

Board Special Meeting



2445 – 3rd Avenue South, Seattle WA 98134

Oversight Work Session: Executive Directors of Schools; Work Session: 24 Credit Graduation Requirement Implementation - Board Policy Review & Revision
Wednesday, September 28, 2016, 4:30-6:45pm
Auditorium, John Stanford Center

Agenda

Call to Order

4:30pm

Oversight Work Session: Executive Directors of Schools

- Essential Questions
- Brief History
- Why, who, what, how of EDS role
- Job Description
- EDS Standards
- Communication
- Span of Control
- Discussion

Work Session: 24 Credit Graduation Requirement Implementation - Board Policy Review & Revision

5:15pm*

- Change in State Law: 24-Credit Requirement for HS Graduation
- Transition Timeline: 24-Credit Task Force and Continued Progress
- Plans for Policy Revision

Adjourn

6:45pm*

**Time given is estimated*



Board Work Session Materials

September 28, 2016

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For questions and more information about this document, please contact the following:

School Board Office
206-252-0040

The following pages are presentation materials reviewed at the September 28, 2016 Board work session.



Seattle Public Schools



Photos by Susie Fitzhugh

Executive Directors of Schools
Teaching and Learning Oversight Committee
September 28, 2016

Agenda

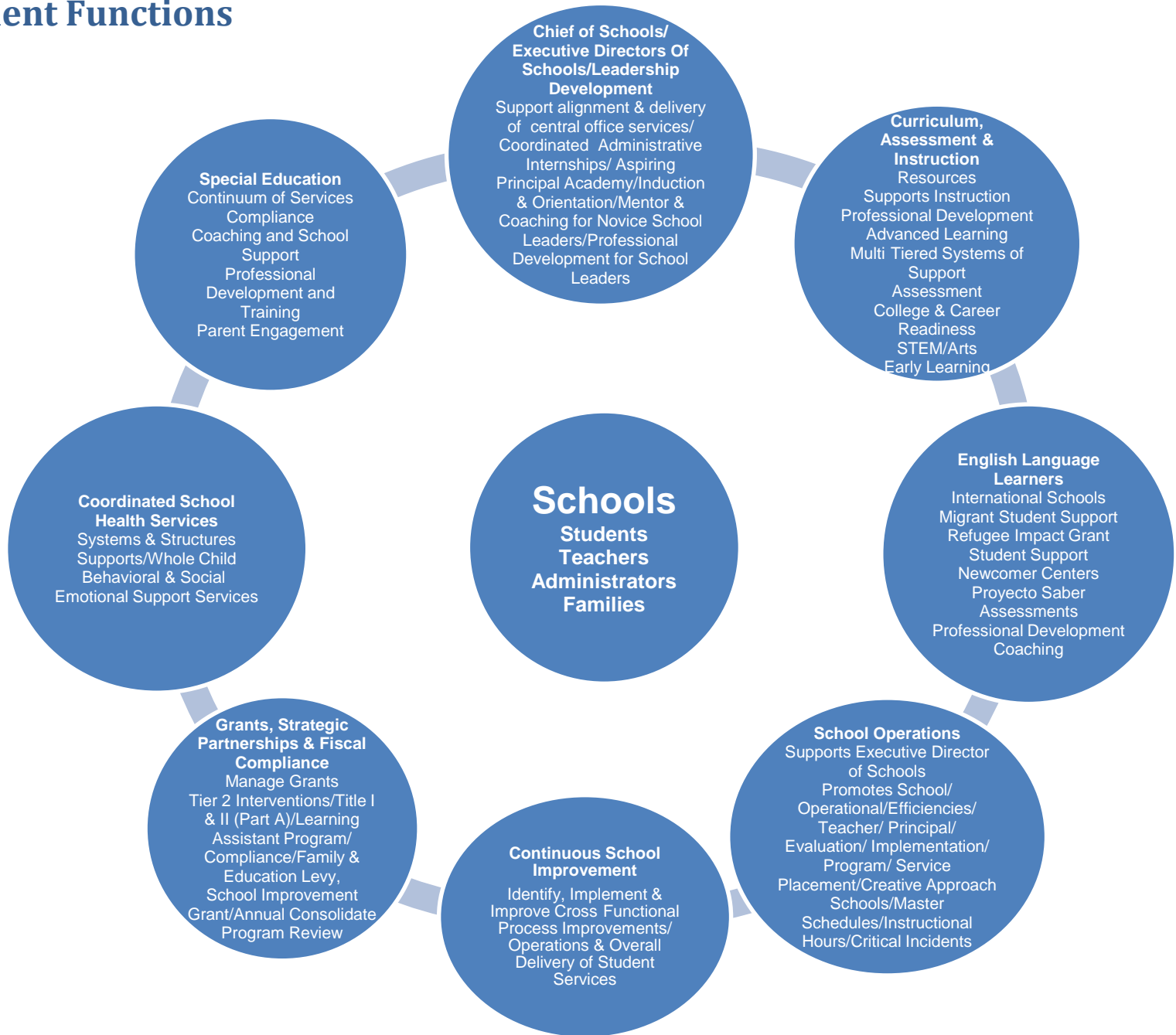
- Essential Questions
- Brief History
- Why, who, what, how of EDS role
- Job Description
- EDS Standards
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- Span of Control
- Discussion



SPS Executive Directors of Schools Focus Priorities

- What should the job of the executive directors of schools be?
- Further, what can the Seattle Public Schools system rely on them for?

Department Functions



Department Functions

Vision:

To effect positive change in the lives of students with disabilities by preparing them with the skills, experiences, and knowledge necessary to afford the wide-ranging opportunities in the future.

