

Board Special Meeting

2445 – 3rd Avenue South, Seattle WA 98134



Work Session: ~~Alternative Calendar~~Closing Opportunity Gaps
Executive Session: Evaluate the performance of a public employee
Wednesday, September 30, 2015, 4:30 PM – 7:00~~6:30~~ PM
Auditorium, John Stanford Center

Agenda

1. Call to order 4:30 PM

2. Work Session: ~~Alternative Calendar~~Closing Opportunity Gaps – Presentation

3. Executive Session: Evaluate the performance of a public employee 6:00~~5:30~~
PM*
 - This closed session will begin at the conclusion of the work session and last approximately 60 minutes.

4. Adjourn 7:00~~6:30~~
PM

*(*times given are estimated)*

Photos by Susie Fitzhugh

School Board Work Session
Closing Opportunity Gaps
September 30, 2015

Work Session Overview

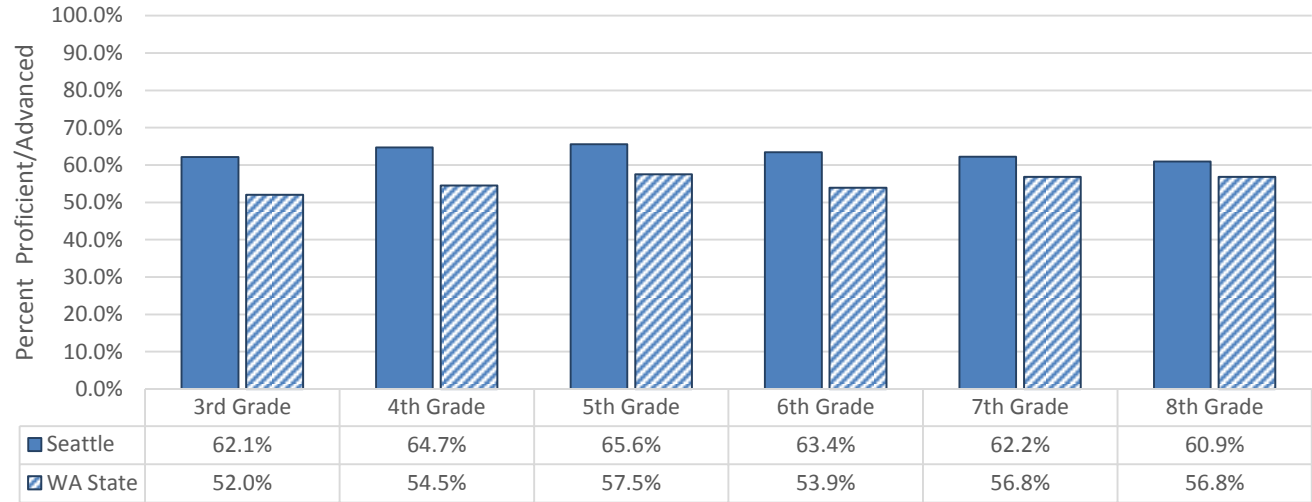
- Setting Context
- Results of Action Plan Work
- Goals & Measures of Achievement
- Targeted Strategies
- Superintendent SMART Goal Language

CLOSING OPPORTUNITY GAPS: SETTING CONTEXT

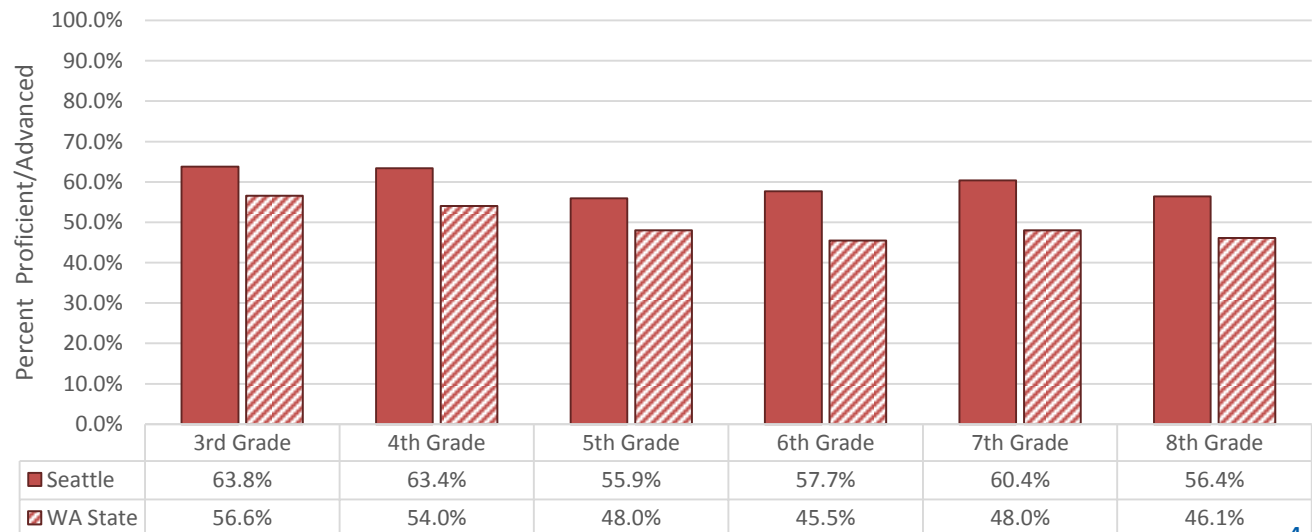
Closing Opportunity Gaps: Setting Context

