Oversight Work Session: Distribution Services; Interrelated Initiatives Process Update;
Work Session: Advanced Learning
Wednesday, October 05, 2016, 4:30-7:30pm
Auditorium, John Stanford Center

Agenda

Call to Order   4:30pm

Oversight Work Session: Distribution Services
- Department Functions
- S.W.O.T. Analysis
- Department Accomplishments
- Organizational Chart
- Department Goals & Objectives
- Key Performance Indicators (KPIs)
- Budget & Staffing
- Benchmarking
- Policies & Procedures
- Internal and External Controls
- Information Technology Systems
- Looking Forward/Next Steps

Interrelated Initiatives Process Update   5:15pm*

Work Session: Advanced Learning   5:30pm*
- Mission
- Excerpts from 'Equity' Policy 0030 & HCC/Advanced Learning Policy 2190
- Research
- MTSS
- Enrollment/Testing/Notification
- Data
- Discussion

Adjourn   7:30pm*
   *Time given is estimated

Board Work Session Materials

October 5, 2016

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School Board Office
206-252-0040

The following pages are presentation materials reviewed at the October 5, 2016 Board work session.

Photos by Susie Fitzhugh

Oversight Work Session: Distribution Services

October 5, 2016

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Department Functions

- Functions of the Department
  - Central Warehouse Distribution
    - Shipping, Receiving, Delivering, and Storing Materials
  - Mail Services
    - Manage Mail Delivery and Pickup throughout the District

S.W.O.T. Analysis

Strengths (S)	• Outstanding customer service • Partnered with Sped/XIP for Mailroom/Publishing for real work exposure for 8-15 students • No audit findings for past 10 years • Safety
Weaknesses (W)	• Aging fleet/equipment
Opportunities (O)	• Continue outreach to stakeholders to pursue additional cost savings and process improvements • Continue progress in moving to electronic procurements
Threats/Risks (T)	• Needs of growing student populations and expanded or new programs - Equipment - Resources

Accomplishments

- High performing work team

- Excellent inventory turns

- Outstanding safety record

- Recognized for superior customer service

Department Organizational Chart
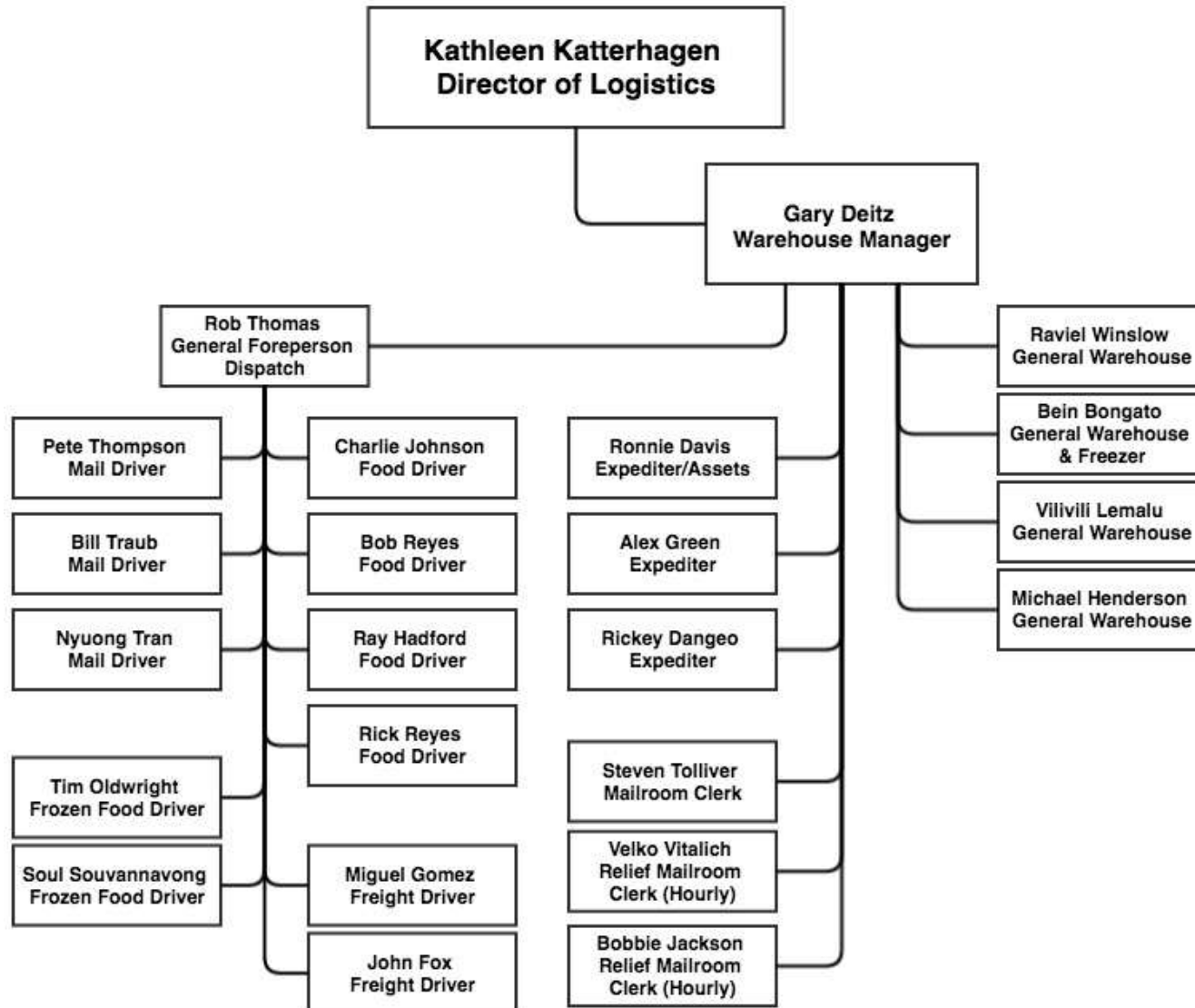
Department Goals and Objectives

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
Implement a LEAN 5S Program	Organize for efficiency and high performance	100% of all inventory storage areas	100% in 2017-18	60%	***Goal 2: Strategy 1:*** *Ensure proper stewardship of resources by evaluating performance and improving internal controls*
Cross train warehouse staff	High quality, skilled staff. Succession planning and promote growth opportunities for staff.	All warehouse staff cross trained.	75% in year 2017-18	50%	

Department Budget/Staffing Overview

	# FTE	2015-16 Previous Year Budget	2016-17 Current Budget	Funds Committed as of wk sn date	% Remaining
Mailroom	1	$321,804.	$333,670.	$27,400.00	92%
Whse/Distribution	21	$1,992,099.	$2,116,116.	$68,377.00	97%
Total	**22**	**$2,313,903**	**$2,449,786.**	**$95,777.00**	