Mission:

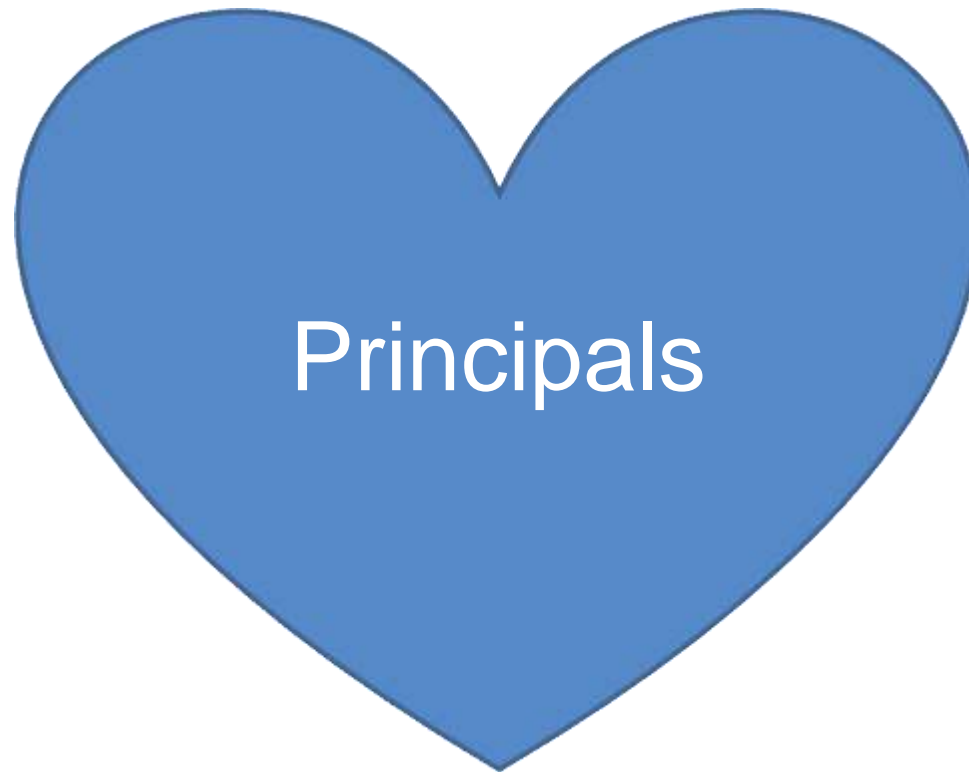
To actualize this charge by ensuring that our most vulnerable students can experience high levels of success when provided with the appropriate levels of support.

We are responsible for overall oversight of special education services, related staff and resources and state and federal reporting functions. Currently we are serving over 7400 students: Birth through twenty-one years old, across ninety-seven schools and over 100 private schools.

• **Functions:**

- Improving outcomes for students
- Compliance review and consultation
- State and Federal reporting
- Management of student data
- Behavior consultation
- Facilitators of IEP meetings
- Fiscal Oversight
- Motor, visual, auditory, and speech services
- Recruitment, hiring, induction, and retention of Special Education staff
- Professional Development

Why does the EDS role exist?



Why is effective school leadership essential?

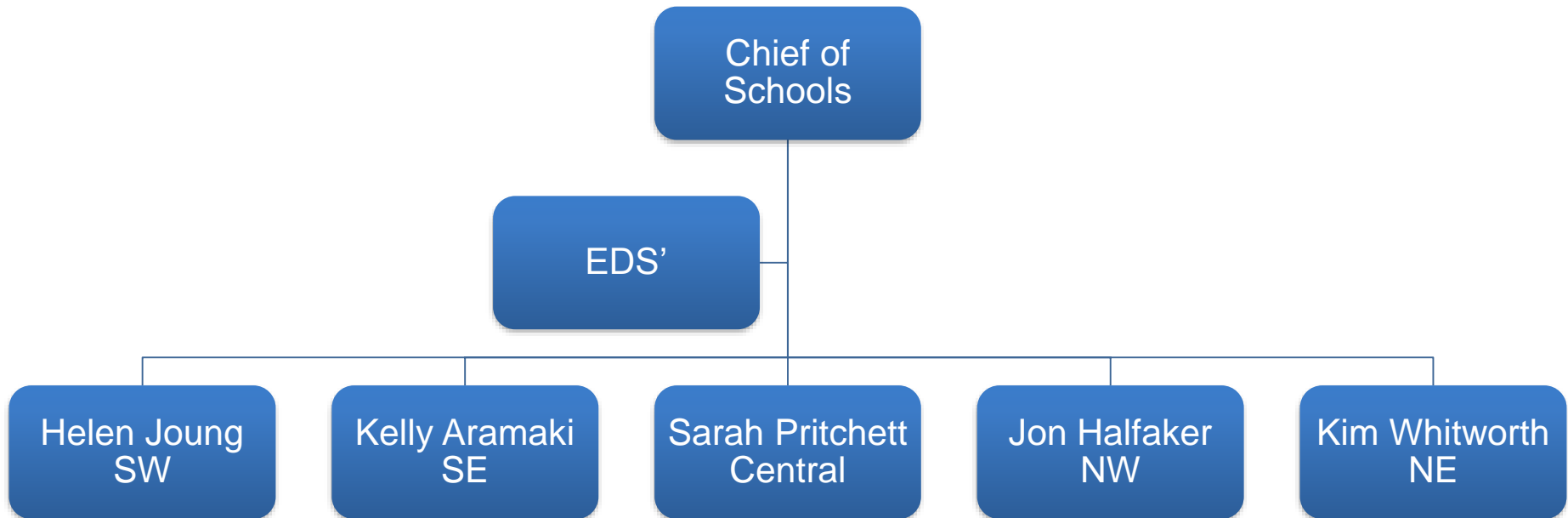


Evidence links it to student performance

Second only to teaching among school-related factors contributing to student achievement

No documented instances of failing schools turning around without powerful leadership