Our overall performance

ELA 2014-15 Smarter Balanced Results



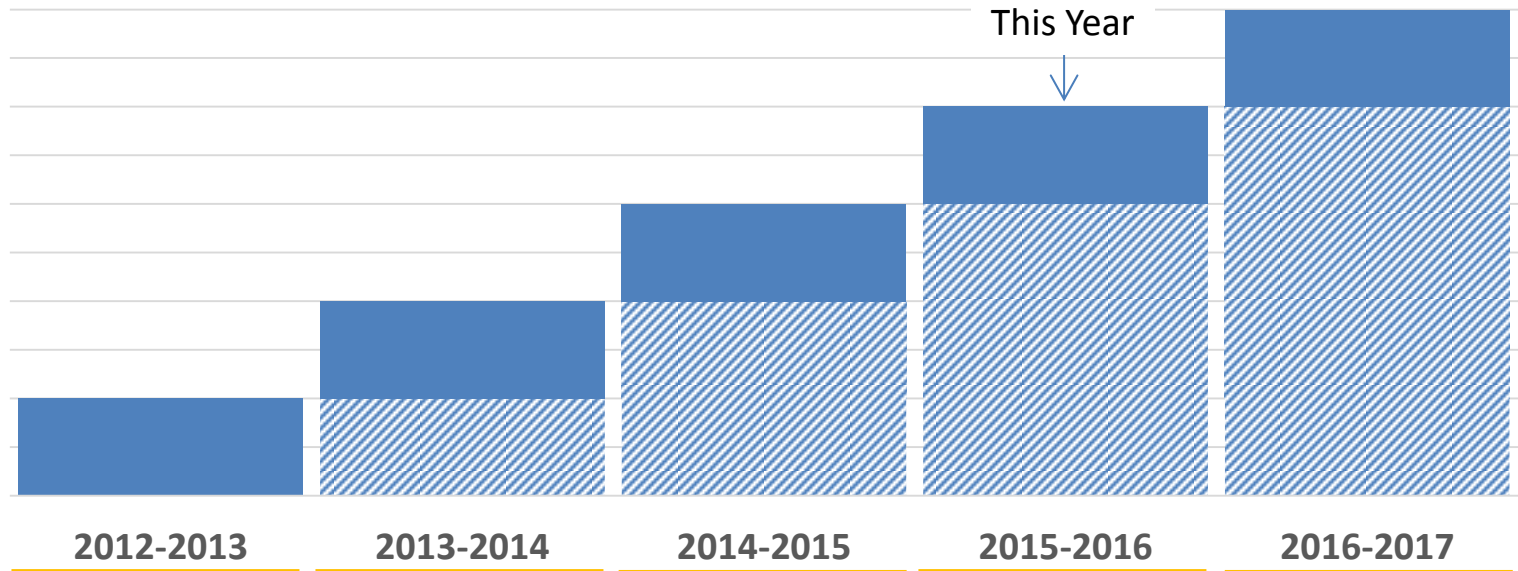
Math 2014-15 Smarter Balanced Results



Closing Opportunity Gaps: Setting Context

How did we perform so well?