Benchmarking

District	Total Enrollment	% of total district budget spent on department**	# of FTE	Staffing Per 1000 students	Sources of funding	Other***
Seattle	**54,000**	**.0028%**	**22**	**2455**	**Gen fund**	**CNS**
Anchorage	47,806	.0024%	14	3415	Gen fund	
Boston	Not Available	Not Available				
Portland	48,000	<1%	6	8000	Gen fund	
St. Paul	Not Available	Not Available				
San Francisco	Not Available	Not Available				
Tacoma	27,000	17%	10	2700	Gen fund	
Kent	28,000	Not Available	12	2800	Gen fund	
Bellevue	20,000	Not Available	6	3333	Gen fund	CNS
Spokane	30,000	.0021%	9	3333	Gen fund	

*Peer districts usually benchmark against: Portland, St. Paul, San Francisco, Boston, Anchorage, Kent, Bellevue, Tacoma and Spokane.

**Please note below the chart if the departments in the district to which you are comparing do not perform the same functions as your department (are we comparing apples to apples?)

***Please include if you have other key components of the industry (see KPIs)

****SPS often uses Council of Great City Schools data

SEATTLE PUBLIC SCHOOLS

Policies & Procedures that Guide Department's Work

- Board Policies
  - Board Policy 5251: Ethics

- Superintendent Policies
  - Superintendent Policy 6511: Staff Safety
  - Superintendent Policy 6640: District Vehicles

Key Performance Indicators (KPIs)

2014-15	2015-16	Change
Missed picks <1% 74,735 line items	*Missed picks <1%* 77,377 line items	*3.5 % Increased number of line items picked and sustained 99% performance*
On Time Complete Deliveries to Schools 99% 31,231 Deliveries	*On Time Complete Deliveries to Schools 99%* 38,266	*19% Increased deliveries and sustained 99% on-time, complete deliveries to schools.*
Food Item Deliveries 100% 20,130	*Food Item Deliveries 100%* 20,496	*Slight increase in the number of food item delivered. Sustained no missed shipments.*

SEAT PUBLIC SCHOOLS

Key Internal and External Controls

- Board Policies

- Superintendent Procedures

- Department Structure and Protocols
  - Functional checks and balances
    - Separation of duties
    - System authorization
    - Budget verification
    - Three-way match

Key Internal and External Controls

- Central Warehouse Security
  - Limited access by keycard
  - Daily inventory cycle count
- Desk manuals, online handbook, Quick Reference Documents
- Red Bag Procedures

Key Information Technology Systems

(What are the key/major information technology systems necessary for the department to function?)

System	Function
SAP	Inventory Control/Cycle Counts Order placement
R-Base	Asset tagging/management

Looking Forward/Next Steps

- Focus Areas
  - Update Aging Fleet Vehicles
  - Invest in Warehouse Management Technology to improve workloads and efficiencies

- Emerging Trends
  - Increased school technology and asset tagging
  - Increased deliveries of electrical, plumbing, and compostable to schools
  - Modifying delivery schedules to meet needs of bell time flip and 2017-2018 added instruction time.
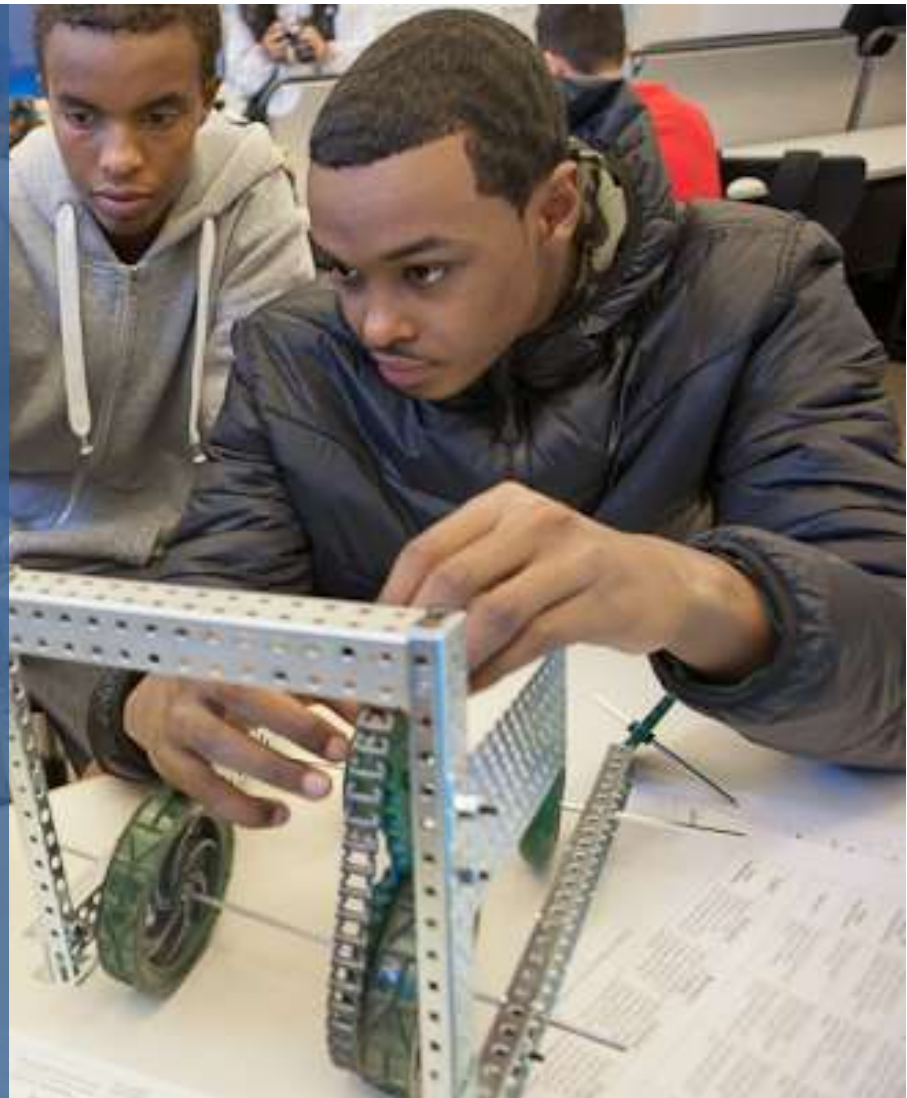
Seattle Public Schools