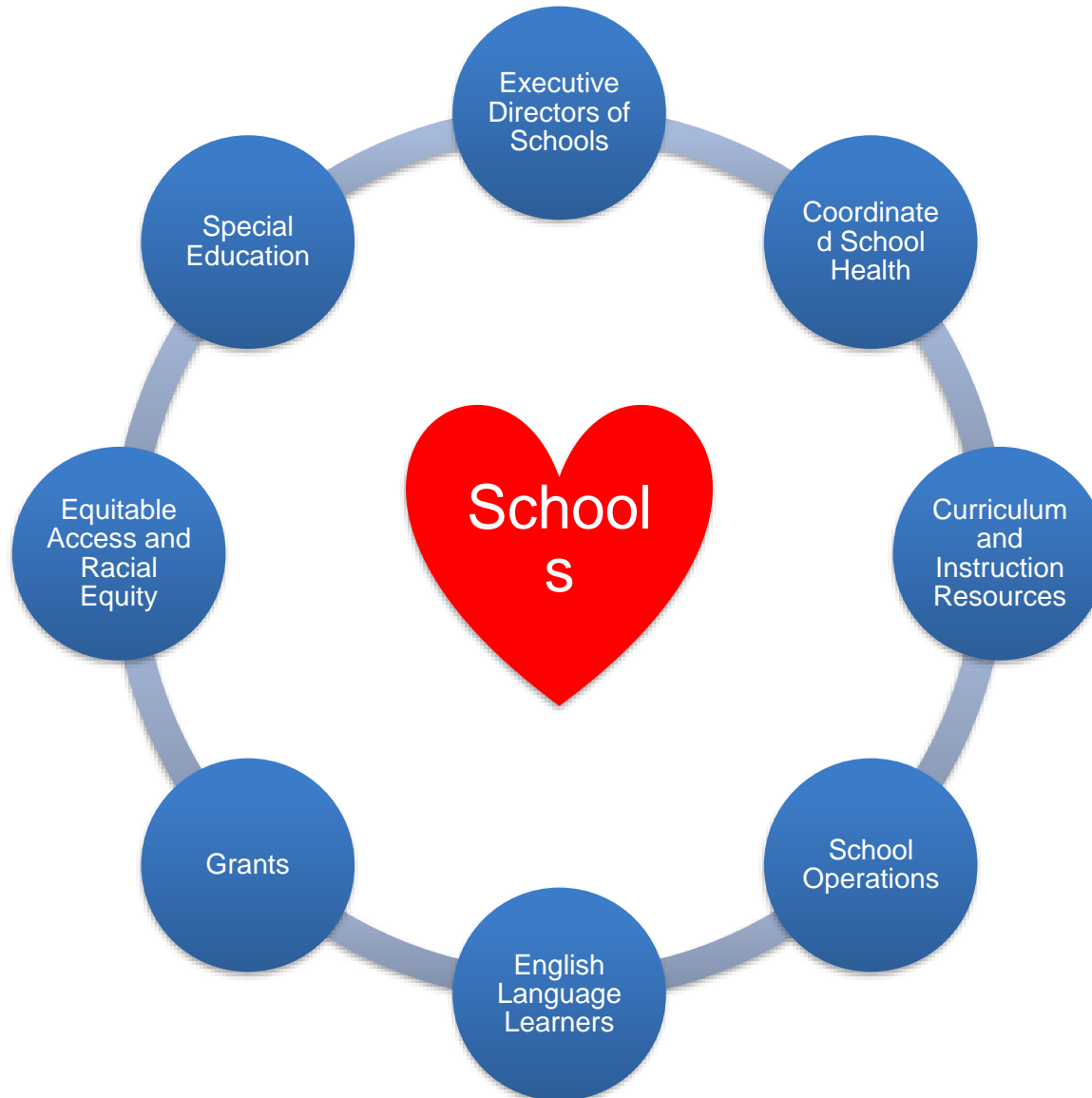
Who are the Executive Directors of Schools?



