

# Board special meeting



2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98124

Work Session: Preschool; Work Session: Budget; Oversight Work Session: Enrollment Services/Assignment; Executive Session: Labor Negotiation, Evaluate the Performance of a Public Employee  
Wednesday, January 25, 2017 4:30-8: ~~30~~15pm  
Auditorium, John Stanford Center

## Agenda

1. **Call to Order** 4:30pm
2. **Work Session: Preschool**
  - Preschool Task Force
  - Preschool Program Review
  - Opportunities & Recommendations for 2017-2018
3. **Work Session: Budget (Discussion and/or Action)** 5:45pm\*
  - Outcome for Meeting
  - Review Consensus Reached to Date
  - Timeline
  - Questions from Last Work Session
  - Curriculum Options
  - Priorities of the Restoration Plan
  - Outcome – Consensus for Curriculum Adoption Funding
  - Next Steps
4. **Oversight Work Session: Enrollment Services/Assignment** 7:00pm\*
  - Department Functions
  - SWOT Analysis
  - Department Accomplishments
  - Organizational Chart
  - Department Goals & Objectives
  - Key Performance Indicators (KPIs)
  - Budget & Staffing
  - Benchmarking
  - Policies & Procedures
  - Internal & External Controls
  - Major Outside Service Contracts
  - Information Technology
  - Looking Forward/Next Steps
5. **Executive Session: Labor Negotiations, Evaluate the Performance of a Public Employee**\* 7:45pm\*
6. **Adjourn** 8:~~30~~15pm\*

\*Times given are estimated

\*Executive Sessions are closed to the public

Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda.



# Board Work Session Materials

January 25, 2017

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School Board Office  
206-252-0040

The following pages are presentation materials reviewed at the January 25, 2017 Board work session.



# Seattle Public Schools



Photos by Susie Fitzhugh

**Every Student. Every Classroom. Every Day.**

Preschool Work Session

January 25, 2017

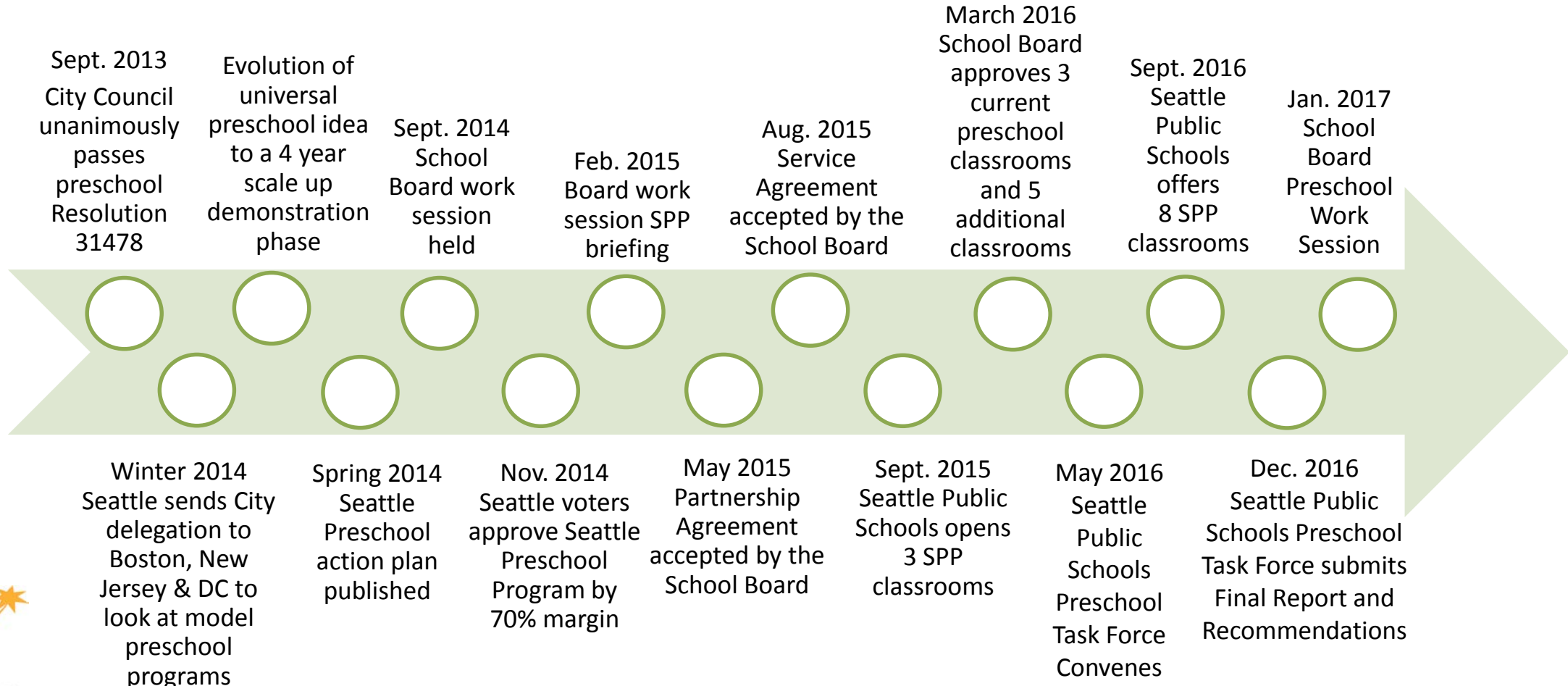
# Agenda

Seattle Public Schools Preschool Task Force Recommendations

Seattle Preschool Program Review

Next Steps and Opportunities

# Seattle Preschool Program: Timeline to Date



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# PRESCHOOL TASK FORCE

## MAY – DECEMBER 2016

[Preschool Task Force Final Report](#)

[https://www.seattleschools.org/families\\_communities/committees/preschool\\_program\\_task\\_force](https://www.seattleschools.org/families_communities/committees/preschool_program_task_force)



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# Preschool Task Force Members

	Representation
2	Special Education Preschool Educators
2	Seattle Preschool Program Educators
3	Seattle Education Association Preschool Educators
2	Principals
2	Early Learning Content Experts
1	Special Education Central Office Administrator
1	Seattle Public Schools Parent
1	Special Education Preschool Parent
2	Seattle Preschool Program Preschool Parents
1	Central Office Early Learning Department Member
2	City of Seattle Department of Early Learning Administrators
2	Community Based Organization Administrators
1	At Large Member



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# Preschool Task Force Meeting

## Agenda Topics

- Introduction, Exploration and Purpose
- Intended Services and Partnerships
- Funding, Budget and Performance Indicators
- SPS Preschool Program Offerings and Map
- Seattle Public Schools Special Education Preschool
- Exemplar Models of Inclusion
- Continuum of Services
- Outreach, Geography, and Capacity





# Preschool Task Force Recommendations

- **Statement of Intended Services**

An affirmation statement between Seattle Public Schools and City of Seattle to create inclusive preschools in Seattle that seek out and welcome students regardless of their race, socioeconomic status, social-emotional learning needs or learning style.

- **Community Outreach Statement**

Purposeful outreach to families with specific intent of creating classrooms with a diverse student population with varying abilities.

- **Inclusion (Continuum of Services) Statement**

The development of special education inclusion preschool classrooms consistent with the District's goal of offering a continuum of educational placements within each middle school feeder area, and a plan for coordination between SPS classrooms and Developmental Preschool.

- **Financial Statement**

Assessment of the financial impact preschool classrooms have on K-12 buildings and feasibility of eliminating 25% performance holdback.