Photos by Susie Fitzhugh

Board of Directors Work Session

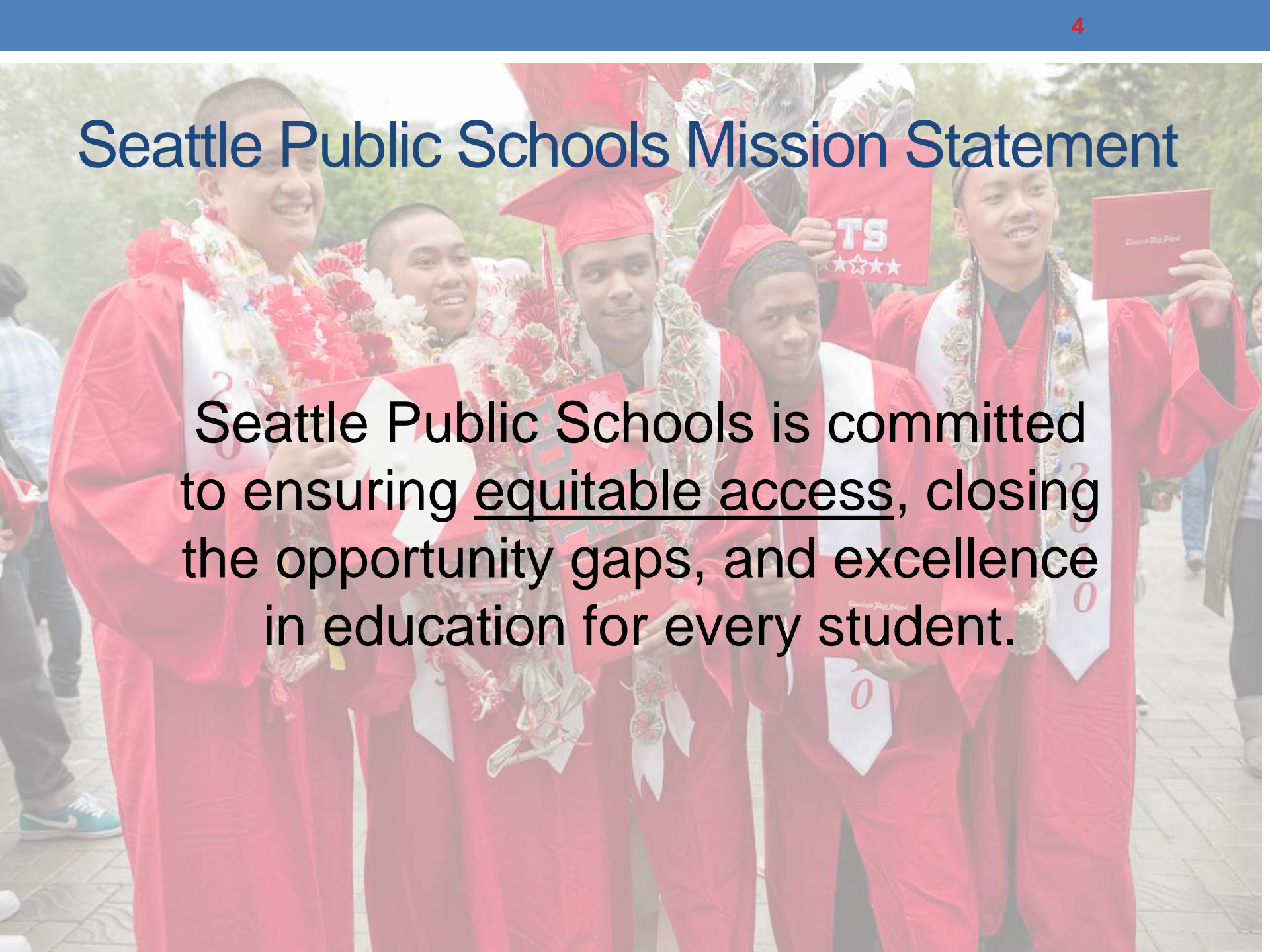**Advanced Learning**

October 5, 2016

Today's Purpose

- Build common understanding

- Make meaning of our data

- Determine next steps

Agenda

1) Mission

2) Excerpts from 'Equity' Policy 0030 & HCC/Advanced Learning Policy 2190

3) Research

4) MTSS

5) Enrollment/Testing/Notification

6) Data

7) Discussion

Seattle Public Schools Mission Statement

Seattle Public Schools is committed to ensuring <u>equitable access</u>, closing the opportunity gaps, and excellence in education for every student.

Ensuring Educational and Racial Equity: Policy 0030

"The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics…will have the opportunity to benefit equally."

Excepted from SPS Policy 0030 (August 2012, p. 1, paras. 2, 3)

Ensuring Educational and Racial Equity

With these commitments in mind, SPS will:

- Raise the achievement of all students while narrowing the gaps

- Eliminate racial predictability and disproportionality

- Ensure all students regardless of race or class graduate from Seattle Public Schools ready to succeed

Excepted from SPS Policy 0030 (August 2012, p. 1, para. 4)

Highly Capable Services & Advanced Learning Programs: Policy 2190

"…Highly Capable students and Advanced Learners will have equitable access to academically challenging and appropriate programs and services… with recognition that students capable of performing at significantly advanced academic levels require specialized services in order to meet their basic educational needs."

Excepted from SPS Policy 2190 (December 2014, p. 1, para.1)

Highly Capable Services & Advanced Learning Programs: Policy 2190

With these commitments in mind, SPS will:

- Identify Highly Capable Students

"who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments."

- Provide a variety of instructional programs and services

"pathways to sites with adequate cohorts of Highly Capable students, to provide peer learning, teachers with experience and/or professional development, appropriate curriculum, appropriately differentiated instruction, deeper learning opportunities, and accelerated pacing."

Excepted and paraphrased from SPS Policy 2190 (December 2014, p. 1, paras. 2,3)

Highly Capable Services & Advanced Learning Programs: Policy 2190

<u>With these commitments in mind, SPS will:</u>

- Identify Advanced Learners

"…who demonstrate high academic achievement, but who do not meet the definition of Highly Capable ."

- Provide a variety of instructional programs or services

"[offer] instructional programs to include differentiation, content acceleration, and deeper learning opportunities through delivery of differentiated instruction, groupings of Advanced Learning students for subjects or project work, self-contained classrooms, or accelerated pacing."

Excerpted and paraphrased from SPS Policy 2190 (December 2014, p. 2 paras. 2,3)

Identification: What Does the Research Say?

- Giftedness is dynamic, not static.

- Giftedness is represented through all racial, ethnic, income levels, and exceptionality groups.

- Giftedness may be exhibited within a specific interest or category—and even a specific interest within a category.