Brief history of Executive Directors of Schools role in SPS



Teaching and Learning



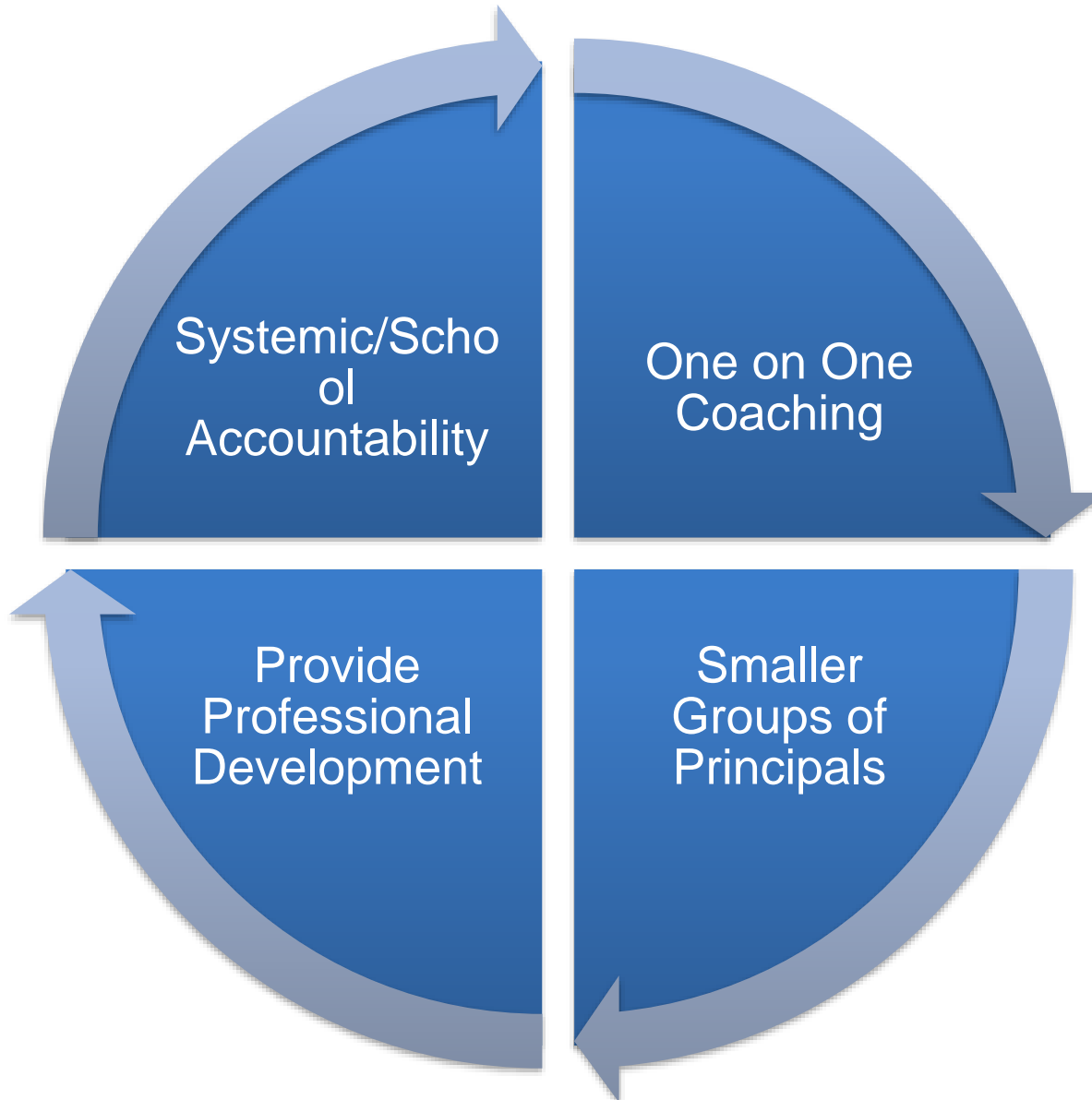
EDS Problem of Practice

- High expectations of transforming teacher learning through instructional leadership
- Isolation of the principalship
- Varied experience of principals
- Variation of demographics and other contexts
- "Translation" of district goals into each building context

Who are Executive Directors of Schools?



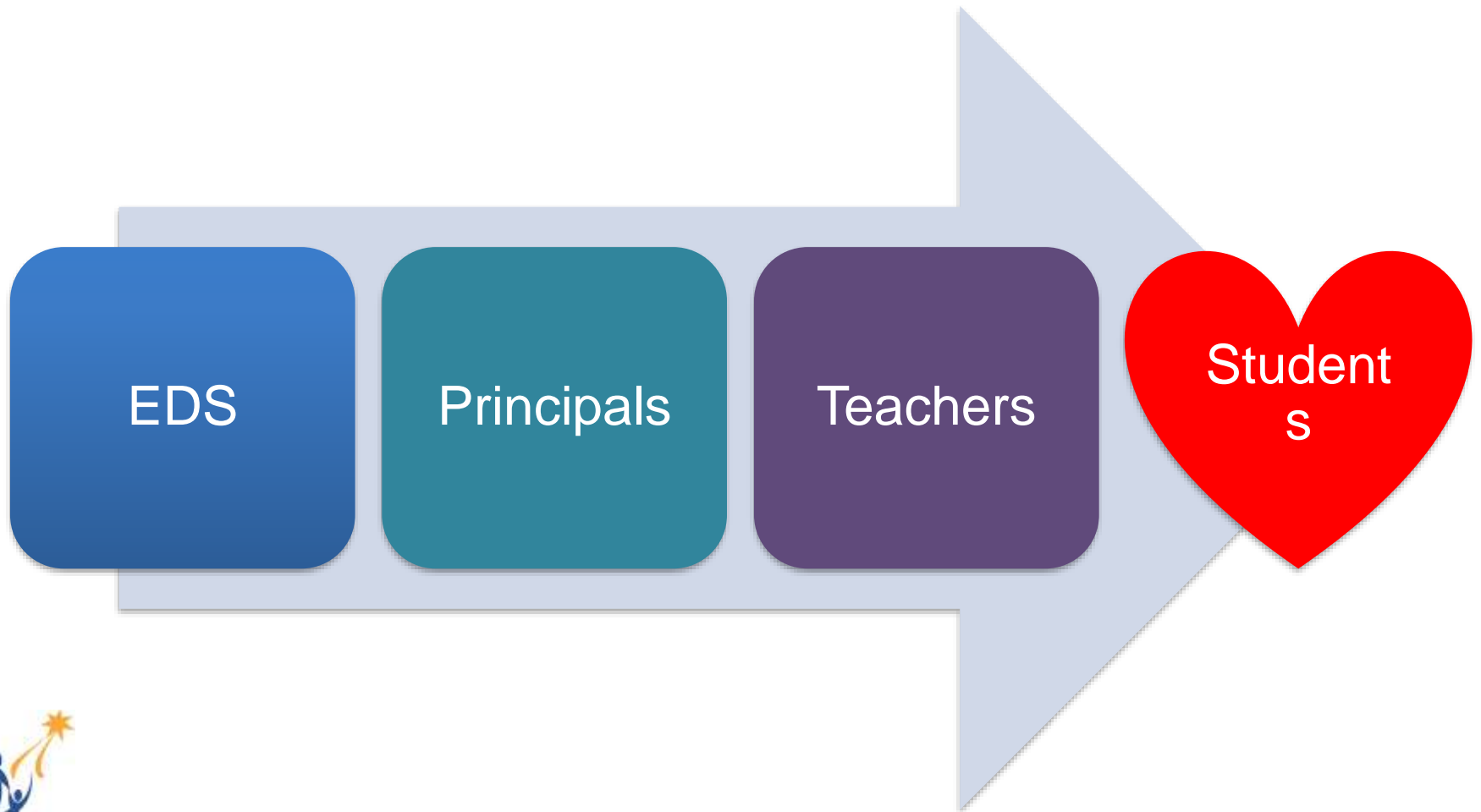
EDS Role Balance



SPS EDS Theory of Action

- If SPS provides professional learning to EDS which clearly defines their role as **supporters** and **evaluators of principals' performance** as **instructional leaders...**
- SPS will increase the **instructional focus** of EDS with their principals who will in turn impact the **instructional focus** of their teachers...
- who will impact **outcomes for all students.**

Through Line to Students



EDS Focus Priorities (Job Description)



School Improvement

Accountability

Improving Principal Practice

EDS are leaders at Central Office

Effectively engage the communities of their schools

How EDS work is aligned to SPS Goals

- **School improvement and eliminating opportunity gaps:** Partnering with schools to develop, implement, monitor and adjust C-SIPs (16/17 SMART Goals 1,2, & 5)
- **Accountability:** Making sure that principals and schools do what they say are going to do including following district policy (16/17 SMART Goal 5)
- **Improving Principal Practice** (16/17 SMART Goals 1,2,& 5)
- **Effectively engage the communities of their schools** (16/17 SMART Goal 5)

What is the day to day work of an EDS look like?