Annual Progress Against MTSS



Instruction (PG&E)	✓	✓	✓	✓	✓
Academic Standards	✓	✓	✓	✓	✓
Scope & Sequence			✓	✓	✓
Assessment			✓	✓	✓
Intervention				✓	✓
Behavior				✓	✓
Leadership		✓	✓	✓	✓
Teaming & Collab.			✓	✓	✓
Data / Analytics				✓	✓

Scaling up MTSS through our Coordinating Mechanisms

Closing Opportunity Gaps: Setting Context

**Despite strong performance, we still show gaps
in subgroups, particularly ...**

Closing Opportunity Gaps: Setting Context

- A component of the School District's *Mission* statement
 - Ensuring equitable access, closing opportunity gaps & excellence in education
- Key aspect of School District work in recent years
 - Policy 0030 – *Ensuring Educational & Racial Equity*
 - High priority of School Board governance
- Superintendent SMART goal 2014-15
 - Draft of a 5 year *Closing Opportunity Gaps Action Plan*
 - Research of lessons learned from other school districts

CLOSING OPPORTUNITY GAPS: RESULTS OF ACTION PLAN WORK

Closing Opportunity Gaps: Results of Action Plan Work

- An insight and two goals emerged

The biggest shifts **will not come from “changing”** our students; rather, **they must evolve** from the transformation of our teaching practices, leadership practices and organizational practices.

Goals:

Mastery of core academic subjects

Elimination of disproportionality in discipline

Closing Opportunity Gaps: Results of Action Plan Work

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CLOSING OPPORTUNITY GAPS: GOALS & MEASURES OF ACHIEVEMENT

Closing Opportunity Gaps: Goals & Measures of Achievement

Mastery of the Core Academic Subjects

Goal

Every student will meet standards of performance in Reading, Writing, Mathematics and Science at the end of key transition grades.

Closing Opportunity Gaps: Goals & Measures of Achievement

Mastery of the Core Academic Subjects

Measurements

- % of students demonstrating proficiency on standards-based grading (report card) system.
- % of students meeting proficiency in core subjects, based on state assessments
- % of 8th Grade students completing Algebra 1 and demonstrating proficiency on state test

Closing Opportunity Gaps: Results of Action Plan Work

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Goals:

Mastery of core academic subjects

Elimination of disproportionality in discipline

Closing Opportunity Gaps: Goals & Measures of Achievement

Elimination of Disproportionalities

Goal

Every student will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs

Closing Opportunity Gaps: Goals & Measures of Achievement

Elimination of Disproportionalities

Measurements

- % of students with at least 95% attendance in the school year
- Reduction of the suspension and expulsion rates
- % of students participating in special education and gifted education programs

CLOSING OPPORTUNITY GAPS: ACTION PLAN & TARGETED STRATEGIES

Closing Opportunity Gaps: Action Plan

- Theory of Action and Logic Model for adult practices defined by Four Pillars and Signature Strategies
- Three Signature Strategies targeted for initial focus
 - Beliefs, Attitudes and Behaviors (high expectation mind set)
 - Positive Relationships and Effective Discipline
 - Practitioners' Academies (Transforming Teaching Practices)

Closing Opportunity Gaps: Targeted Strategies

- Actions
 - Shift mindset to high expectations, asset-based, growth orientation
 - Nurture students' sense of belonging and appropriate conduct by validating social and cultural identities
 - Strengthen cultural competence of teachers, leaders and staff through professional development, PLCs, and collaborative inquiry
 - Implement MTSS *whole child* model shifting behavior focus to prevention from reactionary
 - Review performance quarterly with celebration of progress to honor accomplishments and renew spirit

Closing Opportunity Gaps: Targeted Strategies

- Build infrastructure
 - Set context for student Adverse Childhood Experiences profile (ACES)
 - Provide professional development Trauma-Informed Practices
 - Begin implementation of district-wide Positive Behavior Intervention Support (PBIS) framework
 - Collect and use district-level and school specific behavior data and reports
 - Develop behavioral health services support model
 - Continue support for social emotional curricula, RULER

Closing Opportunity Gaps: Targeted Strategies

- System Coherence
 - Convene PBIS central leadership team monthly for data review and collaborative inquiry
 - Identify school-level problems of practice for student behavior as well as student academic outcomes
 - Conduct MTSS-B outlier school study
 - Align FEAT team work to PBIS implementation team goals and strategies
 - Research and explore alternatives to suspension with community partners