- Early identification in school improves the likelihood that gifts will be developed into skills.

National Association for Gifted Children; http://www.nagc.org/resources-publications/gifted-education-practices/identification

Multi-tiered System of Support (MTSS)

MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Multi-tiered System of Support: Advanced Learning

School Level

School-based data determines individual student need and instructional actions required to promote advanced learner growth.
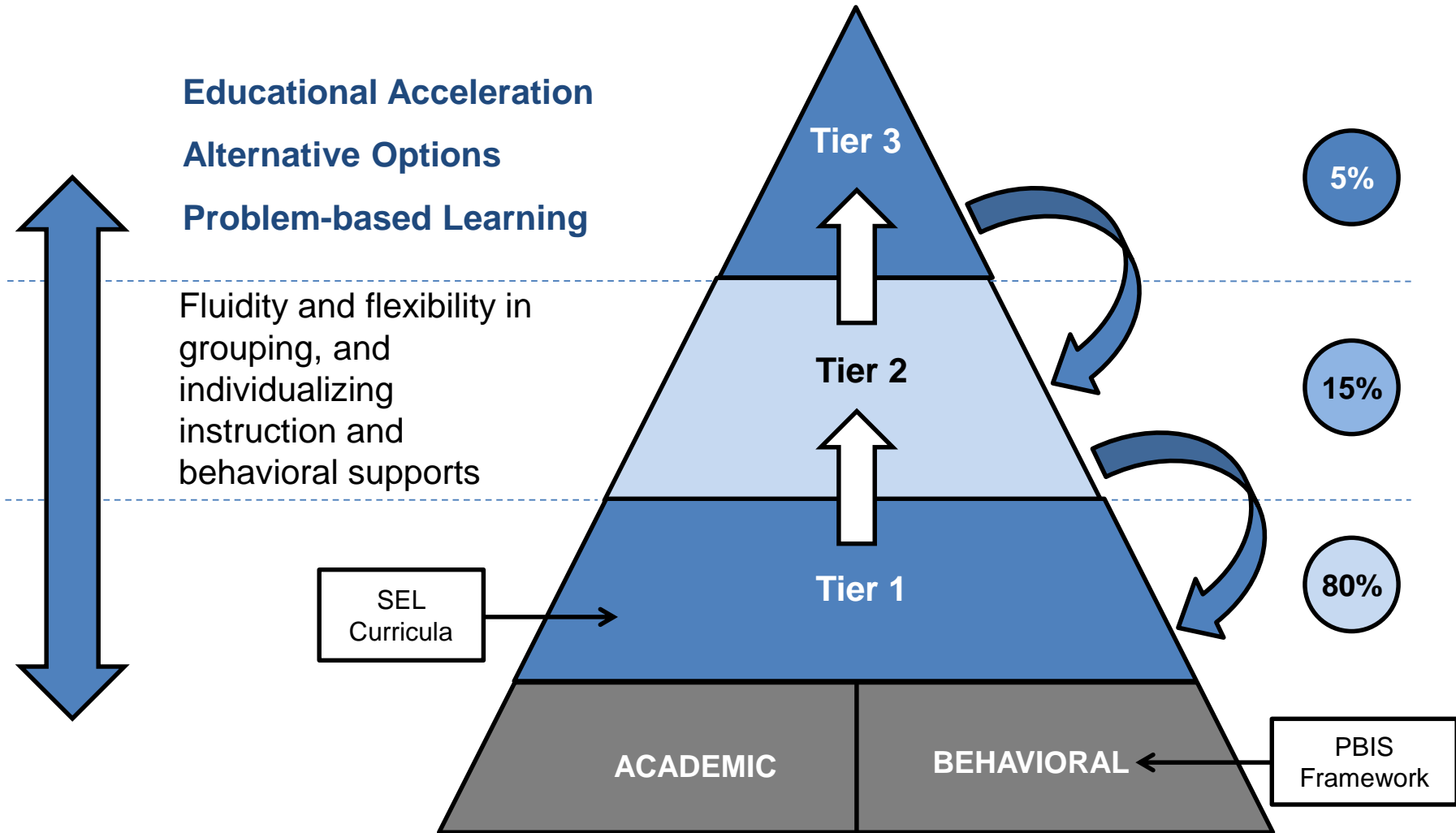
Through strong differentiated instructions, teachers provide students with a variety of opportunities and options for success in the most appropriate setting; typically the regular education classroom.

District Level

Professional development is provided to school staff to accurately identify Advanced Learners, and collect, analyze, and respond to performance data.

Progress data is regularly monitored to determine differentiated levels of support to enhance learning and challenge students.

MTSS in Support of Advanced Learners

Educational Acceleration

Alternative Options

Problem-based Learning

Fluidity and flexibility in grouping, and individualizing instruction and behavioral supports

SEL Curricula

Tier 3

Tier 2

Tier 1

ACADEMIC

BEHAVIORAL

PBIS Framework

5%

15%

80%

Tier 1: High Quality Differentiation

Strategies typically considered "great teaching" and befitting the needs of advanced learners based in data.

Examples:

- **Enrichment within the regular classroom** by presenting challenging and interesting content

- **Curriculum compacting** for students who demonstrate mastery on pretests; able to work on more complex topics

- **Independent study projects** for students who complete their work early or who demonstrate content mastery

Lupkowski-Shoplik; Duke University TIP
The Schoolwide Enrichment Model:
A how-to guide for talent development (Renzulli, J. S., & Reis, S. M. 2014).
Best Practices in Gifted Education (Robinson, 2007)

Tier 2: Additional Learning Opportunities for some students

Learning opportunities for students whose unique needs require specialized intervention

Examples:

- **Enrichment opportunities** are provided outside of regular education to receive increasingly challenging work

- **Educational acceleration** provides opportunities for students to advance one or more grade levels in one or more subjects

- **Individualized instruction** allows students to work 1:1, in a small group, or a group based on ability

"*Differentiation in Practice: A Resource Guide for Differentiating Curriculum*" (Tomlinson, 2003),
"*Effective Program Practices for Underserved Gifted Students*" (Adams and Boswell, 2012),
"*Differentiation for Gifted Learners*" (Heacox and Cash, 2014)
Duke University Gifted and Talented Identification Program

Tier 3: Acceleration or Replacement

Support for students who need acceleration or alternatives. These students typically perform at the 98th and 99th percentile.