Principal

School

Student

Community

Central Office

Key Stakeholders

- Principals
- School staff
- Students
- School and Family Communities
- Central office leadership

How are they effective?

“the ultimate measure of principal supervisor effectiveness is the extent to which they help their principals engage in instructional leadership.”

Dr. Meredith Honig, UW

What is instructional leadership?

- The ability of principals to improve teaching

Lack of Clarity in the Role





Why are standards for EDS' needed?



Principals face new pressures to improve student learning and implement new academic standards.

Emerging research suggests EDS' like roles can help principals improve teaching and student achievement.

But today EDS' often focus on ensuring compliance with local and state regulations on performing other roles with central office.

National Standards will help EDS' focus on the actions that matter.

A practical description of what EDS' should know and be able to do.

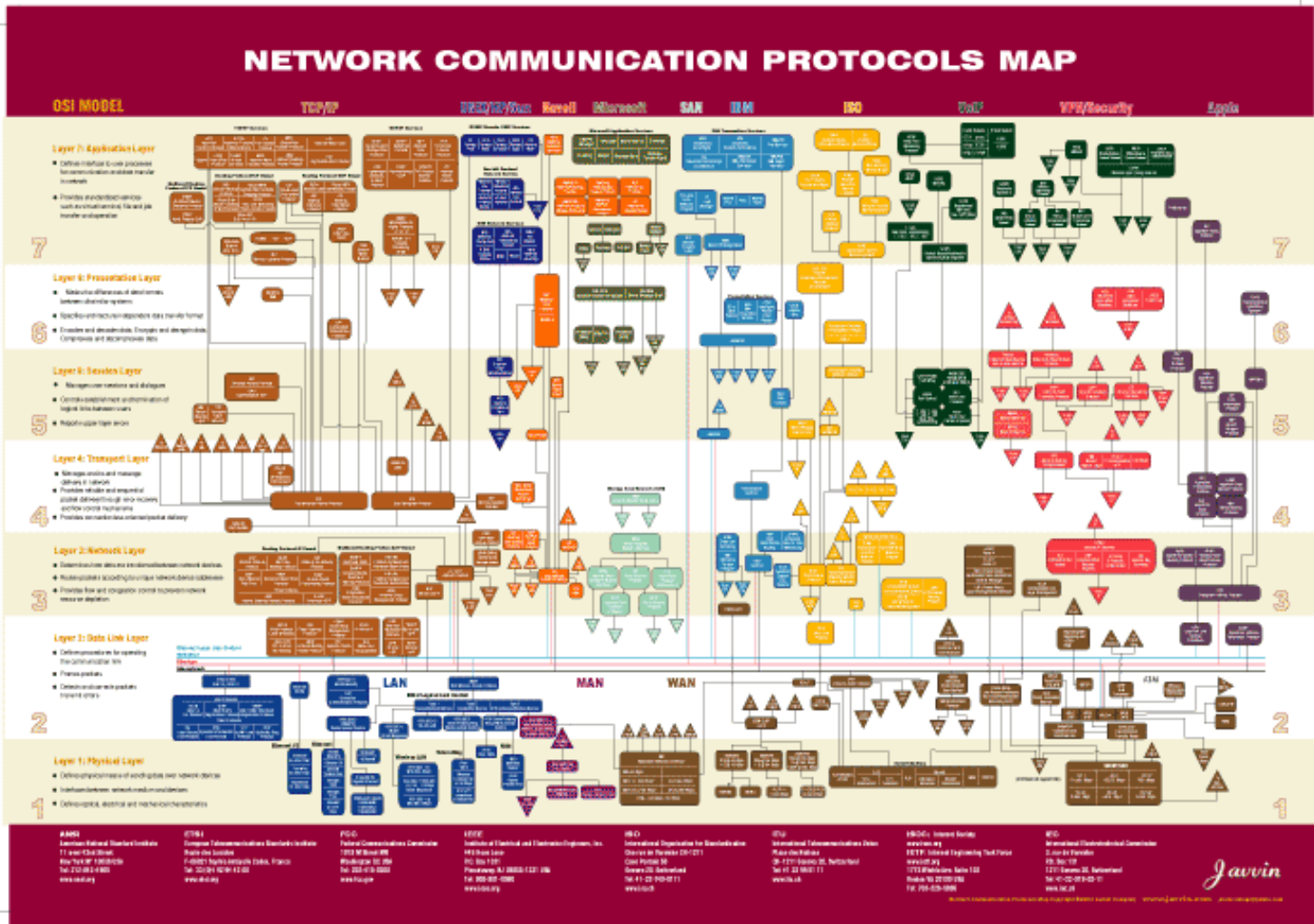
What does the research call for?

- Time dedicated to **grow principals** as instructional leaders.
- **Coach, support, engage** principals in effective professional learning strategies.
- Use **evidence** to guide improvements in principals' practice.
- Engage principals in evaluation processes to help them **grow** as instructional leaders.

What does the research call for?

- Advocate for **coherence of district vision, policies, and strategies.**
- **Assist** in ensuring that schools are culturally/socially responsive and have equitable access to necessary resources.
- **Engage** in their own professional development and **continuous improvement.**
- Lead strategic change that elevates the **performance of schools and programs across the district.**

Communications Protocol



SPS Board Communication Protocol, PASS Collective Bargaining Agreement



Span of Control

District	EDS to Principal Ratio
Seattle	20:1
Northshore	15:1
Tacoma	14:1
Lake Washington	12:1
Bellevue	9:1
Highline	9:1
Kent	9:1

S.W.O.T. Analysis

Strengths (S)

- Dedicated time to helping principals grow as instructional leaders.
- Coaching and support of individual principals to help them engage in effective professional learning strategies.
- Use of evidence to guide improvements in principals' practice (AWSP Leadership Framework).
- Engagement of principals in evaluation processes to help them grow as instructional leaders (Cycle of Inquiry).
- Advocacy for coherence of district vision, policies, and strategies (Alignment, Accountability).
- Assists in ensuring that schools are culturally/socially responsive and have equitable access to necessary resources.