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# Preschool Inclusion Classroom National Exemplars

Region	Staffing	Classroom Size	Enrollment	Students with IEPs
<b>Bellevue</b>	1 Special Education Teacher 1 General Education Teacher 3 Instructional Assistants	20 Students	80	50%
<b>Chicago</b>	1 Dual Certified Teacher 1 Instructional Assistant OR 1 General Education Teacher 1 Special Education/Itinerant 1 Instructional Assistant	15-20 Students depending on IEP	-	Up to 30%
<b>Napa County</b>	1 Special Education Teacher 2 Instructional Assistants	16 Students	300/600	30-50%

# City of Seattle

## Preschool Program Basics

- The Seattle Preschool Program (SPP) Levy was proposed by Mayor Murray and the City Council, and was approved by voters in 2014.
- The City also adopted a Seattle Preschool Program Action Plan that describes the demonstration project and the core guiding principles.
- SPP is anchored in **evidence-based practice**, acknowledging that program quality is vital to success.
- SPP will build toward **serving 2,000 children in 100 classrooms by 2018.**

# Seattle Preschool Program Partnership

(City of Seattle & Seattle Public Schools)

Year 1 (2015-16)	Year 2 (2016-17)
3 Classrooms (60 Students)	8 Classrooms (160 Students)

## SPS SPP Classroom:

1 SEA Lead Teacher

1 SEA Instructional Assistant

20 Students

Supervised by Principal

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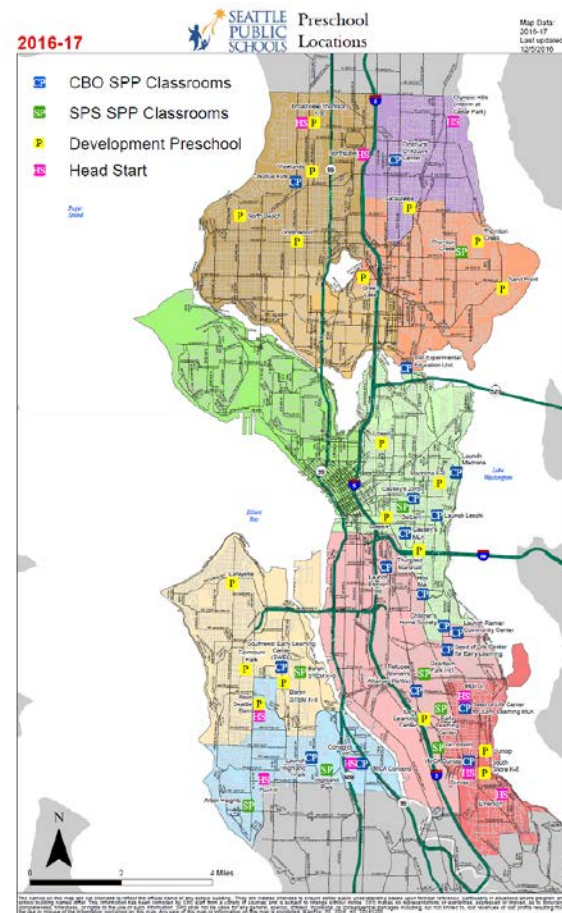
# Landscape of Preschool in SPS Buildings in 2016-2017

Program	Sites	Capacity
SPS Seattle Preschool Program (SPP)*	8	160
SPS Special Education Developmental Preschool*	19	504
SPS Head Start*	9	400
SPS South Shore*	1	54
Community Based Organizations (SPP)**	9	220
Community Based Organizations (Non-SPP)**	15	317
<b>Total</b>	<b>60</b>	<b>1573</b>

\*Taught by Seattle Education Association (SEA) Teachers

\*\*In SPS Buildings, not operated by Seattle Public Schools

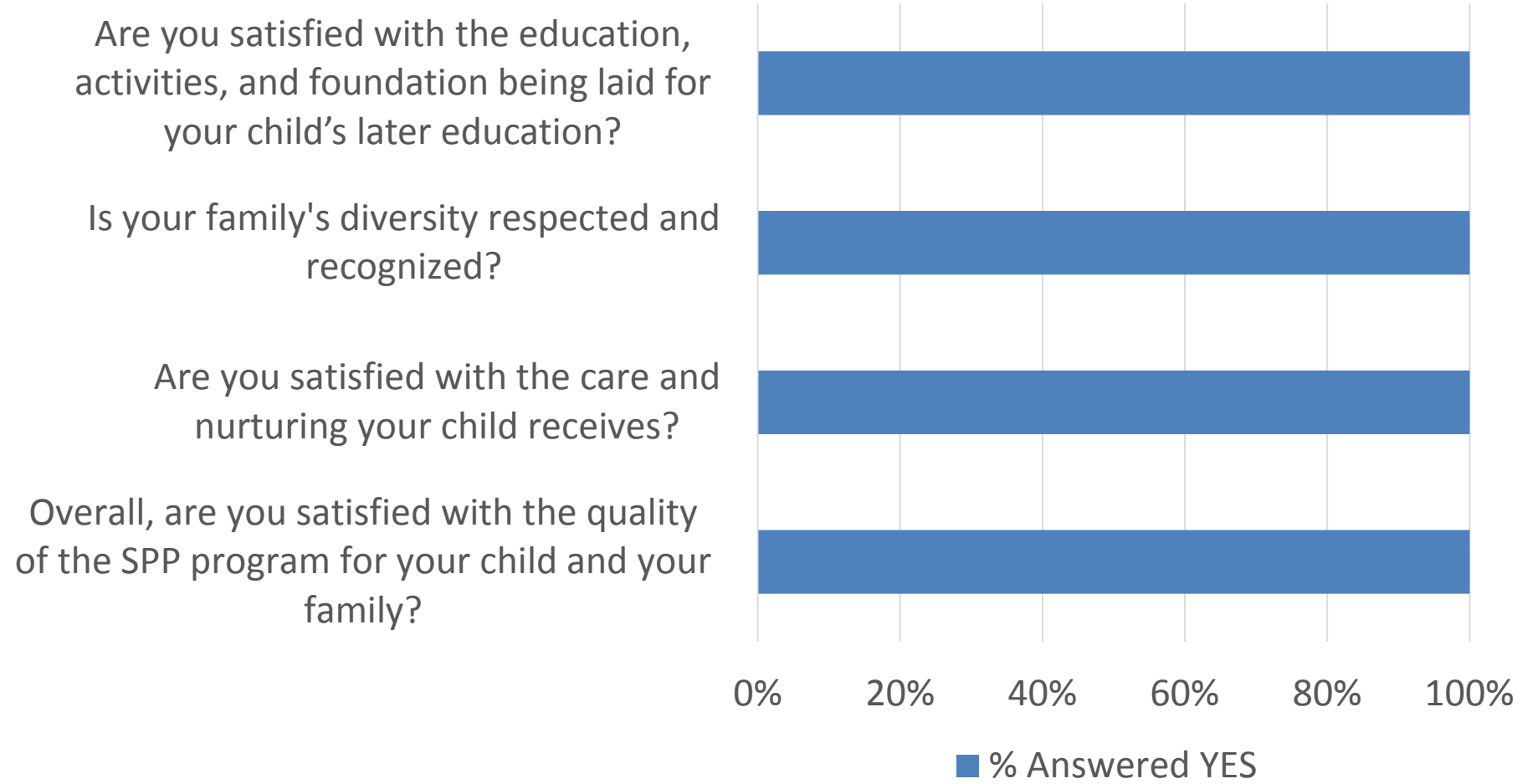
# Seattle Public Schools Preschool Locations Map



- [Map #1 - Seattle Public Schools Preschool Locations](#)
- [Map #2 - Seattle Public Schools and Community Based Organization Preschool Locations](#)
- [Map #3 - Seattle Public Schools, Community Based Organizations, and City of Seattle Preschool Locations](#)

