

Community Meeting

Topics: Student Assignment, Assessment, Upcoming Levies, and Changes to Advanced Learning



Excellence For All

Every student achieving, everyone accountable.

May 2009

Agenda and Meeting Overview

- Overview of District's Strategic Plan, Goals and Priorities (5 minutes)
- An update on PreK-12 Assessment (5 minutes)
- An update on Upcoming Levies (15 minutes)
- An update on changes to Advanced Learning being implemented next year (5 minutes)
- Understanding SPS' Proposed New Student Assignment Plan (15 minutes)
- Small Group Conversations (30 minutes)
- Report Out by Groups (15 minutes)

Excellence for All –

Setting Clear Goals for Seattle Public Schools

Excellence for All has defined success for
Seattle Public Schools as:

**All students meeting or exceeding
grade-level expectations and
graduating from high school prepared
for college, career and life.**



Every student achieving, everyone accountable.

Five Areas of Focus

The Plan sets clear five-year goals for improving student performance, and outlines five areas of focus to help us attain our goals:

- **Academics**
- **Human Resources**
- **Infrastructure**
- **Performance Management**
- **Stakeholder Engagement**

2008-2009 Priorities

To meet this overarching goal and support students and staff at every level, we have prioritized five strategies that serve as key building blocks in our implementation of *Excellence for All*.

- **Math & Science**
- **Assessments**
- **Data Systems**
- **Hiring Process**
- **Student Assignment/Capacity Management**

Quarterly Implementation Progress

- Guiding principles drafted for new Student Assignment Plan
- Closure implementation and support plans completed
- Proposal for high school math adoption made to the board, vote scheduled for May 6th
- Common benchmark assessments to be introduced district-wide beginning next fall
- Initial work on school performance framework underway
- Human Resources evaluating software tools that will provide more efficient hiring process for applicants and hiring managers

Additional information about progress implementing Excellence for All is available online in our Quarterly Board Updates.



Every student achieving, everyone accountable.

PreK-12 Assessment

- Student assessment is a top priority in Excellence for All
- The goals are:
 - To pilot Measures of Academic Progress (MAP) in 2008-09; and,
 - By 2009-10, to implement a full set of assessments to track student progress and help teachers respond to student needs.

PreK-12 Assessment

- We have piloted MAP in 9 schools this year.
- A project management team studied the results of the MAP pilot and many other assessments.
- The team prioritized benchmark (3-times per year) assessments.
- Schools will begin implementing common benchmark assessments this fall.
- The district will provide training for teachers and principals on how to use new assessments.

Levies 2010 Overview

- Background
- February 2010 Operations Levy (General Fund)
- February 2010 BTA III Capital Levy (Capital Projects)
- Planning process and timeline

Long-Term Levy Plan

- Operations Levy renewal every three years
- BTA Levies (many small renovations and major maintenance projects) and BEX Levies (new construction, renovations, additions) alternate every three years

Operations Levy 2010

- Supports core educational programs
- Represents nearly 25% of annual budget
- Helps pay for instructional programs, student activities, staff salaries, bilingual and special education services, student transportation and security and maintenance
- Passage requires a simple majority (over 50%) of all votes cast

Current Buildings, Technology and Academics II Levy Update

- Six-year, \$178 million, approved in 2004
- Funds more than 600 projects at virtually every school in the District
- Budget: BTA II will finish at or under budget
- Schedule: Projects are on or ahead of schedule

Planning for BTA III Levy Feb. 2010

- Continuation of smaller capital projects
- Align to support *Excellence for All*
- Deferred major maintenance, continued support to technology, and support to academic/athletic achievement
- Passage requires a simple majority (over 50%) of all votes cast

Planning for BTA III Levy Feb. 2010

Building Component

- Focus on greatest facilities needs (MENG Analysis)
- Categories: Roof replacement; Exterior renovations (windows, doors); ADA/Life Safety (e.g. fire alarms); Mechanical systems/HVAC/air quality, water lines; Electrical systems; Interior finishes (replace worn floors, ceiling tiles, blinds); Equipment and furnishings; Playgrounds