Closing Opportunity Gaps: Targeted Strategies – Cycle of Inquiry

Leadership as Learning & Teaching

1. Engage in Cycle of Inquiry process
2. Support the learning of others: (Assistance relationships)



Closing Opportunity Gaps: Targeted Strategies - Transforming Teaching Practices

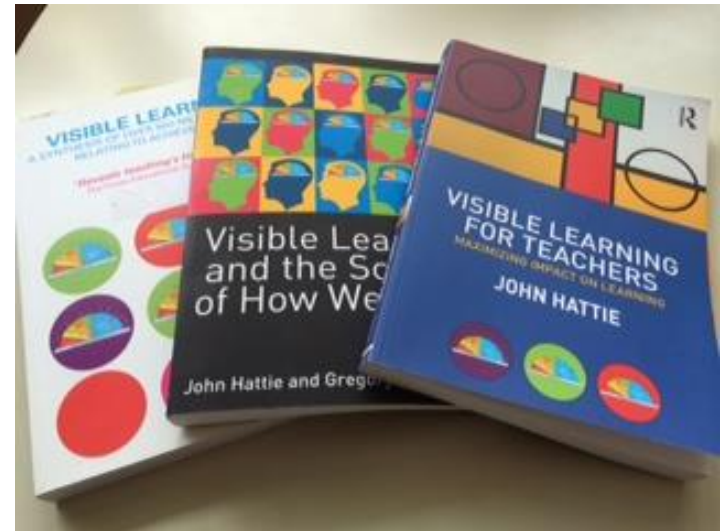
- **Mastery** of core subjects is crucial to closing opportunity gaps.
- Research shows **self-efficacy** – confidence in abilities – leads to **mastery**.
- Our Formative Practice focus provides a pathway to **self-efficacy**, for teachers and students.

Closing Opportunity Gaps: Targeted Strategies - Transforming Teaching Practices

Importance of self-efficacy

Hattie's research indicates:

- Just showing up = effect size of .4 (1 year's growth in 1 year)
- Self-efficacy = effect size of 1.57 (nearly 3 years' growth in 1 year)



Closing Opportunity Gaps: Targeted Strategies - Transforming Teaching Practices

Self-efficacy compared with several other leading influencers

- Self-efficacy = 1.57
- Student expectations = 1.44
- Response to intervention = 1.07
- Providing formative evaluation = .90
- Classroom discussion = .82
- Feedback = .75

Closing Opportunity Gaps: Targeted Strategies - Transforming Teaching Practices

Theory of Action for Formative Practice PD

If schools have high-functioning teams of **teachers collaborating ...**



to analyze common **formative assessments ...**



then teachers will make **instructional shifts ...**



that result in **opportunity gaps closing.**

Closing Opportunity Gaps: Transforming Teaching Practices

Formative Practice PD plan

Year 1

- Cohort develops high-functioning collaboration using existing assessments

Year 2

- Year 1 cohort develops own formative assessments

Year 3

- Year 1 cohort develops standards-based-grading practices and earns more autonomy

Q 1: Collaboration Process

- Build high-functioning collaboration process

Q 2: Interim Review

- Use interim data to identify where students are struggling

Q 3: Interim + Common

- Add a classroom common assessment

Q 4: Self-Designed Formative

- Design own formative assessment

Closing Opportunity Gaps: Targeted Strategies - Transforming Teaching Practices

Formative Practice PD provides key training in:

1. Collaborating with peers
2. Analyzing data
3. Making instructional shifts
4. Engaging students for self-efficacy
5. Evaluating instructional shifts

Closing Opportunity Gaps: Targeted Strategies - Transforming Teaching Practices

How principals and teachers respond to Formative Practice training in the pilot project with Focused Learned Teams:



CLOSING OPPORTUNITY GAPS: SUPERINTENDENT SMART GOAL LANGUAGE

Closing Opportunity Gaps: Superintendent SMART Goal Language

Why focus on African-American males?

Strategy is **targeted universalism**.

- Inclusive of the needs of dominant and marginal groups ... but pays particular attention to situation of marginal group
- When we can document gaps closing for African-American males, this serves as strong indicator of overall success
- Like proverbial canary in coal mine
 - We don't give the canary a respirator
 - We improve the environment so the canary thrives
 - When the canary thrives, so do all others

Closing Opportunity Gaps: Superintendent SMART Goal Language

Option 1

Closing opportunity gaps for African-American males and other students of color.

Closing Opportunity Gaps: Superintendent SMART Goal Language

Option 2

Closing opportunity gaps for African-Americans, Native Americans, Pacific Islanders and other students of color.