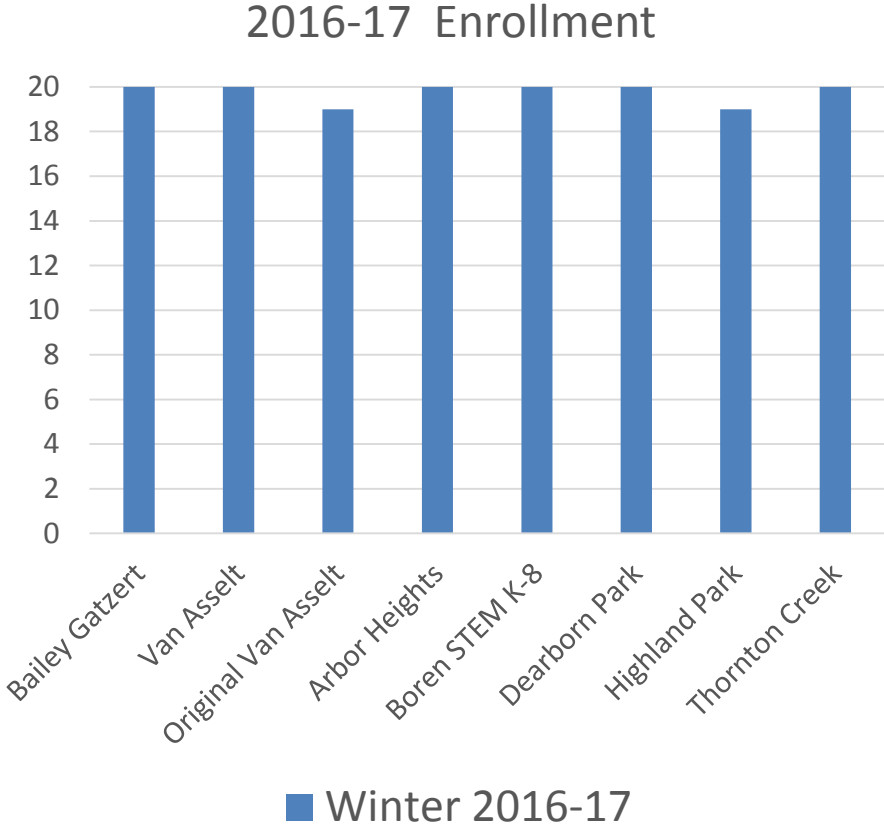
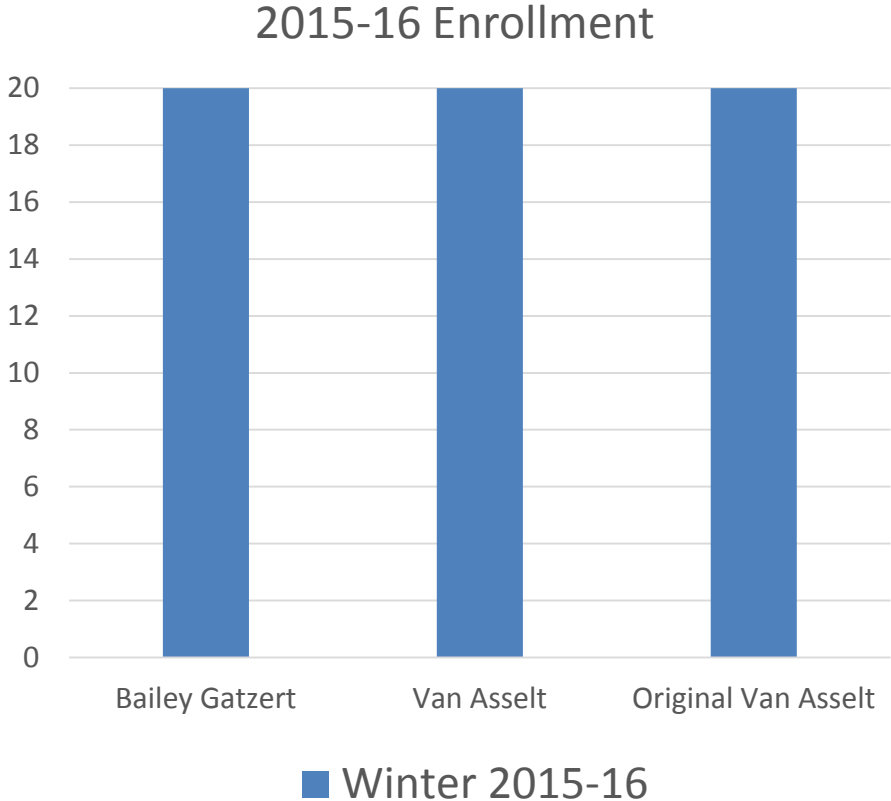
# Seattle Public Schools

## SPP Family Survey Results



Source: Seattle Public Schools, Survey Administered: November, 2016 Response Rate: 36/155 Surveys returned  
Every Student. Every Classroom. Every Day.

# Seattle Public Schools SPP Enrollment Snapshot



Source: Seattle Public Schools, Data valid as of: January 17, 2017 (reflects currently enrolled students)

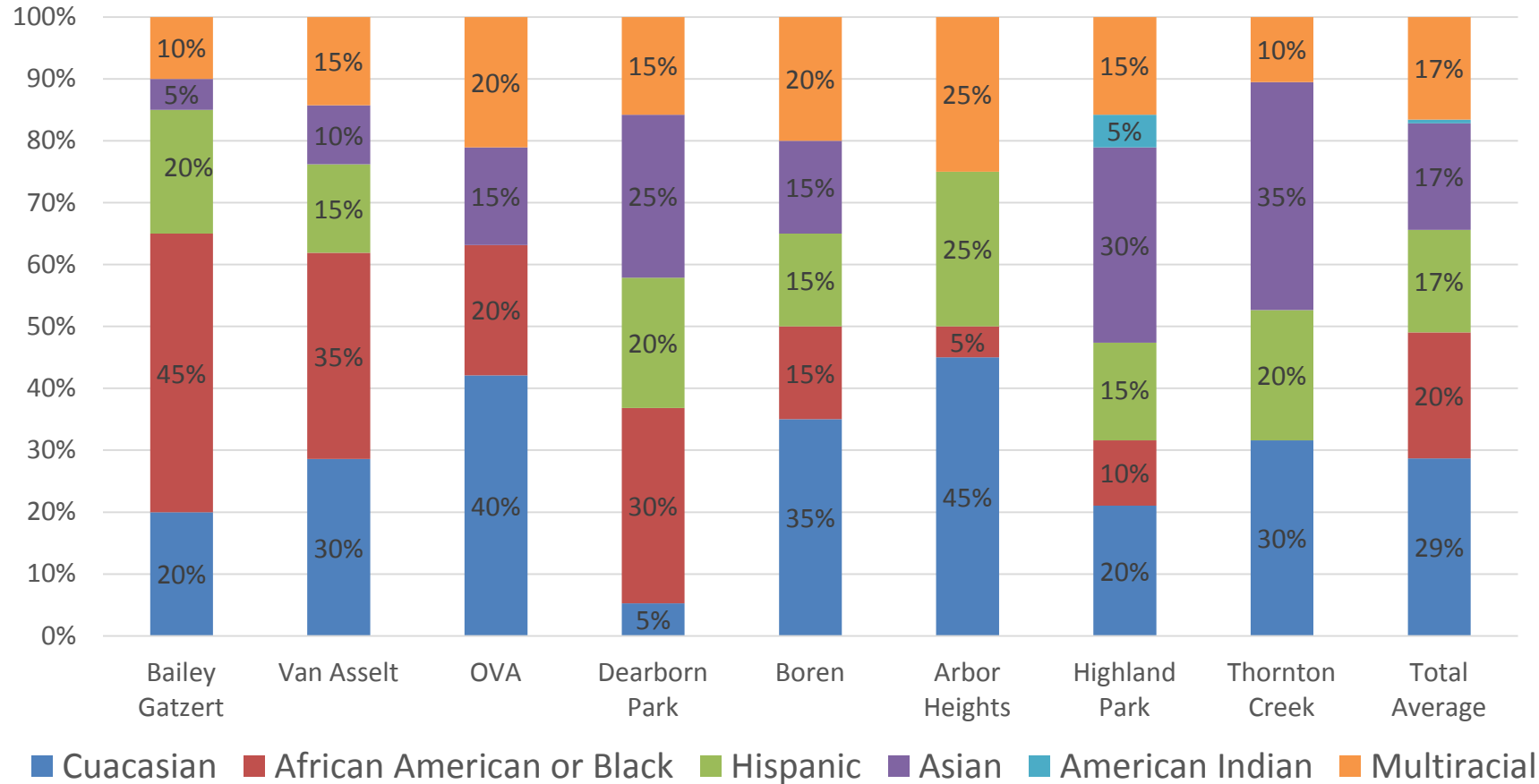
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# District SPP classrooms are serving a racially diverse population.