Planning for BTA III Levy Feb. 2010

Technology Component

- Build on investments from BTA II and BEX III levies
- Invest in systems and services for
 - Schools (student info system);
 - Classrooms (teacher workstations, academic software);
 - Students (computers; on-line tutor);
 - District (web technologies);
 - IT infrastructure (network capacity, disaster recovery)

Planning for BTA III Levy Feb. 2010

Academics/Athletics Component

- Academic Facilities Upgrades
- Capacity Management
- Special Education Services Improvements
- Science, Art and Music Facilities
- Early Learning Facilities
- Athletic Improvements

Levies 2010 Planning Timeline

- **School/community input** Oct 2008- Fall 2009
- **Facilities Analysis by MENG** Nov 2008 – April 2009
- **Develop potential project needs** Nov 2008 – May 2009
- **Community Engagement Meetings** May 5, 7, & 9, 2009
- **School Board Work Sessions** May 13, 2009; On-going
- **Levy Resolutions- Board Introduction,
Board Action and Public Hearing** Oct –Nov 2009
- **School / community information sharing** Oct 2008- Jan 2010
- **Levy Election** February 2010



Every student achieving, everyone accountable.

Summary of Levies February 2010

- **Operations Levy**

- approximately 25% of general fund budget for 2011-2013
- passage requires simple majority (50% plus one vote)

- **Buildings, Technology and Academics Capital Levy**

- pays for hundreds of projects across the district for 2011-2016
- passage requires simple majority (50% plus one vote)

- February 2010 is the first King County “**all-mailer**” election



Changes in Configuration of the Accelerated Progress Program

FORMER

LOWELL
APP



WASHINGTON
M.S.



GARFIELD
H.S.

FUTURE

LOWELL
APP/ALO



HAMILTON
INTERNAT'L
M.S.



GARFIELD
H.S.

THURGOOD
MARSHALL
APP/ALO



WASHINGTON
M.S.



H.S.

Work Underway to Support Changes

- Development of APP Curriculum
- Professional development plans for teachers and counselors
- Expansion of instrumental music offerings at Thurgood Marshall and Hamilton
- Development of Advanced Learning Opportunity programs for Lowell and Thurgood Marshall
- Reassigning staff and reserving budget to share curriculum resources

Additional Work Underway for Advanced Learning Office

- 3000+ AP/IB exams are scheduled to be taken over next 2 weeks
- Advanced 5th grade math students will take a common placement exam 5/4-8
- 8000+ PSAT exams were taken by students in all our high schools
- 25% increase since 2008 in College Board authorized AP courses in our high schools



Every student achieving, everyone accountable.

Types of Schools

Attendance Area Schools

Attendance Area K-5, K-8, Middle, and High Schools

- Each attendance area school has a geographic boundary.
- Students get an automatic assignment based on address.
- Elementary attendance areas are combined into middle school attendance areas – creates geographically-based feeder patterns.
- Students in K-8 attendance area schools are also part of a middle school attendance area.
- Students in K-8 attendance area schools will be assigned to their attendance area middle school; may continue at their attendance area K-8 school upon request.

Types of Schools

Attendance Area Schools

- Middle school attendance area is also a service area for providing most special education, bilingual, and advanced learning services (at one or more designated elementary or K-8 schools in the service area).
- Most specialized services for middle school students are provided in the attendance area middle school or a K-8 school in the service area.
- Most specialized services for high school students are provided in the attendance area high school.
- Student may complete the year at the current school if the family moves. May apply to continue through the choice process.
- Students may apply to attend any attendance area school.

Types of Schools

Option Schools and Service Schools

Option Schools

- Students apply to attend; no automatic assignments
- Students may apply for any option school

Service Schools

- Students assigned individually depending on needs

Transportation

School bus transportation within the service area for:

- Elementary school students going to:
 - Their attendance area school or another attendance area school in their service area
 - A K-8 attendance area school in their service area
 - An option school physically located in their service area
- Middle school students going to:
 - Their attendance area school
 - A K-8 attendance area school in their service area
 - An option school physically located in their service area
- Metro bus pass for middle school students going to another attendance area middle school or an option school in another service area
- Metro bus pass for high school students

Factors in Determining Attendance Area Boundaries

- Proximity of students to schools
- Safe walk boundaries
- Efficiency of school bus routing (elementary and middle school) and
 - Metro transportation routes (high school)
- Demographics, including opportunities for diversity within boundaries
- Physical barriers (water, etc.)