Closing Opportunity Gaps: Superintendent SMART Goal Language

Option 3

Closing opportunity gaps for all historically underserved students (language used in our District Report Card)

Closing Opportunity Gaps: Superintendent SMART Goal Language

Option	Strategy	Goal	Levels
1	MTSS-A/B	Closing opportunity gaps for African-American males and other students of color	K-12
2	MTSS-A/B	Closing opportunity gaps for African-Americans, Native Americans, Pacific Islanders and other students of color	K-12
3	MTSS-A/B	Closing opportunity gaps for all historically underserved students	K-12

CLOSING OPPORTUNITY GAPS: QUESTIONS AND DISCUSSION

Key District Initiatives

GOAL

Achievement "Ceiling"
Without Coordination

Intervention

Assessment

Instruction

Scope & Sequence

Academic / Behavioral
Skills & Standards

Leadership

Teaming & Collaboration

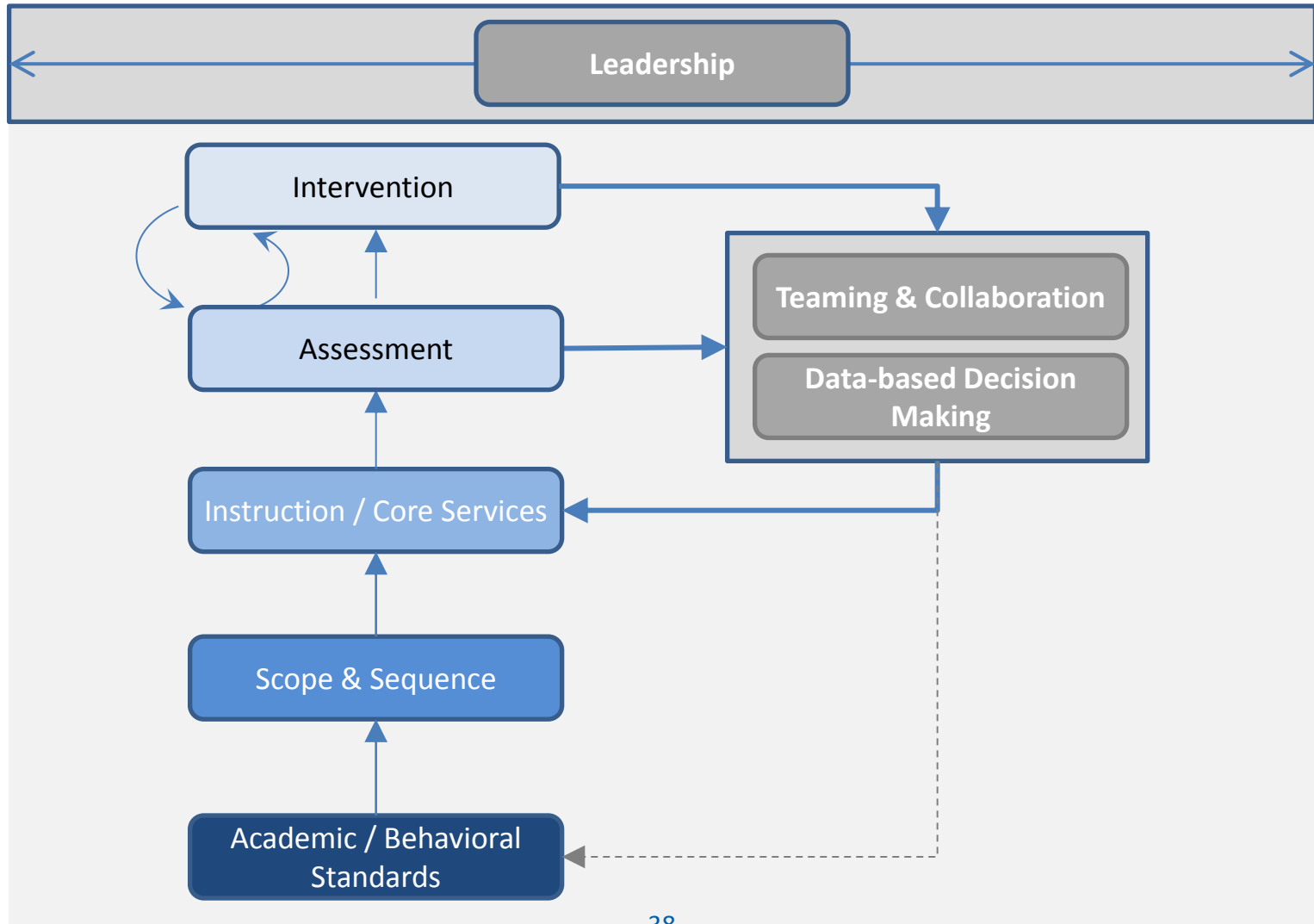
Data-based Decision Making

In order to achieve the student outcomes we desire, we need to have strong leaders, and have regular / timely / effective teaming and collaboration, and data use