Distribution of Race/Ethnicity Group within Classrooms

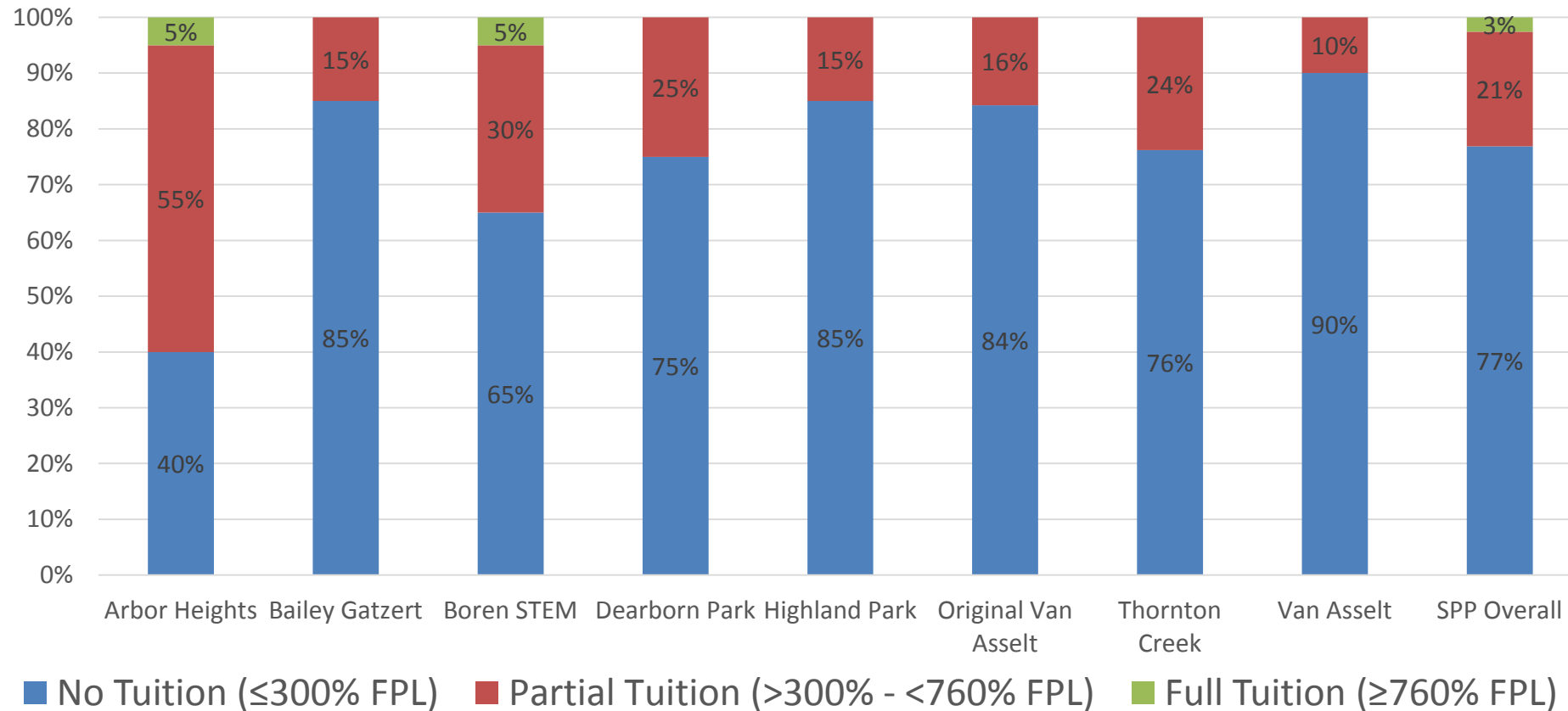


Source: Seattle Public Schools Power School, Data valid as of: January 17, 2017 (reflects currently enrolled students)

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# District SPP classrooms are serving low-income children.

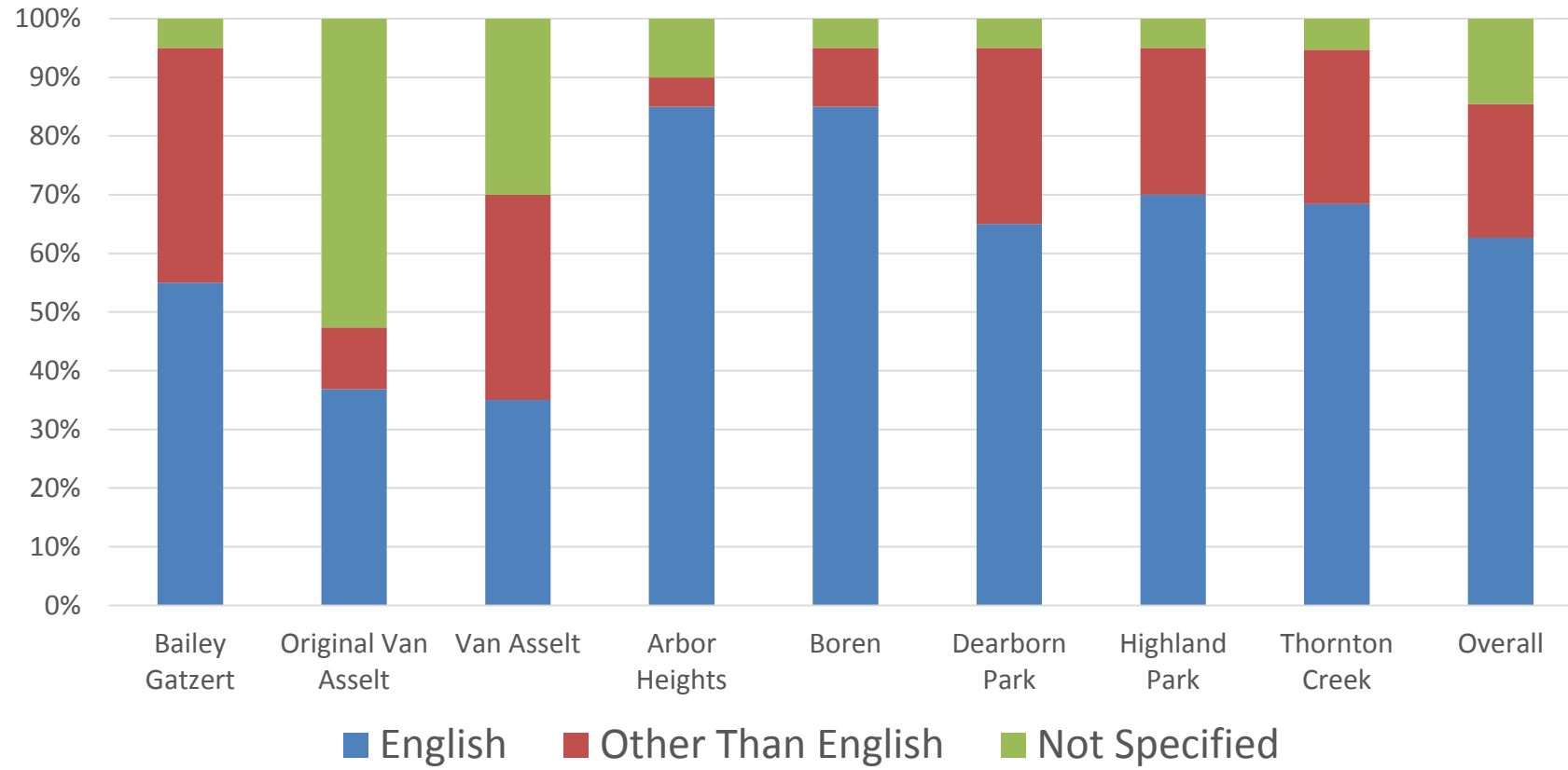
Distribution of Tuition Bands Paid by Families



Source: Department of Education and Early Learning, Data valid as of: January 17, 2017 (reflects currently enrolled students)  
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# District SPP classrooms are serving a multi-lingual population.