S.W.O.T. Analysis

Weakness (W)

- Span of Control, number of direct reports
- A historically lean central office has created an over-reliance on the EDS role
- Inconsistent alignment and systemic support of schools.
- Focus on instructional leadership vs. operational needs of central office.

S.W.O.T. Analysis

Opportunities (O)

- Alignment of current EDS role to national principal supervisor standards.
- Engage in their own professional development and continuous improvement.
- Lead strategic change that elevates the performance of schools and programs across the district.
- Rearranging support of principals beyond regions.

S.W.O.T. Analysis

Threat (T)

- Current span of control leads to compliance driven relationships with little time to focus on improving instructional leadership.
- Inconsistent alignment and systemic support of schools.
- Focus on instructional leadership vs. operational needs of central office.

Accomplishments

- 11 Schools of Distinction 2015/16
- 100% principals are doing a cycle of inquiry focused on student learning
- Re-design of principal goal setting using the AWSP Framework connected to cycle of inquiry
- Full implementation of the Association of School Principals (AWSP) Leadership Framework
- Partnership between SPED and EDS'
- 100% on time principal evaluations
- 100% on time teacher evaluations
- 29 Principal Hires for 2016/17

Department Goals and Objectives

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
Improve principal instructional practice	High quality instructionally focused building principals	AWSP Framework, Annual Leadership Surveys	Proficient or above	98% AWSP TBD October 2016	Goals 1,2, and 3
Attract, retain, and support high quality principals as instructional leaders	High, quality, prepared principals in every school	Retention of novice principals through years 1-3, year 4+	100% retention of all novice principals	85% retention rate of novice principals in the last 5 years make it to year 4	15/16 Goal #5

Department Goals and Objectives

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
Support major SPS initiatives between central office and buildings	Provide systemic coherence between central office and buildings				
Engagement and Collaboration	Improve community engagement between principals and their communities, central office and buildings	Developing Family Engagement Tool January 2017			Goal 3
Accountability with district, state, and federal	Meet or exceed all local, state, and federal mandates	TBD	TBD	inconsistent	Goals 1,2,3

Key Performance Indicators (KPIs)

Goal	Measure	Target	Performance to date
<i>High professional development and support for building principals</i>	<i>Exit tickets from monthly Principal Leadership Learning Days</i>	<i>100% attendance and participation of building principals</i>	<i>88% September LLD</i>
Principal goals tied to building C-SIPs, student data, district goals using cycles of inquiry	Professional Goal Setting of all principals and assistant principals	100% of principals and assistant principals have professional growth goals tied to cycles of inquiry	TBD November 2016



(Council of Chief State School Officer Standards, District Leadership 2 Standards)

Key Performance Indicators (KPIs)

Goal	Measure	Target	Performance to date
<i>Increased coaching, mentoring, consulting of principals in groups and one on one</i>	<i>Exit tickets from monthly Principal Leadership Learning Days</i>	<i>100% attendance and participation of building principals</i>	<i>88% September LLD</i>
Development of common cycle of inquiry, collaborative inquiry groups, and building walk through materials	Tools for Cycles of Inquiry, Collaborative Inquiry Groups, Coaching and Building Walkthrough Templates	Tools to be co-constructed and rolled out to all principals/AP's throughout year in Sharepoint and OneNote	TBD June 2017



Department Budget/Staffing Overview

	# FTE	2015-16 Previous Year Budget	2016-17 Current Budget	Funds Committed as of wk sn date	% Remaining
Executive Directors of Schools	5	\$5,000	\$5000	\$500.00	90%
Sr. Administrative Assistants	2.5			NA	NA
Chief of Schools	1	1	1	NA	NA
Principal Leadership Coaches	2	\$1,000	\$1,000	\$900	90%
Total	10.5	\$26,000	\$26,000	\$1,400	90%

Policies & Procedures that Guide Department's Work

- **Board Policies**

- Special Education and Related Services for Eligible Students – 2161
- Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 – 2162
- Supports & Interventions – 2163
- Home or Hospital Instruction – 2165
- Student Assignment and Enrollment – 3130
- Use of Isolation and Restraint of Students with IEPs and Section 504 Plans - 3247

- **Superintendent Procedures**

- Special Education and Related Services – 2161 SP
- Education of Students with Disabilities – 2162 SP
- Supports and Interventions - 2163 SP
- Home or Hospital Instruction - 2165 SP
- Student Assignment and Enrollment - 3130 SP
- Use of Isolation and Restraint of Students with IEPs and Section 504 Plans - 3247 SP

Key Internal and External Controls

- Internal
 - *School Board Policies and Procedures*
 - *SPS District Strategic Goals*
 - *Building Comprehensive School Improvement Plans*
 - *SEA and PASS Collective Bargaining Agreements*
- External
 - *AWSP Leadership Framework*
 - *Federal and State regulations*
- Audit or Review Efforts
 - *None at this time*

Major Outside Service Contracts

Major Contract	Brief Description	Contract Amount
Center for Educational Leadership, University of Washington	Multiple learning sessions provided to Chief of Schools and the EDS' to build a deeper understanding on the role of the EDS, cycle of inquiry, Seattle Public School Principal Attributes, adult learning and coaching principles to improve principal and EDS performance with feedback on emerging EDS standards.	\$48,000



(Major contracts are those that have strategic value or are above \$250k)

Key Information Technology Systems

System	Function
IEP Online	<ul style="list-style-type: none">• Special education document creation and storage• Data storage and reporting function of special education information
Power School	<ul style="list-style-type: none">• Key data storage• Report generation• State reporting
SharePoint	Data tracking and collaboration on internal accountability and compliance measures
MS Suite: Access	Data tracking and collaboration on internal accountability and compliance measures
MS Suite: Excel	Report generation and data analyses
Student Assignment System	Tracking of correct student placement and assignment
SAP	<ul style="list-style-type: none">• Budget• Staffing• Timekeeping

Looking Forward/Next Steps

- **Board Policies to be reviewed:** N/A
- **Focus Areas:** MTSS, Elimination of the Opportunity Gap, Engagement and Collaboration
- **Emerging Trends:** Systemic coherence of eliminating the opportunity gap through supporting principals as instructional leaders.