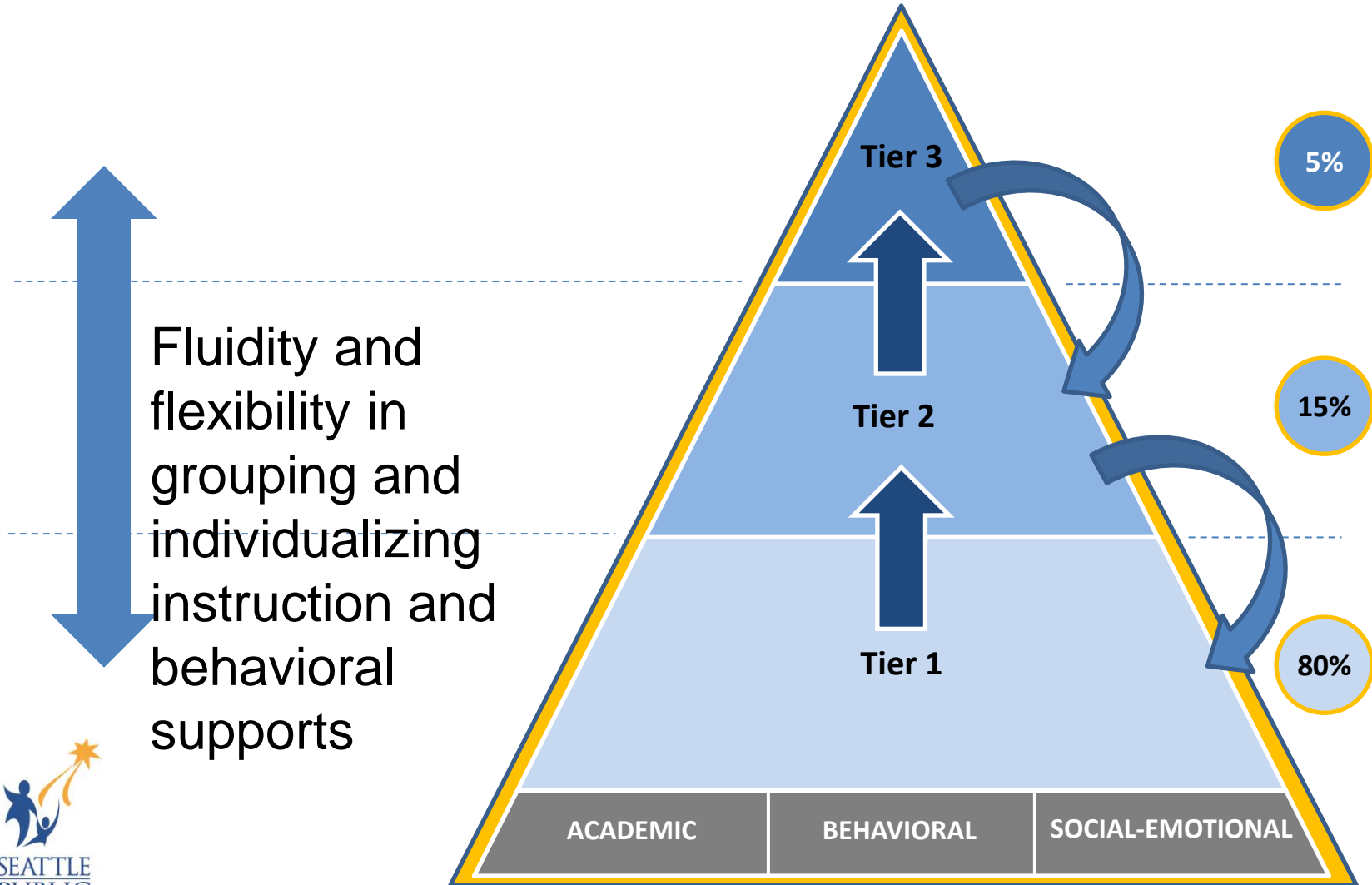
Core Services Coordinated Core Services



Ecosystem of How all Core Services and Coordinating Mechanisms Work Together



What it Looks Like to be doing MTSS Well



Questions & Dialogue



Seattle Public Schools: Every Student. Every Classroom. Every Day.