Home/Primary Language Distribution by Program 2016-17

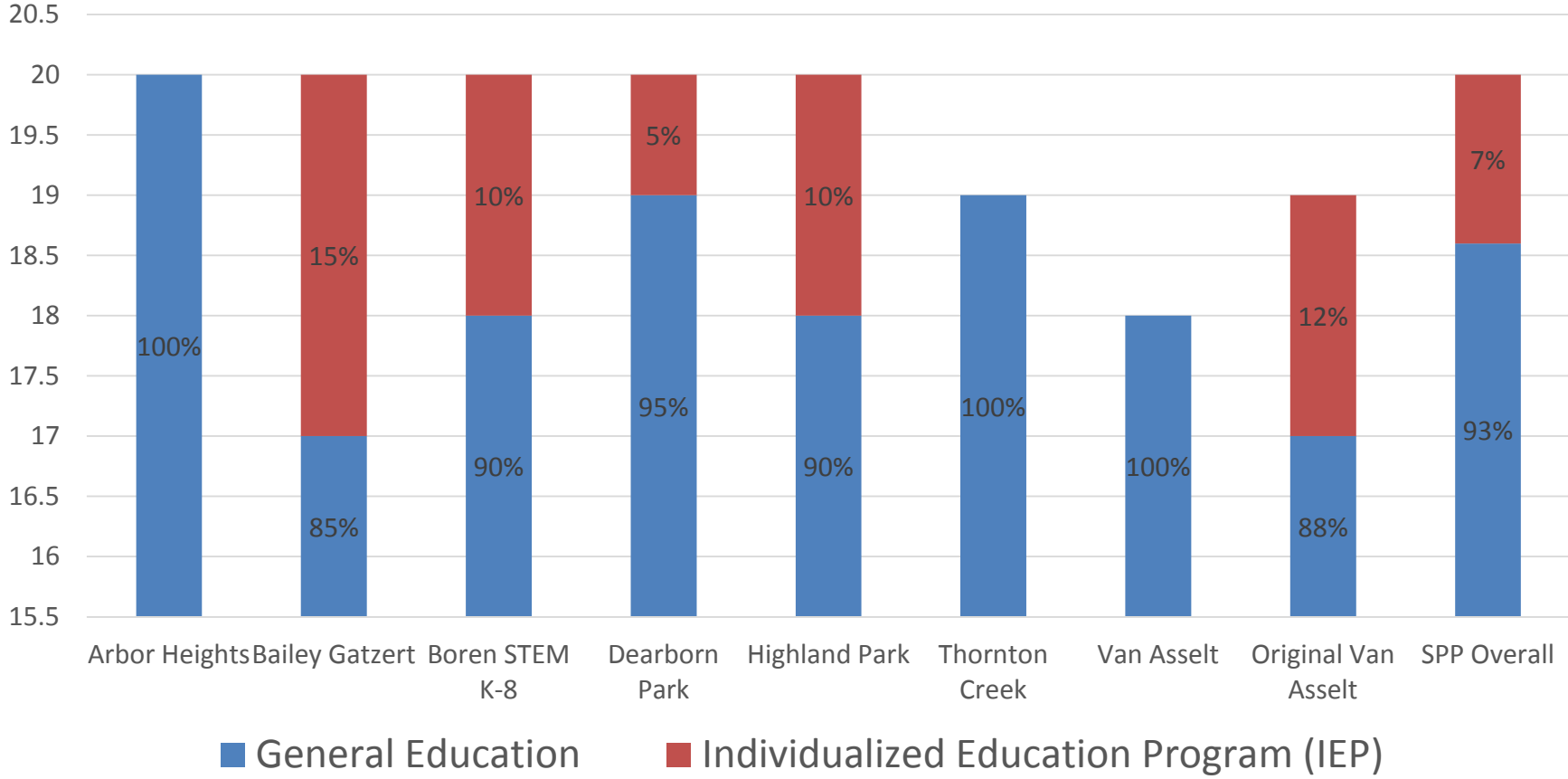


Data Sources: SPP data exported from City of Seattle's ELNIS database January 18, 2017.

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# District SPP classrooms are serving students with IEPs

Distribution of Students with IEPs



Source: Seattle Public Schools Special Education Department, Data valid as of: November 2016  
Every Student. Every Classroom. Every Day.

# Preschool Program Comparisons

## Students with IEPs

Program	# of Students	# of Students w/ IEPs	% of Students with IEPs
SPS - Seattle Preschool Program	154	10	7%
SPS - Head Start	400	36	9%
SPS - Developmental Preschool	349	312	90%
SPP - Community Based Organizations	409	11	3%
SPP - Experimental Education Unit	32	13	40%
<b>Children Ages 3-5 served under IDEA* – Total U.S. Population</b>	<b>12,078,921</b>	<b>729,703</b>	<b>6%</b>

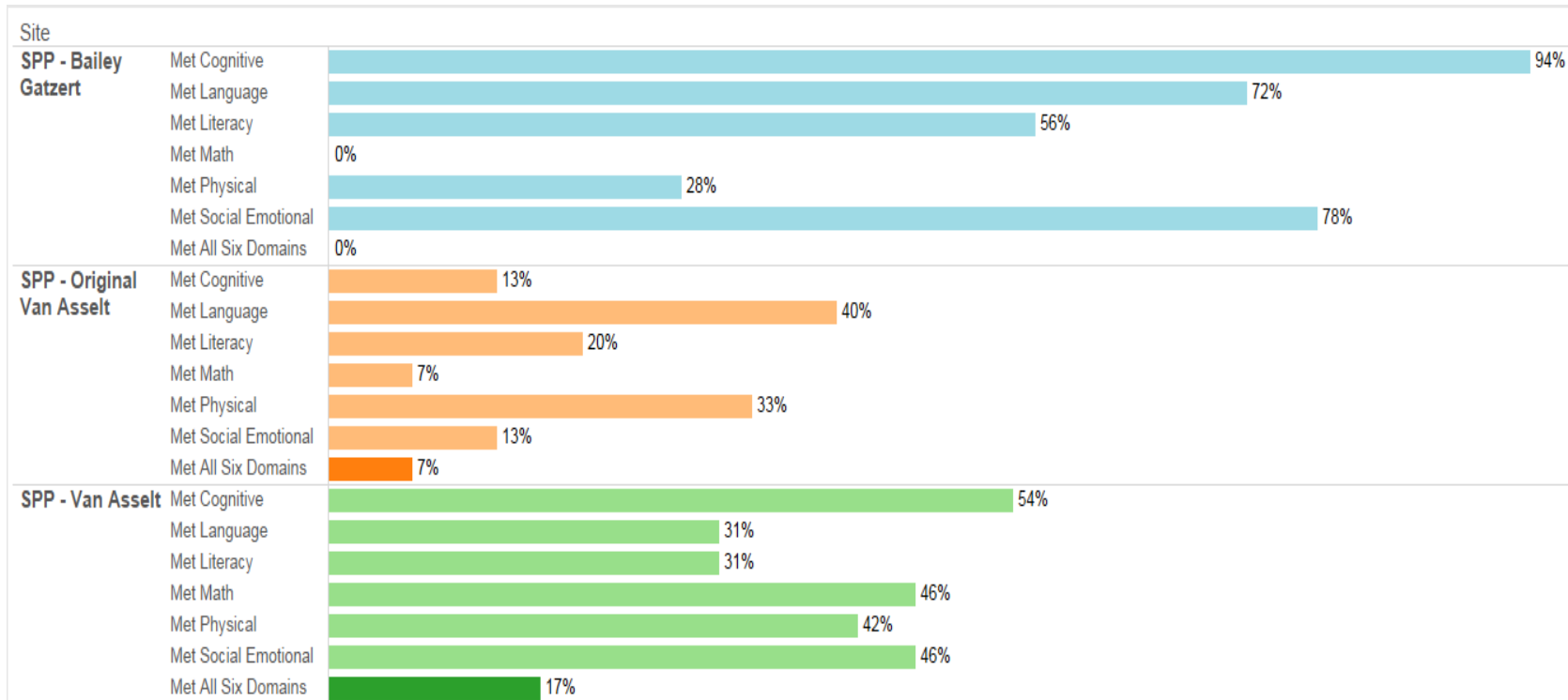
\*37<sup>th</sup> Annual Report to Congress on implementation of the Individuals with Disabilities Education Act (IDEA), 2015  
 Source: Seattle Public Schools Special Education Department and Early Learning Department  
 Data valid as of: November 2016



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# Fall 2015-16 Assessment

Percent of Students Assessed by Fall  
Teaching Strategies Gold (TSG) Assessment  
Meeting Widely Held Expectations in Six Domains



Data Source: Teaching Strategies Gold Fall 2015 custom data export prepared for the City of Seattle January 11, 2016. Data reflect students assessed by November 30, 2015 fall checkpoint deadline.

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# Spring 2015-16 Student Growth

## Percent of Students Assessed by Fall Teaching Strategies Gold (TSG) Assessment Meeting Widely Held Expectations in Six Domains



Data Source: Teaching Strategies Gold Spring 2016 custom data export prepared for the City of Seattle June 6, 2016.  
Data reflect students assessed by May 31, 2016 spring checkpoint deadline.

# SPS Seattle Preschool Program

## Programmatic Milestones (2015-16)

Programmatic Milestone	Due Date	Completed
Each teacher will develop or update a Professional Development Plan with his/her DEEL Coach.	December 31, 2015	December 17, 2015
The Agency will submit a completed Kindergarten Transition Plan to the Early Education Specialist.	December 31, 2015	November 18, 2015
Teachers will complete fall TSG assessments portfolios for all children enrolled for at least 60 days prior to the checkpoint deadline.	December 31, 2015	November 30, 2015
The Agency will complete health screenings for each child within 90 days of the child's program start date.	December 31, 2015	December 28, 2015
The Agency will complete developmental screenings for each child within 90 days of the child's program start date.	January 15, 2016	January 11, 2016
Teachers will complete winter TSG assessments portfolios for all children enrolled for at least 60 days prior to the checkpoint deadline.	February 28, 2016	February 28, 2016
The Agency will inform families about kindergarten enrollment processes.	May 31, 2016	January 19, 2016
Teachers will complete spring TSG assessments portfolios for all children enrolled for at least 60 days prior to the checkpoint deadline.	May 31, 2016	May 31, 2016
Each teacher will complete or update progress on their Professional Development Plan with his/her DEEL Coach.	May 31, 2016	May 31, 2016



# SPS Seattle Preschool Program

## Programmatic Milestones (2016-17)

Performance Targets	Due Date	Completed
The Agency will submit a completed Kindergarten Transition Plan to the Early Education Specialist.	October 31	October 31
Teachers will complete fall TSG assessments portfolios for all children enrolled for at least 60 days prior to the checkpoint deadline.	November 30	November 30
The Agency will complete health screenings for each child within 90 days of the child's program start date.	December 31	December 31
The Agency will complete developmental screenings for each child within 90 days of the child's program start date.	January 31	
Each teacher will develop or update a Professional Development Plan with his/her DEEL Coach.	January 31	
Teachers will complete winter TSG assessments portfolios for all children enrolled for at least 60 days prior to the checkpoint deadline.	February 28	
The Agency will inform families about kindergarten enrollment processes.	May 31	
Teachers will complete spring TSG assessments portfolios for all children enrolled for at least 60 days prior to the checkpoint deadline.	May 31	
Each teachers will complete or update progress on their Professional Development Plan with his/her DEEL Coach.	May 31	