Wallace Foundation EDS Video

- <http://www.wallacefoundation.org/knowledge-center/Pages/School-Leadership-in-Action-Principal-Supervisors.aspx>

Questions/Discussion





Seattle Public Schools



Photos by Susie Fitzhugh

Work Session: Board Policy 2415 and High School Graduation Requirements

September 28, 2016

Interrelated Initiatives 2017-18



Purpose

- Information: As reminder, state law regarding high school graduation requirements has changed
- Action: Per state law, Policy 2415 High School Graduation Requirements must be revised
- Input: Staff plans to review additional policies through community engagement

Agenda

1. Change in state law: 24-credit requirement for high school graduation
2. Transition timeline: 24-credit Task Force and continued progress
3. Plans for policy revision

24-Credit Task Force

BACKGROUND: 24-CREDIT REQUIREMENT

The requirement

2014 law based on State Board of Education recommendation:

Students must earn 24 credits to graduate.

- Previous state requirement: 20
- Seattle Public Schools requirement: 21

Students must complete a more extensive High School and Beyond Plan.

Students should have flexibility to follow a personalized pathway, may sub for art and language credits.

Requirements comparison

Subject	SPS requirements for classes of 2016-20	State Career- & College-Ready Requirements for the Class of 2021 & Beyond
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Career and Technical Education	1.5	1
Health and Fitness	2	2
Arts	1	2 (1 can be PPR)
General Electives	4.5	4
World Language (or) Personalized Pathway Requirement (PPR)*		2 (both can be PPR)
Total Credits	21	24

***Personalized Pathway Requirements** are related courses that lead to a specific post high school career or educational outcome chosen by the student based on interests and the High School and Beyond Plan. They may include Career and Technical Education.

Agenda

1. Change in state law: 24-credit requirement for high school graduation
- 2. Transition timeline: 24-credit Task Force and continued progress**
3. Plans for policy revision

SPS Waiver & Task Force

SPS requested a two-year waiver in January 2015 to create time to look at options.

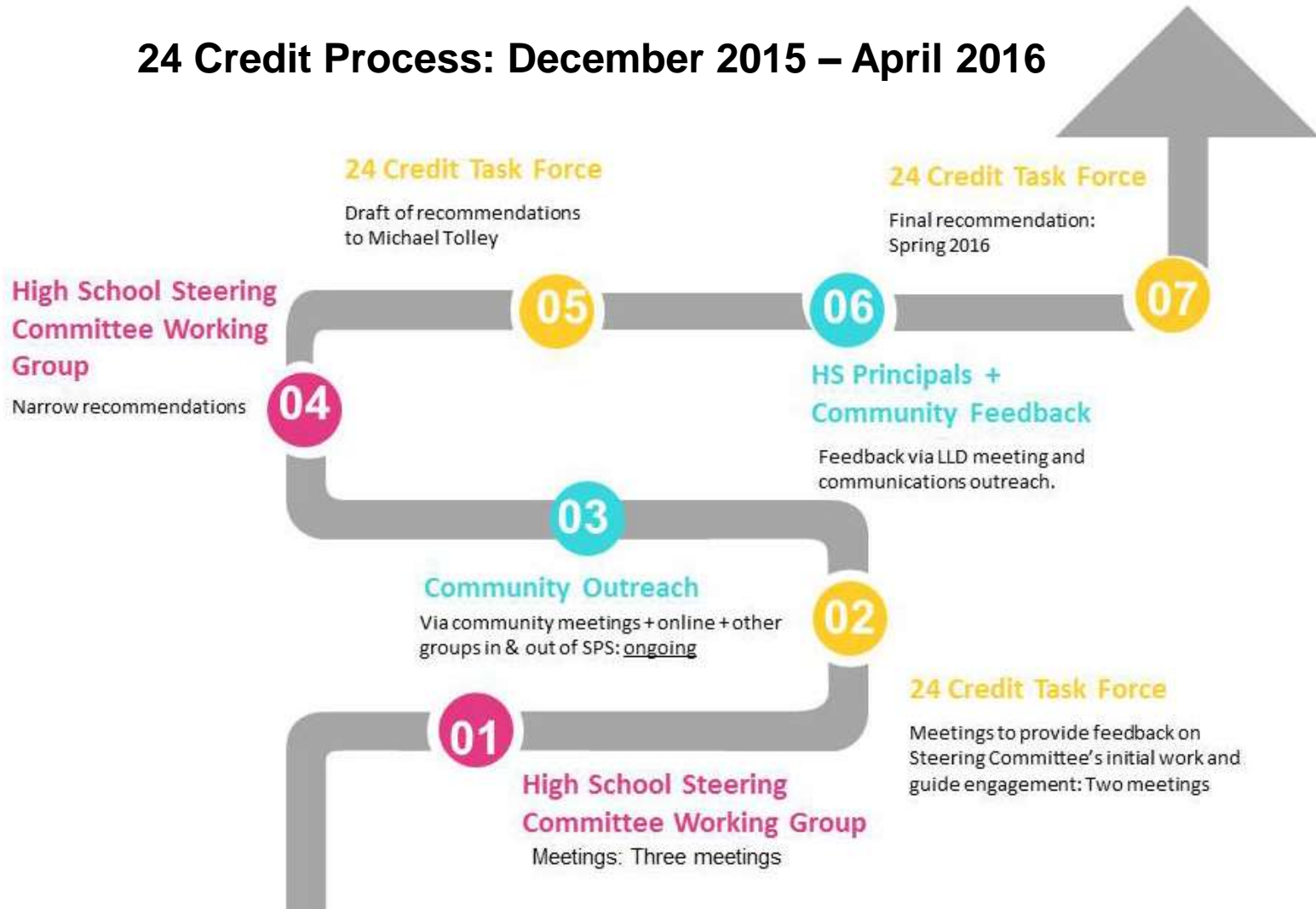
With waiver, new requirements take effect with the class of 2021 (students entering ninth grade in fall 2017).