Examples:

- **Educational acceleration** provides opportunities for students to advance one or more grade levels in several subject areas

- **Alternative learning programs**, such as computer-based or correspondence programs, are available in or outside school

- **Problem-based Learning** empowers students to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem

"Research concerning gifted students consistently shows that academically advanced students benefit from inclusion in an academic peer group of gifted students who receive accelerated, enriched instruction";
Tania Jarosewich, PhD, Duke TIP
National Association for Gifted Children. 2008... Retrieved from http://www.nagc.org/commonmyths.aspx

CLARIFYING QUESTIONS

(4 MINUTES)

SPS Advanced Learning Delivery Models

Spectrum

As of this year, every Spectrum site has moved to cluster or flexible grouping. Transportation is still provided.

Advanced Learning Opportunity (ALO)

Services now offered at all elementary, middle, and K-8 sites, providing differentiation for HC and AL students according to the CSIP at each school site.

Highly Capable

Services provided are differentiated, accelerated, and social/emotional and college/career planning support are offered as appropriate. Services are K-12 and include a self-contained option in grades 1-8.

Testing, Eligibility & Notification

Referrals:
- Initiated by a parent/guardian, educator, or community member
- received on the Source (or on paper if translated) – Due October

Annual Timeline	Event
May - August	Invitations for highest scoring 2nd graders at Title 1 schools to potentially be designated HC eligible and notifications sent
October-January	Testing schedules sent, testing and screening occur
January-Open Enrollment	Eligibility decision notifications
February	School Choice forms due
January-February	Appeals Period

Testing, Eligibility & Notification

Testing process, timelines, and general information are provided to families through Start of School communication, e-mails, and the updated Advanced Learning website with links in seven languages

Advanced Learning collaborates with the Communication department to ensure a broad scope of methods are used to reach a larger audience

For the 2015-16 school year, approximately 45% of Advanced Learning expenditures were related to eligibility practices

Accessibility and Support for Families and Students

- Announcements and referral forms are translated into 7-9 languages

- Support is provided to families and students via e-mail, phone, and in-person if requested

- Advanced Learning attends admissions fairs, open houses, and informational nights to provide information and answer questions

- Advanced Learning attends SIT and IEP meetings as requested and collaborates with students' support teams to provide person-centered services

Highly Capable Services Eligibility 2015-16

In Seattle Public Schools, 8.1% of students were
eligible for Highly Capable Services.

SPS Demographics
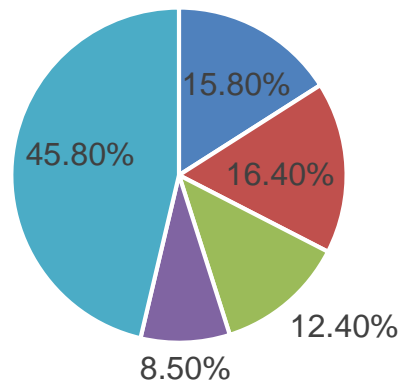
- Asian (7,915)
- African American (8,216)
- Hispanic (6,419)
- Multi-Racial (4,822
- White (24,368)

HCC Eligibility
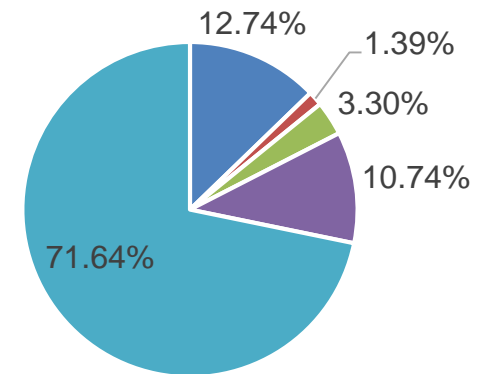
- Asian (540)
- African American (59)
- Hispanic (140)
- Multi-Racial (455)
- White (3,036)

Highly Capable Services

Proportion of K-12 Highly Capable Eligible vs Enrolled in Highly Capable Cohort by Race
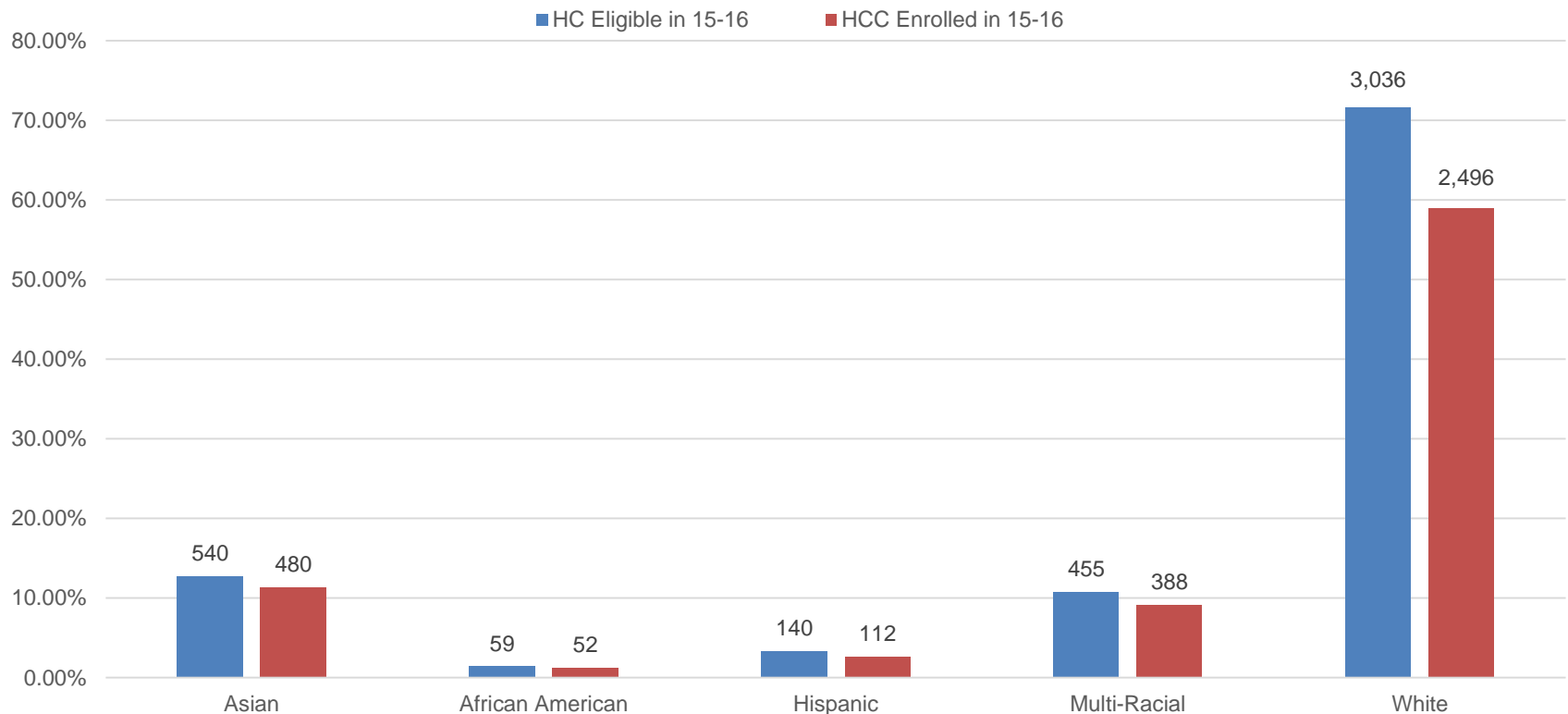
- Total HC Eligible Students: N = 4,238