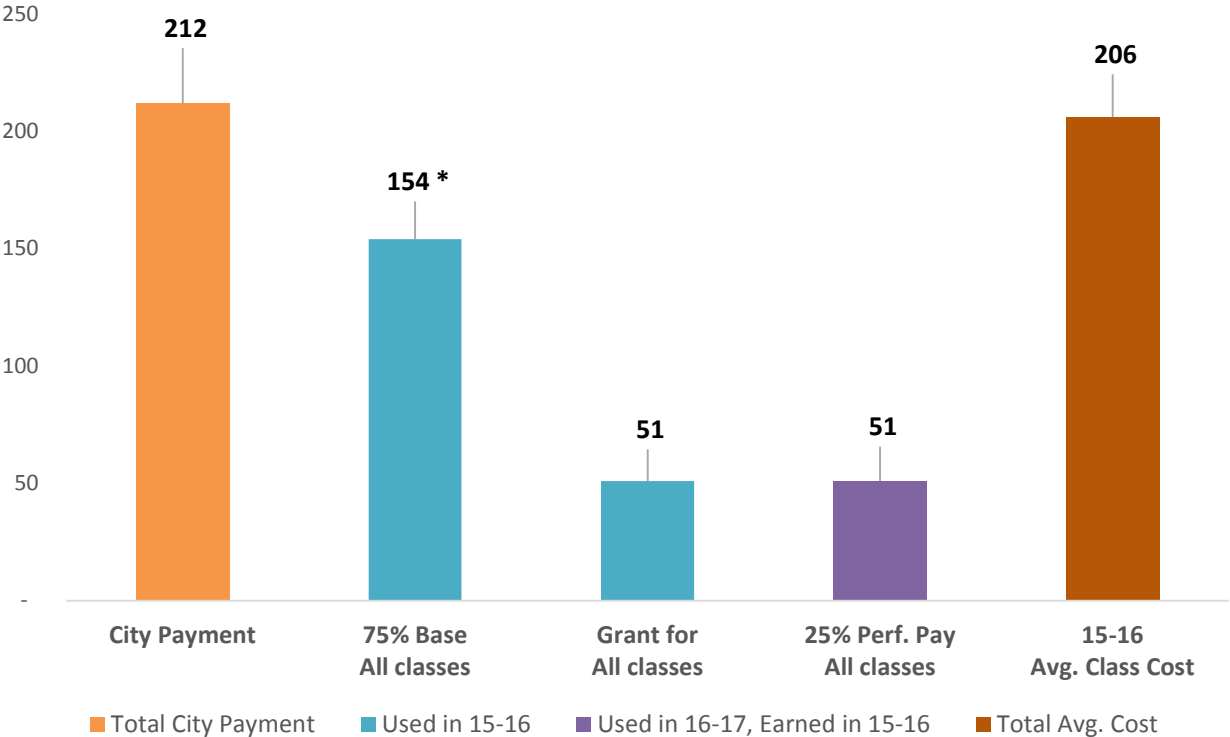
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# SPP Funding

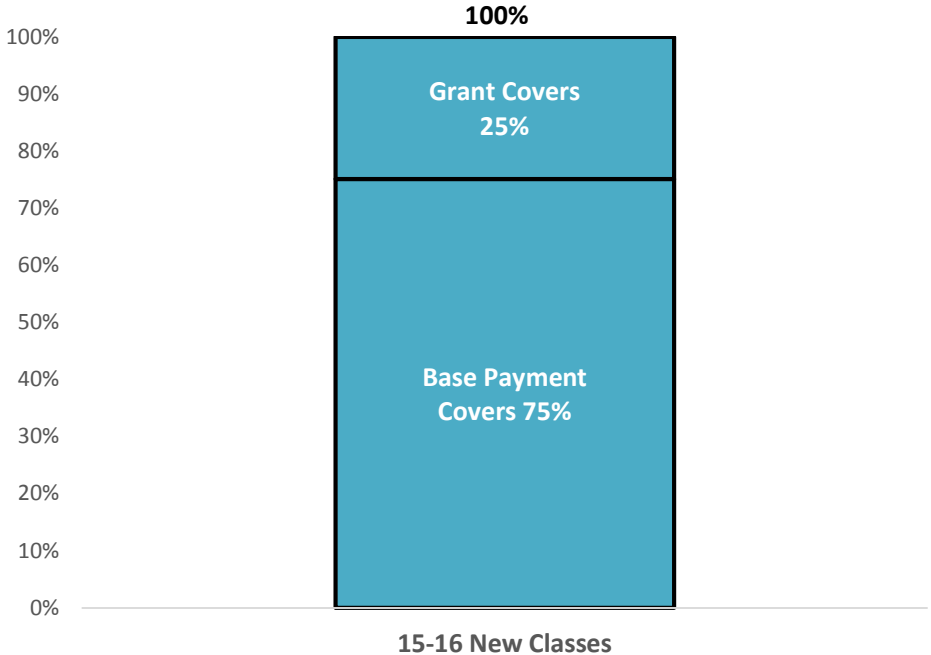
- SPP Financial Model: 75% base allocation, 25% programmatic milestone payment
- Grant fund used to insure against 25% potential risk
- SPS has met all programmatic milestones to date

# 2015-16 SPP Funding

2015-16 SPP Funding - Single Classroom  
(numbers in thousands)



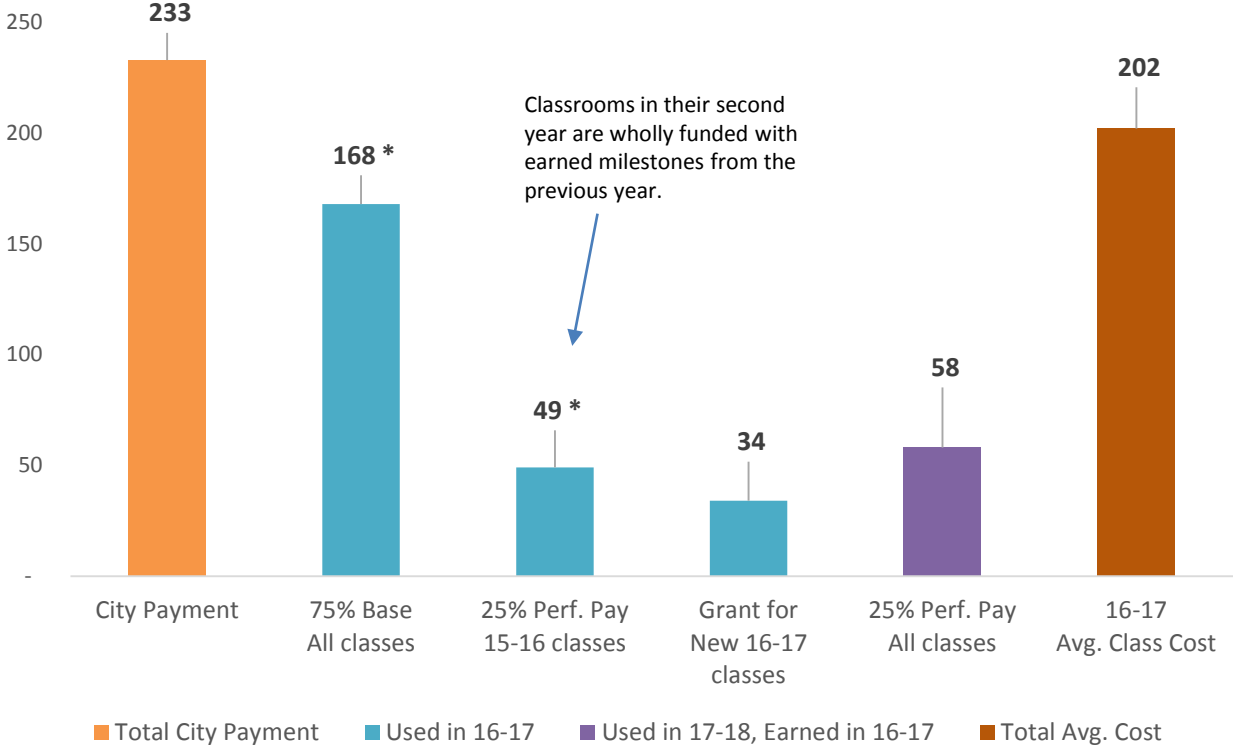
% of SPP Funding used in 15-16 to cover  
Avg. Cost of 15-16 Classroom