SPS formed 24-Credit Task Force in 2015.

- Research
- School visits
- Visioning
- Family surveys
- Student focus groups
- High School Steering Committee

SPS Waiver & Task Force

24 Credit Process: December 2015 – April 2016



24-Credit Task Force Recommendations

1. Recommendation 1: High School & Beyond Planning
2. Recommendation 2: Supporting Students & Advisory
3. Recommendation 3: Daily Schedule
4. Recommendation 4: Extended Learning
5. Recommendation 5: Policy changes

Continuing progress in transition to 24 credits

- Principals On Special Assignment
 - Jill Hudson, Nathan Hale High School
 - Ruth Medsker, West Seattle High School

Overarching goals

- Re-vision High School: Profile of a graduate, moving from 20th century to 21st century schools, creating beliefs and vision principles that guide the work
- Creating a collaborative High School Principal core to meet the needs of the 21st century graduate
- Create systems and support to enact the vision of the 21st century high school

Agenda

1. Change in state law: 24-credit requirement for high school graduation
2. Transition timeline: 24-credit Task Force and continued progress
- 3. Plans for policy revision**

State law directly affects Board Policy 2415

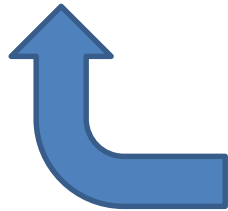
Policy 2415 High School Graduation Requirements

- Current language: *“Students must have a minimum of 21 credits to graduate.”*
- Policy 2415 must be revised, changing minimum credit requirements from 21 to 24
- Distribution of credits between subject areas will be reflected in Counseling Manual

Policy revision timeline

State law mandates new graduation requirements in effect for class of 2021

Current 8 th graders	Current 9 th graders	Current 10 th graders	Current 11 th graders	Current 12 th graders
Class of 2021	Class of 2020	Class of 2019	Class of 2018	Class of 2017



These students begin registering for high school in **February**. We must communicate graduation expectations clearly by that time.

Policy revision timeline

- **October Curriculum & Instruction (C&I) Committee:** Staff presents revision language for Policy 2415, minimum number of credits for graduation
- **November C&I Committee:** Staff proposes specific revision to policy 2415, based on October C&I input
- **December-January:** Full Board moves on revision to policy 2415 through introduction and action
- **January-February:** Communication of new graduation expectations in policy to students, families, and staff
- **February-September:** Continued examination of policies pertinent to high school graduation, including and in addition to 2415 and 2420

Reviewing additional policies

Staff plans to review additional Board policies relevant to high school and engage the community for possible revision of policies

Criteria

1. Consistency with state law regarding new high school graduation requirements
2. Consistency with Board Policy 0030 Educational and Racial Equity

Reviewing policies, through Policy 0030 Ensuring Educational and Racial Equity

“The Seattle School Board is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life. We believe that the responsibility for student success is broadly shared by District Staff, administrators, instructors, communities and families.”

“This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically.”

Reviewing policies, through Policy 0030 Ensuring Educational and Racial Equity

“With these commitments in mind, Seattle Public Schools will:

- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;
- Eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate overapplication of discipline to students of color, their over-representation in Special Education, and their under-representation in various Advanced Learning programs);
- Ensure all students regardless of race or class graduate from Seattle Public Schools ready to succeed in a racially and culturally diverse local, national, and global community.”

Reviewing policies, through Policy 0030 Ensuring Educational and Racial Equity

“In order to achieve educational equity for our students, the district shall:

- A. Equitable Access**—The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;
- B. Racial Equity Analysis**—The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool;
- G. Multiple Pathways to Success**—The district shall provide multiple pathways to success in order to meet the needs of the diverse student body, and shall actively encourage, support and expect high academic achievement for all students;”

Reviewing additional policies

Staff plans to review additional Board policies relevant to high school and engage the community for possible revision of policies

Criteria

1. Consistency with state law regarding new high school graduation requirements
2. Consistency with Board Policy 0030 Educational and Racial Equity

Reviewing additional policies

- Additional potential policy revisions would not go into effect in 2017
- The significance of potential policy revisions warrants varying levels of community engagement

SPS COMMUNITY ENGAGEMENT TIERS

Adapted from International Association for Public Participation

Tier 3: COLLABORATE
Partner with stakeholders in development and identification of preferred solutions

TIER 2: CONSULT/INVOLVE
Obtain public feedback and or work directly with stakeholders throughout the process to ensure perspectives are understood and considered.

TIER 1: INFORM
Provide accurate, objective and timely information to stakeholders.

Examples of policies for review

2420 High School Grade and Credit Marking

- *“One high school credit is equivalent to 150 hours of planned instructional activities...”*

2415 High School Graduation Requirements

- *“Students will be required to have at least a 2.0 or above cumulative GPA... the GPA will be calculated in a way that treats an “E” grade the same as an “N” grade.”*

SPS COMMUNITY ENGAGEMENT TIERS

Adapted from International Association for Public Participation

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Partner with stakeholders in development and identification of preferred solutions

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Obtain public feedback and or work directly with stakeholders throughout the process to ensure perspectives are understood and considered.

TIER 1: INFORM
Provide accurate, objective and timely information to stakeholders.

Next steps for additional policy review

1. Determine internal and external level of engagement for each policy issue to review
2. Principals on Special Assignment engage principal core in developing policy options
3. Proposal for engagement of additional stakeholders, at the appropriate level for each policy issue, will be brought to Curriculum & Instruction Committee meeting

Feedback

- Criteria for policy review
 - Consistency with state law
 - Consistency with 0030
- Plans for community engagement

Review Purpose

- Information: As reminder, state law regarding high school graduation requirements has changed
- Action: Per state law, Policy 2415 High School Graduation Requirements must be revised
- Input: Staff plans to review additional policies through community engagement