- Native American HC Eligible Students: N less than 10

- Pacific Islander HC Eligible Students: N less than 10

2015-16 Highly Capable Eligibility Appeals

Of **479** total eligibility appeals:

8 students were African American
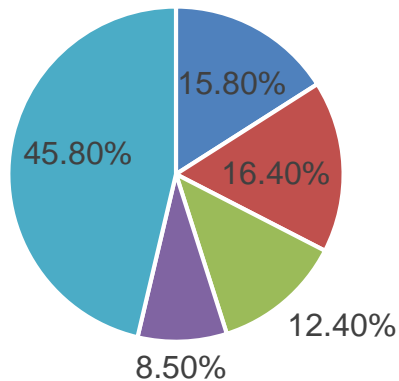
15 students were Hispanic

45 students were Asian

63 students were Multi-racial

325 students were White

Of **479** total eligibility appeals, **236** were successful

Spectrum/Advanced Learning Eligibility 2015-16

SPS Demographics

- Asian (7,915)
- African American (8,216)
- Hispanic (6,419)
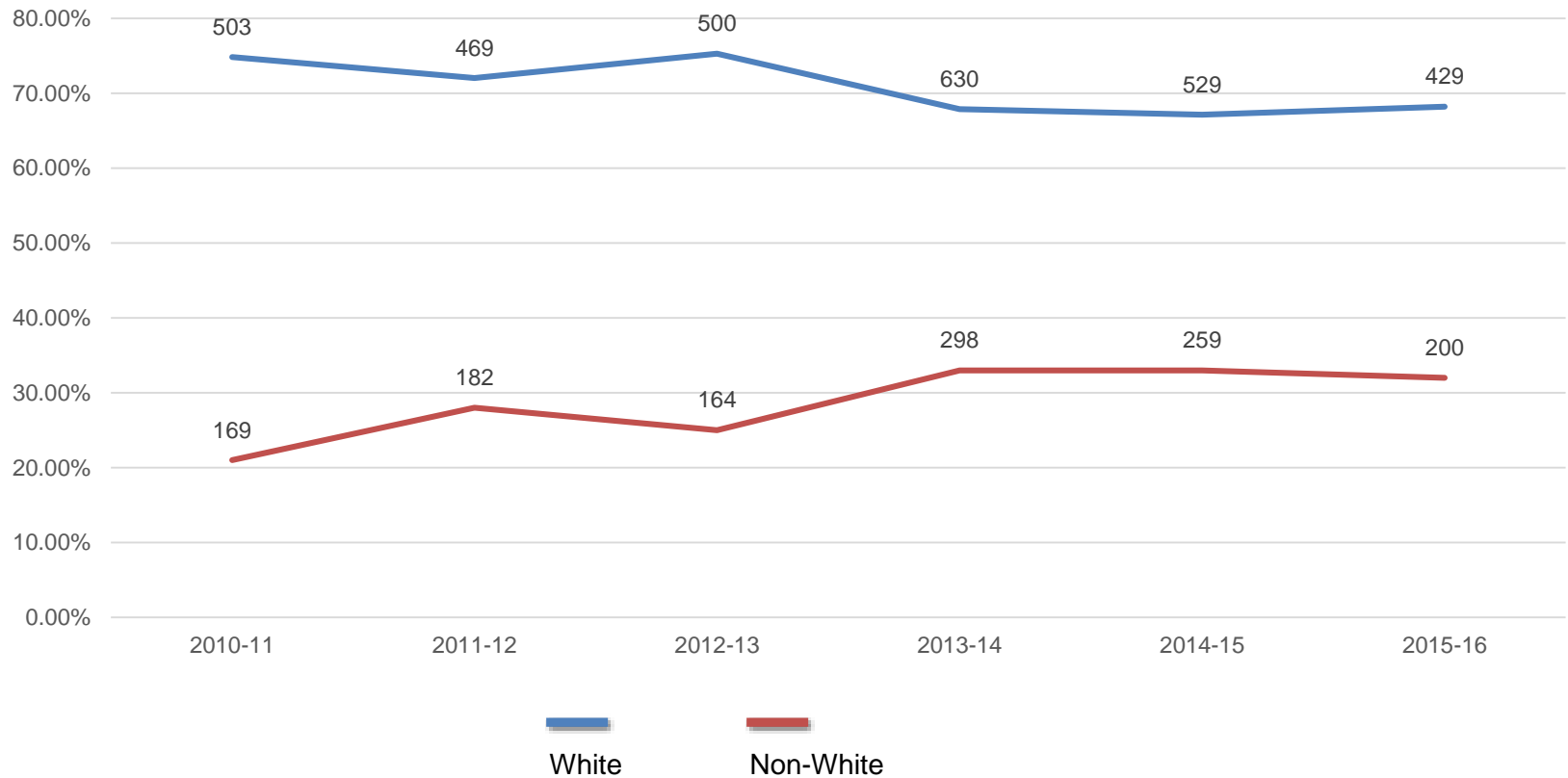- Multi-Racial (4,822)
- White (24,368)