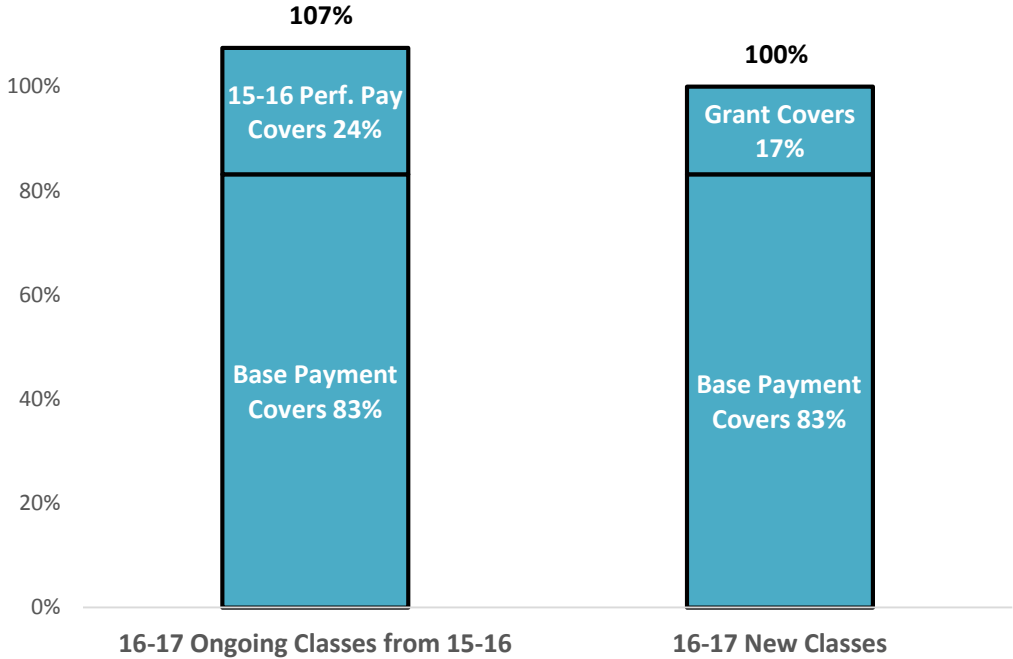
\*75% Base of City Payment used in 15-16 has indirect already taken out in figures.

# 2016-17 SPP Funding

2016-17 SPP Funding - Single Classroom  
(numbers in thousands)



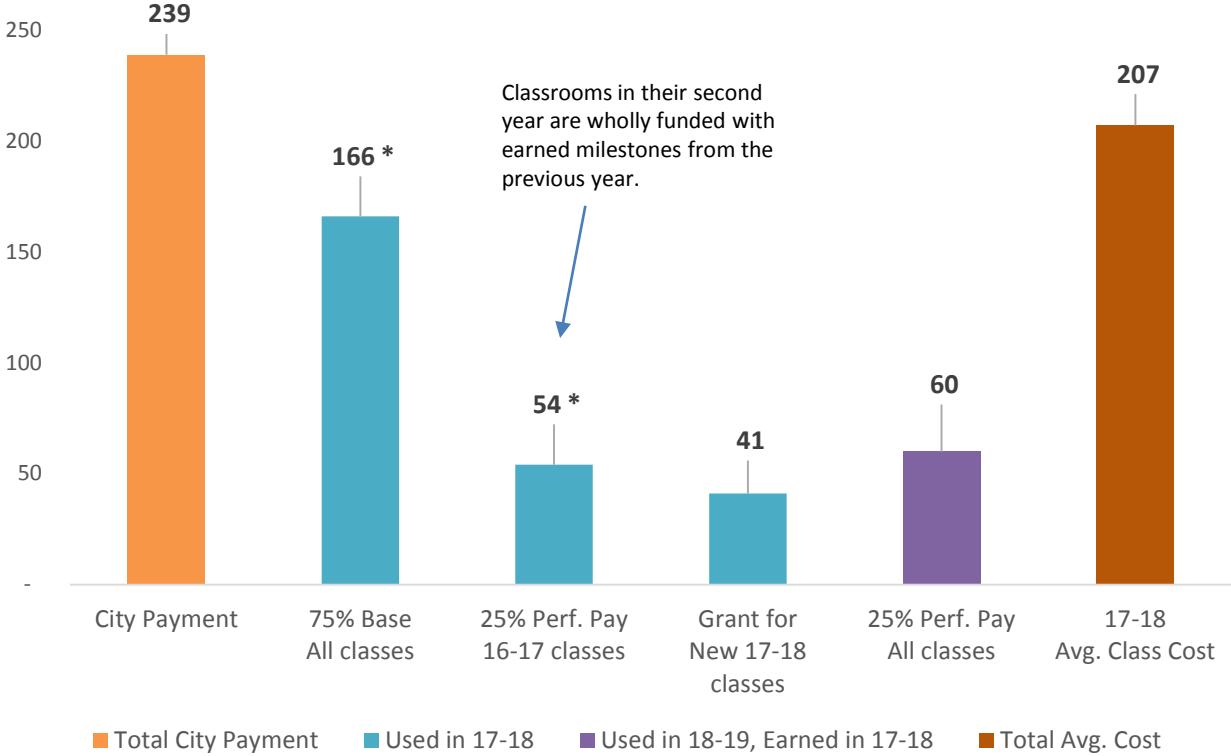
% of SPP Funding used in 16-17 to cover  
Avg. Cost of 16-17 Classroom



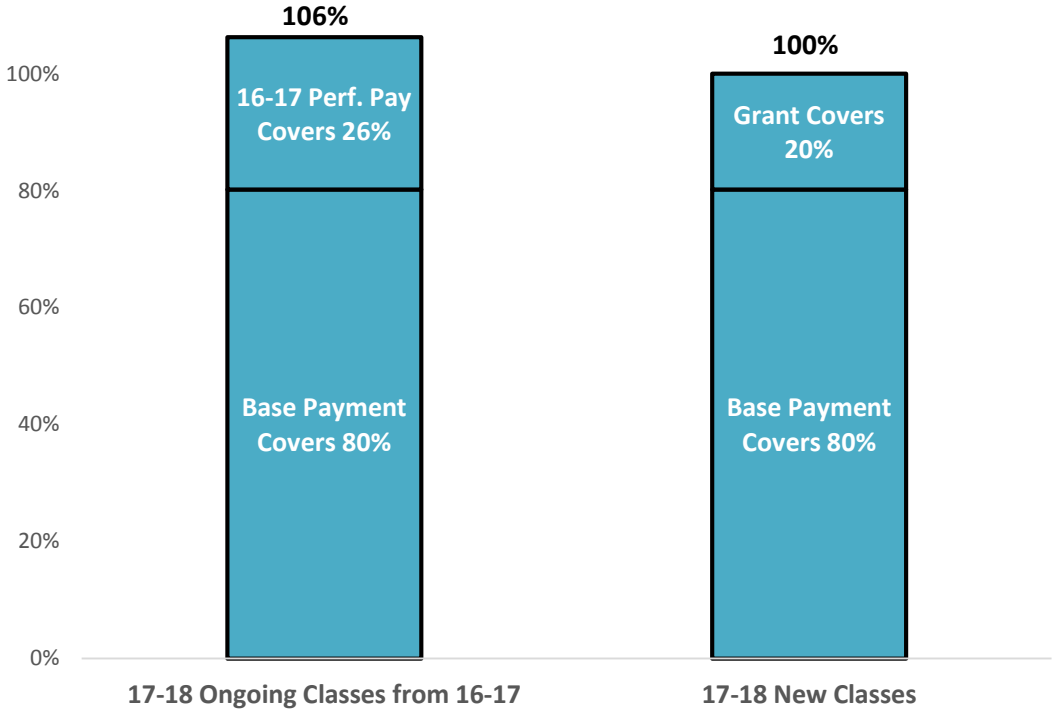
\*75% Base of City Payment used in 16-17 and 25% Performance Pay earned by the three classrooms from 15-16 both have indirect already taken out in figures.

# 2017-18 SPP Funding

2017-18 SPP Funding - Single Classroom Estimate  
(numbers in thousands)



% of SPP Funding used in 17-18 to cover  
Avg. Cost of 17-18 Classroom



\*75% Base of City Payment used in 17-18 and 25% Performance Pay earned by the eight classrooms from 16-17 both have indirect already taken out in figures.