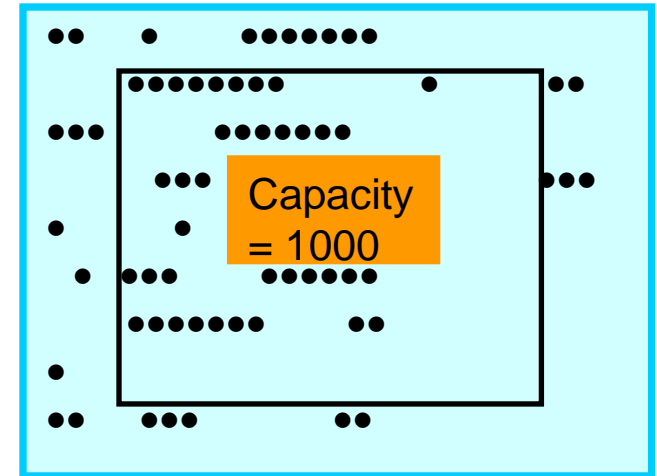
Factors in Determining Attendance Area Boundaries - continued

- Balancing of target enrollment in elementary schools feeding into each middle school (elementary and middle school)
- Providing seats at international schools for students in other attendance areas to enroll through school choice (elementary and middle school)
- Providing Open Choice seats at attendance area high schools for some students from other attendance areas to enroll through school choice

High School Open Choice Seats

How Open Choice Seats Work

- Building capacity = 1,000
- Draw a boundary within which 900 students live
- Leaves 100 Open Choice seats
- Students not included in the 900-student boundary would be in an adjacent boundary



Assignment Tiebreakers

Tiebreakers determine assignment to over-subscribed schools.

Attendance Area Elementary Schools	Attendance Area Middle Schools	Attendance Area High Schools	Option Schools
1. Sibling 2. Lottery	1. Sibling 2. Feeder school 3. Lottery	1. Sibling 2. Lottery	1. Sibling 2. Geographic zone 3. Lottery

Economic Diversity Tiebreaker

OPTION 1: Use economic diversity as the second tiebreaker (after siblings) for assignment to attendance area high schools based on individual student FRL status.

- Preferred way to identify who would get this tiebreaker
- Many logistical issues – not feasible to implement right away

OPTION 2: Use economic diversity as a tiebreaker based on characteristics of school populations and/or geographic areas.

- Too general to limit priority to intended participants
- Logistically feasible

OPTION 3: Use sibling and lottery as tiebreakers – no economic tiebreaker.

- Doesn't address concerns with finding tools to improve economic diversity in the short run

Economic Diversity Tiebreaker

OPTION 4: Defer decision – no economic tiebreaker initially, then review results and determine next steps.

- Deferring a decision doesn't communicate the Board's intentions clearly to the public.

BOARD DISCUSSION

- Eliminate Options 2 and 4
- Start with Option 3 for the first two years. As part of the assignment plan Description and Rules document, identify specific data and criteria to review in the fall of the second year of implementation. Make a decision about whether to implement an economic diversity tiebreaker to take effect in the third year of implementation.

Implementation

- Current assignments will be continued (“grandfathered”)
- Continued (“grandfathered”) transportation depends on the implementation schedule
- Implementation schedule to be developed after approval of the assignment plan

Small Group Discussion Guidelines

- Break into small groups of at least 8 people at a table
- Each group should appoint a facilitator, recorder and timekeeper
- Respond to the questions on the next slide (copies are at each table)
- Create a “Summary Page” for your group capturing your top 2-3 ideas
- We’ll end with a “Report Out” from the groups

Small Group Conversations

1. What is unclear about the proposed student assignment plan?
2. What are the strengths and weaknesses of having an economic tiebreaker at the high school level?
3. What are the advantages and disadvantages of assigning rising sixth grade students to their attendance area middle school rather than to a K-8 school in their attendance area?

Meeting Evaluations

- Please take a moment to provide us with feedback about today's meeting by completing the meeting evaluation.
- Thank you for participating!