Spectrum/AL Eligibility
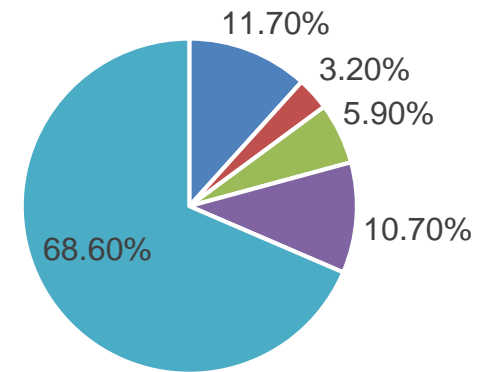
- Asian (451)
- African American (123)
- Hispanic (229)
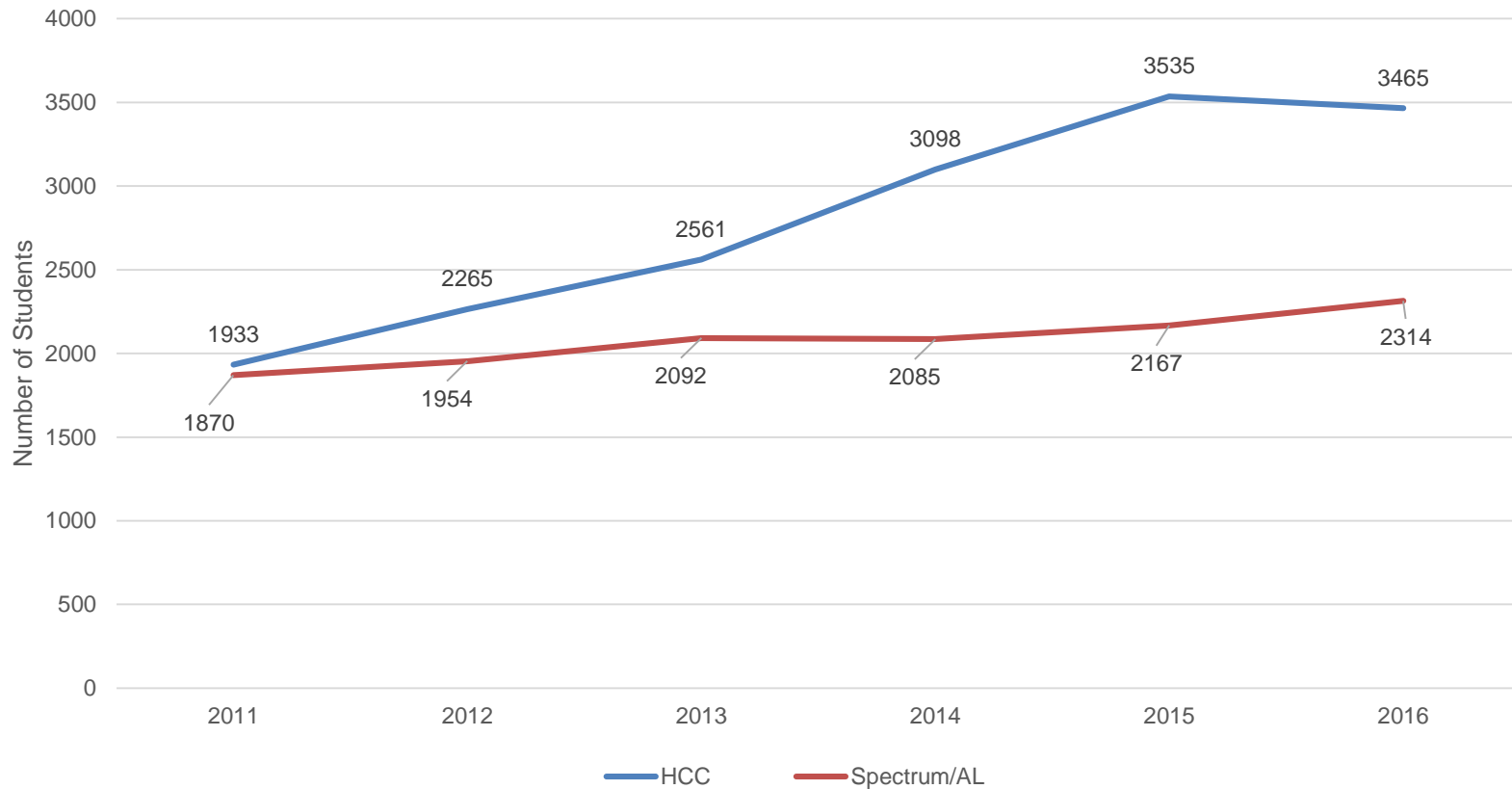- Multi-Racial (413)
- White (2,653)

White vs Non-White Enrolled in HCC

Percentage of Enrolled Highly Capable
White vs Non-White by Year
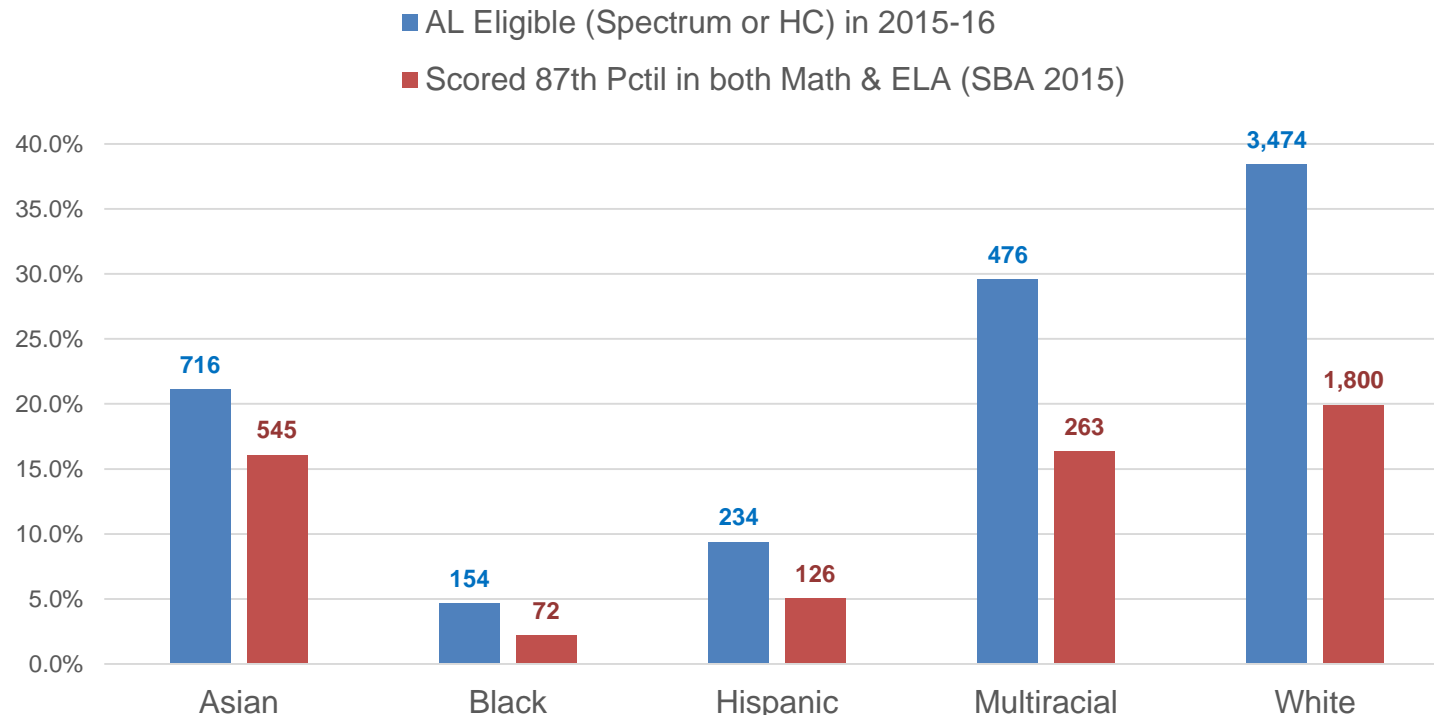

