions from 1-7-09
- Capacity and demographic update
- Work of design teams
- Principal assignments



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# Seattle's Achievement Data



- The district's strategic plan, *Excellence for All*, lays out current district performance and sets clear five-year student performance targets
- Many of our students and schools have made tremendous progress - particularly in reading and writing and we need to celebrate and build on that success
  - Percentage meeting standard increased in the last year by at least 1 percentage point in 12 of 20 areas tested.
  - Education gap is generally narrowing in reading & writing over the long-term.
  - 10<sup>th</sup> grade WASL results increased from 2007-2008 across the board.
  - Science WASL results increased significantly across all grades.

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# Seattle's Achievement Data



- At the same time, the data is very clear that much work remains
  - It is unacceptable that on meeting the third grade reading standard there is a 30 percentage point gap between our Latino and White students
  - It is unacceptable that only half of middle school students meet the math standard and only one-quarter of our African American middle school students
  - It is unacceptable that only 20 percent of our graduates are ready for college
  - It is unacceptable that we graduate less than half of our African American and Latino students

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# ***Addressing the Education Gaps – Our Commitment***



- SPS is strongly committed to:
  - Maintaining high expectations for all students
  - Eliminating historical and persistent disparities in access to educational opportunities
  - Increasing achievement and performance among subgroups based on race, ethnicity, language, socioeconomic or disability status

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# ***Addressing the Education Gaps – Immediate Actions***



- High expectations and accountability are the cornerstones to addressing these gaps but they are not enough
- As part of implementing the district's strategic plan, SPS is taking four critical immediate actions:
  1. Develop clear performance targets for all schools
  2. Outline the range of high leverage interventions and supports for schools and students based on their performance
  3. Increase access to academically challenging courses at all schools, for all students
  4. Provide staff with explicit, research-based, culturally-relevant instructional strategies to effectively meet the needs of students

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# ***Addressing the Education Gaps – Long Range Actions***



- The district will provide tiered levels of supports to schools based on annual targets and progress toward those targets
- Schools that perform well will be given more autonomy while struggling schools will be provided the support needed to improve
- Teachers will have a full range of assessments to allow them to better meet the individual needs of students
- There will be strategic alignment across academic, cultural, operational, and social-emotional supports to provide a more comprehensive, student-centered educational experience for all Seattle learners

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# *Response to Board Questions (1-7-09)*



- What is the plan to create a strong academic environment in the schools students are assigned to?
  - The Curriculum & Instruction department will prioritize its services around those schools' needs
  - Design teams for each school will be charged with developing professional development plans based on the needs of their new students, including ELL and special education students
  - We will redirect professional development resources to these impacted schools to ensure teachers have the training they need
  - We will direct curriculum and materials to these schools to ensure students begin school with the materials they need
  - We will involve family and community members in the design teams to ensure student needs are addressed

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## *Response to Board Questions (1-7-09)*



- Can Summit K-12 students get priority to attend other alternative schools?
  - Yes. This could be done by giving priority to both Summit K-12 and African American Academy families.
  - We would modify the existing Special Program Preference tiebreaker to give a priority to AAA and Summit students. This is the 3rd tiebreaker, after siblings and region, and before lottery number.
  - This would result in 3 special program preference tiebreakers: Thornton Creek to Salmon Bay; John Stanford Int'l School to Hamilton; and Summit and AAA to alternative schools.

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## *Response to Board Questions (1-7-09)*



- Should APP-qualified students who live in the Lowell walk zone attend Lowell, rather than Thurgood Marshall?
  - The recommendation is for students who live in the Central, South, Southeast, West Seattle North and West Seattle South clusters to attend the Thurgood Marshall APP program
  - Students who wish to attend the other program could apply and be admitted on a space available basis
  - There are two APP qualified students who live within the Lowell walk zone
  - The recommendation also creates clearly defined pathways from Lowell-> Hamilton and Thurgood Marshall -> Washington

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# Response to Board Questions (1-7-09)



- Where will students from Cooper be reassigned?

School	Total	Percentage
Alki	3	1.0%
Gatewood * ( <i>about ½ receive ELL</i> )	104	36.4%
Highland Park	18	6.3%
Lafayette	5	1.7%
Pathfinder	42	14.7%
Roxhill	3	1.0%
Sanislo	35	12.2%
Schmitz Park	11	3.8%
West Seattle Elem. * ( <i>about 1/3 receive ELL</i> )	65	22.7%
<b>Grand Total</b>	<b>286</b>	<b>100%</b>

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## *Response to Board Questions (1-7-09)*



- Does the proposed Sanislo/Cooper reference area comport with the new assignment plan?
  - This recommended new reference area is for the current assignment plan; lines may be redrawn as part of the new student assignment plan
  - 60 percent of the land in the Cooper reference area is either parks, green spaces or industrial areas