White   Non-White

Advanced Learning Enrollment

Highly Capable and Spectrum/AL Enrollment by Year

HCC includes grades 1-12
Spectrum/AL includes grades 1-8

Advanced Learning Achievement

**Proportion Advanced Learning Eligible vs Met Minimum
Achievement Criteria (based on 2015 SBA) ****

■ AL Eligible (Spectrum or HC) in 2015-16

■ Scored 87th Pctil in both Math & ELA (SBA 2015)

** Only includes students enrolled in 2015-16 and tested on
Smarter Balanced Assessment in spring 2015 (grades 3-8);

- Native American AL eligible students: 12/140
- Pacific Islander AL eligible students: N less than 10

CLARIFYING QUESTIONS

(4 MINUTES)

Considerations for Next Steps

The Advanced Learning Department could further investigate one of the options below using data, research, and modeling:

1) Eligibility procedures
2) Structure and definition of Highly Capable Services
3) Structure and definition of Advanced Learning

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. We are focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. Additionally, we believe that it is the right of every student to have an equitable educational experience within the Seattle Public School District.

The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. A student whose history and heritage are appreciated and celebrated will learn better and be more successful than if that student is forced to overcome a cultural barrier.

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 over-application 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.

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;

C. **Workforce Equity**—The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel;

D. **Professional Development**—The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement;

E. **Welcoming School Environments**—The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the School District's student population, their families, and communities;

F. **Partnerships**—The district will include other partners who have demonstrated culturally specific expertise – including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general – in meeting our high goals for educational outcomes;

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;

H. Recognizing Diversity—Consistent with state regulations and District policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

The Superintendent is authorized to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy. The report shall be based on the annual goals of the district's Equity and Race Advisory Committee which are set in partnership with the Superintendent and the School Board.

Adopted: August 2012
Revised:
Cross Reference: Policy No. 3207
Related Superintendent Procedure:
Previous Policies:
Legal References:
Management Resources:

It is the policy of the Seattle School Board that all students will be afforded the opportunity to reach their potential and graduate from high school ready for college, career, and life. As such, all Highly Capable students and Advanced Learners will have equitable access to academically challenging and appropriate programs and services. The Board also recognizes, consistent with the definition of basic education under state law, that students capable of performing at significantly advanced academic levels require specialized services in order to meet their basic educational needs.

The framework for such programs or services will encompass, but is not limited to, the following objectives:

A. Expansion of students' academic and intellectual skills in every year of education;
B. Stimulation of students' intellectual curiosity, independence and responsibility;
C. Development of students' social and emotional wellbeing; and
D. Development of students' originality and creativity.

Highly Capable Students
Consistent with state law, the District identifies and provides instructional programs and services for students identified as Highly Capable who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are demonstrated through students' general intellectual aptitudes, specific academic abilities or achievements, and/or creative productivities within a specific domain.

Services for Highly Capable
The variety of instructional programs or services for students identified as Highly Capable will include pathways to sites with adequate cohorts of Highly Capable students in order to provide peer learning and social/emotional opportunities for these students, teachers with experience and/or professional development on the academic and social/emotional needs of these students, appropriate curriculum, appropriately differentiated instruction, deeper learning opportunities, and accelerated pacing. Consistent with state law, once services are started, a continuum of services shall be provided to the student, from grades K-12. A self-contained cohort option is available in grades 1-8. Highly Capable students who

choose not to participate at a designated Highly Capable site will be served through Advanced Learning programs.

Annually, the Superintendent shall provide the Board the Highly Capable plan application required by the Office of the Superintendent of Public Instruction. This plan will include the following: the number of students the District expects to serve by grade level, the District's plan for identifying students, a description of the Highly Capable services goals, a description of the services offered, a description of ongoing professional development for Highly Capable Services and general education staff, a service evaluation and fiscal report, and assurances that the district is legally compliant.

Advanced Learners
The District identifies and provides appropriate instructional programs and services for students who demonstrate high academic achievement, but who do not meet the definition of Highly Capable. Such students are identified as Advanced Learners.

Programs for Advanced Learners
Advanced Learning instructional programs will include differentiation, content acceleration, and deeper learning opportunities. Delivery mechanisms may include: differentiated instruction, groupings of Advanced Learning students to work together in subjects or on projects, self-contained classrooms, or accelerated pacing.

The Superintendent is authorized to develop procedures consistent with state guidelines regarding referral, evaluation, and identification of Highly Capable students in order to implement this policy. The procedures will describe the programs and services available to students identified as Highly Capable as well as to those identified as Advanced Learners.

Adopted: December 2014
Cross Reference: Policy Nos. A 01.00, 2090, 2200
Related Superintendent Procedure: 2190SP
Previous Policies: D12.00
Legal References: RCW 28A.185.030 Programs — Authority of local school districts — Selection of students; WAC 392-170 Special service program — Highly Capable students
Management Resources: *Policy & Legal News,* September 2013

Advanced Learning
Services and Enrollment Options

Eligibility Category	Eval. Grade	Cognitive Abilities Test (CogAT)	Reading & Math Achievement*	Parent/ Guardian Input	Teacher Input	Enrollment Options
Highly Capable	K-8	98th–99th %tile CogAT**	95th %tile+	Rating Scale	Rating Scale	• Highly Capable • Adv. Learners/ Spectrum (Grades 1-8) • General Education
Highly Capable	9-12	Portfolio Assessment Nationally Normed*	95th %tile+ (District Tests)	Rating Scale	Rating Scale	• Highly Capable • IB/AP/IBX • General Education
Advanced Learners (Spectrum)	3-7	87th %tile+ CogAT**	87th %tile+	Rating Scale	Rating Scale	• Adv. Learners/ Spectrum (Grades 1-8) • IB/AP (Grades 9-12) • General Education
Advanced Learners (Spectrum)	K-2	87th %tile+ CogAT ***	87th %tile+	Rating Scale	Rating Scale	• Adv. Learners/ Spectrum (Grades 1-8) • IB/AP (Grades 9-12) • General Education

*PSAT, SAT, ACT   **Composite Score   ***Screening Form