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# *Response to Board Questions (1-7-09)*



- What is the plan for migrating staff impacted by closure?
  - HR and affected unions are working together to adapt the traditional staffing process to accommodate impacted staff transfer needs
  - Displaced certificated and classified staff from closed schools receive super-seniority selection rights for positions, and the recommended process includes a Job Fair (tentatively scheduled for May 22.)
  - HR has developed a timeline for the moves and the assignment of all regular displaced staff before the start of school
  - Q & A about staffing are available for staff on the intranet. And HR is holding on-site meetings with affected schools to answer questions

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## *Response to Board Questions (1-7-09)*



- Could the TT Minor Montessori program move/fit into Lowell and still grow?
  - No
  - Moving Montessori along with other TT Minor students would effectively fill the Lowell building. This would not allow any flexibility for any of the programs in the Lowell building.
  - Moving the Montessori separately to Leschi effectively utilizes excess capacity at Leschi and allows the Montessori program to grow to a full K-5 program.

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## *Response to Board Questions (1-7-09)*



- How many students qualify for APP but opt out of the program?
  - Currently we have 1595 students qualified for APP grades 1-12
  - 85% are currently enrolled in the APP program at either Lowell, Washington, or Garfield
  - 14% of the elementary students who qualify for APP but choose not to attend Lowell or Washington pursue Spectrum or ALO options at elementary and middle school levels
  - Only 4% of the students qualified for APP do not attend any Advanced Learning Programs

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## *Response to Board Questions (1-7-09)*



- Can we reopen the testing window for APP?
  - Yes, on a limited basis. Recommendation is to assess any potentially qualifying APP students at Marshall, Minor, Meany and Hamilton who are not already participating in the Advanced Learning assessment process. Students would be identified through WASL data.
  - In addition, we recommend offering to assess any current Meany students who might qualify for Spectrum at Washington MS.
  - Criteria for admittance to the Advanced Learning programs remain the same.

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## *Response to Board Questions (1-7-09)*



- Will APP classes at Hamilton, Washington, Lowell and Thurgood Marshall remain self-contained?
  - Yes.

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## *Response to Board Questions (1-7-09)*



- How will SBOC and Nova interact at Meany?
  - The Final Recommendation is to co-locate SBOC and Nova at Meany. These programs would have separate principals, budgets, and schedules.
  - However, it is thought that there may be some areas for collaboration that will allow both programs to improve their services to students.
  - The Design Team working on the Meany site will address these issues with input from staff, students, and the community.

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# *Response to Board Questions (1-7-09)*



- What is a Facilities Management Policy?
  - Policy providing direction to schools, staff and community members about issues such as
    - ◇ how buildings are used;
    - ◇ when buildings need to be opened or closed; and
    - ◇ when boundary lines need to be redrawn

Cont'd...

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# *Response to Board Questions (1-7-09)*



- *Cont'd...*What is a Facilities Management Policy?
  - Policy would include triggers for each of these issues based on agreed-upon metrics, which could include:
    - ◇ Increases or decreases in enrollment year-to-year
    - ◇ Building condition, including lot size and number of portables
    - ◇ Number/type of after school or community services
    - ◇ Proximity of similar schools
  - Policy should include a plan to inform schools annually about performance against these metrics and what the school and community can do to affect any decision related to that school or program.

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# ***Capacity and Demographic Update - Functional Capacity Overview***



- Functional capacity has been calculated for every building. It is the number of students able to be served in any school based on each school's programs and enrollment at any one time.
- Functional capacity reflects the realities of master schedules and what levels of efficiency (including classroom usage and class size) that schools can maintain. This data is needed for placing programs and will be a major driver of the new student assignment plan.
- Functional capacity is based on current programs and the current school year and does not reflect the closure recommendations. Buildings undergoing renovation, for the most part, reflected those renovations.
- If the Final Recommendations for building closure are approved, the district-wide planning capacity would be reduced by 2,297 seats (leaving a total planning excess capacity of 6,767 or approximately 15% of current enrollment) and our functional capacity would be reduced by 2,110 seats (resulting in a total functional excess capacity of 4,319 or approximately 10% of current enrollment).

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# Capacity and Demographic Update – Functional Capacity High Schools



- For elementary and K-8 schools, planning and functional capacities are similar with variation depending on the number of special programs in a building. For secondary schools, there is a wider discrepancy between planning and functional capacity.
- Using comprehensive high schools, overall room utilization is about 75% which is consistent with the planning capacity figures. The assumption for core classes was 5 of 6 periods or 83%. There are some non-scheduled classrooms used for computer labs or ancillary services. Specialty classrooms such as fine arts, CTE, and gyms are typically not utilized at the 83% level.
- Average class size is about 26 rather than 30 (which roughly tracks with the ~12% reduction going from planning to functional capacity). A little less than half of this is explained by the assumption of 28 students for general ed classes rather than 30 which was based on class size analysis for all comprehensive high schools as well as the three largest.
- The rest is explained by subjects and programs that have smaller class sizes by design – self-contained special education, non self-contained special education, and career & technical education. These areas represent roughly one quarter of all homerooms.

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# ***Capacity and Demographic Update – Response to Questions on Functional Capacity***



## □ **T. Marshall / APP**

After moving the Elementary BOC, T. Marshall has 18 homerooms and approximately 190 non self-contained students which equals about 8 classrooms. This leaves 10 classrooms for APP or 2 classes per grade.

## □ **SBOC & Nova @ Meany**

Meany has about 35 homerooms including 2 gyms as well as 2-3 specialty rooms for music / fine arts. Nova currently has 16 homerooms available at the Mann building. SBOC is currently using 18 homerooms. Based on this data as well as a walk-through by both principals, Meany has adequate capacity for both programs.

## □ **Cooper / Pathfinder**

Cooper has 26 homerooms and 1 PCP. After additional PCPs, Special Ed Self-Contained and Resource Room, Cooper has 21 homerooms. Pathfinder requires 2 homerooms per grade for K-8 which is 18 homerooms. This leaves 3 homerooms to expand the special program to middle school as well as provide an additional PCP for middle school and accommodates some of the Cooper students from the Cooper reference area.

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# Capacity and Demographic Update - Attrition



- How might closures affect the district's attrition rate?
  - Annually the district loses about 10% of its students. This is the GROSS attrition rate; the NET attrition rate is much lower. For the 2008-09 school year, the district took in more students than the 9.8% that it lost.
  - Attrition rates are highest at schools along the city's border and among non-resident students attending SPS schools.
  - After the last round of closures, 20% of students in affected buildings did not immediately re-enroll in the district. All of the affected buildings had historically had significantly higher attrition rates than the district's average (three had annual attrition rates between 17%-19%).
  - During past economic downturns, the district has not seen a significant change to enrollment patterns. The current economic downturn is not comparable to past recessions and the district is assuming that overall enrollment will increase.

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# Demographics & Integration Effects of Closures



- If the final recommendations on capacity management are approved, many buildings will have additional students and minor demographic changes. A few schools will see more significant demographic shifts, including:
  - The proportion of non-White and free/reduced lunch qualified students will increase at Pathfinder, Washington, Lowell, Gatewood
  - The proportion of non-White and free/reduced lunch qualified students will decrease at Hamilton, Thurgood Marshall, and Leschi

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# *Design Teams*



- Eleven Design Teams are being formed – one for each site directly impacted by the proposed closures and program relocations
- Additional teams will support the students and staff at the four programs that are being recommended for discontinuation (AAA, Meany, Cooper, and Summit)
- Design Teams will be working teams tasked with drafting a set of requirements for their facility and/or program
- These include requirements for school culture, curriculum and materials, parent outreach and family support, instructional strategies, technology, facilities, special population needs, nutritional services, childcare, community partners, etc.

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## *Design Teams, cont'd.*



- Design Teams will be led by principals with the following other members:
  - Community and/or parent representatives
  - School staff
  - Student (where appropriate)
  - Instructional Director
  - Facilities Division
  - Curriculum and Instruction program managers (Special Education, Bilingual, Advanced Learning, etc.)

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## *Design Teams – Initial Timeline*



- Timeline: Pending board vote on Jan 29, Design Teams will design requirements in February and March so internal SPS staff can develop, plan for and budget what's needed, with implementation of the work beginning in May.
- Initial reports from Design Teams will be posted on-line by March 2, 2009 – in advance of the open enrollment process.
- Subsequent reports will be completed and shared publicly in April and May.

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# *Closed Buildings*



- The recommendation for each of the closed buildings is to change the classification from ‘essential’ to ‘inventory’.
- This will allow these buildings to be evaluated as part of our long-term building stock to determine if they are expected to be needed in the future or if they can be surplus.
- Recommendations on what to do with each of these closed buildings will be brought before the board
- The development of a facilities management policy will also address the question of closed buildings.

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# *Principal Assignments*



- We are committed to a strong start for the coming academic year. Knowing who the principal will be is a critical initial step in building a strong learning community with staff and families for the following year.
- We plan to make 2009-10 principal assignments for schools directly or indirectly affected by building closures and program relocations in the days immediately following the Board's vote on capacity management.
- Announcements of all other school leaders for the coming academic year will be made later in the spring.

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