# Opportunities 2017-18

- Opportunity #1
  - Renewal of eight (8) current SPS SPP Classrooms
- Opportunity #2:
  - Conversion of four (4) SPP Classrooms to Inclusion Model
- Opportunity #3:
  - Conversion of two (2) Head Start Classrooms to full day
- Opportunity #4:
  - Expansion of three to ten (3-10) additional SPS SPP classrooms

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# Anticipated Next Steps

Further opportunities for discussion:

- February 2 Executive Committee Meeting
- February 15 Board Introduction
- March 1 Board Action

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# Budget Work Session

January 25, 2017



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# Agenda

1. Outcome for meeting – finalize \$74m worst case scenario budget
2. Review consensus reached to date
3. Timeline
4. Questions from last work session
5. Curriculum – options
6. Priorities of the restoration plan
7. Outcome – consensus for curriculum adoption funding
8. Next Steps

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# Outcome for Meeting

- Finalize \$74m worst case scenario budget
- To date we have a plan for all but \$11.1 million of the deficit
- Begin developing priorities for restoration

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# Why Are We Here

- Legislature has not done it's job
- Compensation has been underfunded since 1980's
- This is a manufactured crisis that didn't need to happen

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# Consensus Reached To Date

# Review of Projected Deficit

		as of Nov 22
Consensus	Total projected deficit	(\$74,200,000)
	Levy amount is not reduced (levy cliff goes away, levy authority stays at current level)	\$0
✓	Change board policy 6022 and use 50% of economic reserve fund	\$11,500,000
✓	Shift bond interest back to Capital	\$1,801,375
✓	Implement indirect policy on all grants and Capital	\$1,000,000
✓	Utilize all unrestricted fund balance amounts	\$5,000,000
✓	2015-16 Year End savings	\$3,365,634
✓	Potential 2016-17 salary savings	\$7,000,000
		\$29,667,009
	Remainder to solve	(\$44,532,991)

# Review of Projected Deficit

Consensus	Other Items for Consideration	
✓	Reduced ALE audit recovery amount	\$410,000
✓	Reduce 24 credit enhancements (Balance =	\$6,600,000
✓	Central Office reductions	\$4,000,000
✓	Eliminate District contingency reserve	\$2,000,000
✓	Eliminate Fall enrollment reserve	\$2,000,000
✓	Eliminate funding to reduce school splits	\$1,800,000
	<b>Total of Non-WSS Items</b>	<b>\$16,810,000</b>
	Remainder to solve after Non-WSS items	<b>(\$27,722,991)</b>

# WSS Final Recommendation

<b>WSS Resources</b>	
Roll back K-3 class size	\$10,797,000
Reduce F/R discretionary funding-technical correction	\$70,000
Reduce F/R discretionary funding	\$0
Grades 9-12 class size back to 30:1	\$1,760,000
Grades 4-5 back to 28:1	\$1,283,000
Reduce elementary school counselors	\$412,000
Reduce school office staff	\$745,000
Reduce school assistant principals	\$1,501,000
Eliminate discretionary "core" staffing for all schools	\$1,955,000
Reduce nurses	\$211,000
Reduce librarians	\$298,000
Reserve for high need school protection from some reductions	(\$2,000,000)
Reserve for potential class size overage compensation	(\$400,000)
Total of WSS Items	<b>\$16,632,000</b>
Remainder to solve after WSS items	<b>(\$11,090,991)</b>



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# Timeline





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# FY 2017-18 Current Budget Development Calendar

- **January 23 thru 31<sup>st</sup>** – Central Budget Development Staffing process
- **February 9<sup>th</sup> & 14<sup>th</sup>** – Principal Budget Development Training
- **February 28** - Budget Allocations to Schools
- **March 6 thru 28<sup>th</sup>** – School Budget Development Staffing process
- **April 15** – Reduction in Force (if needed) work begins
- **July 3- 12** – Legislative Budget analysis and restoration of resources based on prioritized list
- **July 19** – Board Action Report and Budget Resolution
- **July 26** - Required Public Hearing
- **August 2** - Board Action to adopt school year 2017-18 budget

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# Questions from last Budget Work Session

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# Questions

1. List of unfunded mandates
2. Comparison to peer districts outside of state (Boston and San Francisco)
3. Budget methodology
4. Cost of keeping a building vacant

# List of Unfunded Mandates In progress

Based on 2015-16 Actual Expenses		
Compensation*	\$ 82,000,000	Extra pay, class size reduction, additional units, FDK
Special Education	\$ 51,000,000	
English Language Learners	\$ 18,000,000	
24 credits	\$ 7,000,000	while some funding was provided for 1080 hours, no specific funding was provided for 24 credits
Common Core	TBD	
Advanced Learning/Highly Capable	\$ 650,000	
BECCA	\$ 150,000	
Nutrition Services	\$ 1,400,000	
Transportation	\$ 1,100,000	This is the start up costs for new services/schools Cost of assessment coordinators, additional costs still being compiled for computers, staff time, etc.
Assessment- SBAC, EOC, HSPE, MSP	\$ 150,000	
Community Truancy Boards	TBD	
TPEP	TBD	
Translations <sup>1</sup>	\$ 500,000	
OCR/Title IX	\$ 485,000	
Isolation / Restraint	\$ 175,000	??
Truancy Board	\$ 150,000	
504	\$ 500,000	
Data requirements	TBD	attendance, WA Kids, discipline; 3rd grade reading required in LAP
Native American curriculum	\$ 539,325	Not including Title III or Title VII (Does include LAP & Title I)
	<b>\$ 163,799,325</b>	
*Less estimated \$18M compensation included in specific programs above		
<sup>1</sup> Translations is the 2016-17 budget since it was a dramatic increase from 2015-16's expenditure of \$8,719		

# 2014-15 Expenditures

## (Central Admin) Compared to Out of State Peers

State Activity	Percentage of Total Budget					
	Seattle	Boston	San Francisco	Tacoma	Kent	Highline
Central Administration (Board, Superintendent, HR, Supervision of Instruction, Business Office, Supervision of Transportation, Food Service and Maintenance)	6.4%	6.09%*	3.4%**	6.4%	6.0%	7.0%

\***Boston** does not include health care costs in Central Admin; we do. They note district wide Employee benefits at 15%. Adjusting to include this in their Central Admin would increase it to 7.00%.

\*\***San Francisco** appears to only include Business Services, Board of Education, Superintendent, etc. and also not supervision of operations or curriculum and instruction expenditures.

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# Budget Methodology-Working document

## Budget Methodology

Overarching: review the entire district budget looking for flexible areas that could be reduced or eliminated that were not:

1. Part of a collective bargaining agreement that the district committed to
2. Not considered basic operations such as utilities or insurance coverage
3. Did not violate a state or federal law such as Special Education services
4. Disruptive to basic district services such as reductions to HR, accounting, custodial

In addition, we looked for revenue sources we could utilize such as:

1. District Reserves
2. Contingency Funds - Central and Schools
3. Current year savings
4. Indirect rates, transfers to the Capital Fund
5. Federal grants

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# Cost of Keeping a Building Vacant

- Generally these are capital costs.

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# Curriculum Adoption Options





# Curriculum Adoption/Work

Eliminate curriculum adoption funding through 17-18	\$ 11,500,000
2017-18 Funding for curriculum adoption/work	\$ 5,000,000
2016-17 K-5 ELA unspent to date	\$ 4,500,000
Middle school math	\$ 2,000,000

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# Curriculum Adoption/Work

- Board asked staff to develop phase in options for math and K5 ELA

# K-5 ELA Phase in options

Implementation Options for K-5 ELA Adoption		
Grades/Schools	Cost Per School	Cost
K-2 Title I schools only	\$45,000	\$ 1,400,000
Gr 3-5 Title I schools only	\$35,000	\$ 1,100,000
K-5 Title I schools only	\$80,000	\$ 2,500,000
K-2 all schools	\$45,000	\$ 3,200,000
Gr 3-5 all schools	\$32,000	\$ 2,400,000
K-2 all schools plus Gr 3-5 Title I schools	\$80,000	\$ 4,250,000
Gr 3-5 all schools plus K-2 Title I schools	\$77,000	\$ 3,800,000
K-5 all schools	\$76,000	\$ 5,600,000
<b>Point for Clarification</b>		
Cost per school is based on an average of 73 schools, as schools vary widely in size.		
The 5.6 million figure is based on the purchase of all K-5 schools. It is not clear whether the vendor will honor the same unit prices based on quantities being reduced significantly.		
K-2 unit prices are higher than 3-5 given additional resources necessary for meeting the needs of early readers.		

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# Curriculum Adoption/Work-other potential sources of funding

- Capital funds are available for new schools
- Title I and LAP funds are able to be used for Title I schoolwides, and LAP schools

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# Curriculum Adoption/Work-other potential sources of funding

- Capital funding can pay for curriculum for newly opened schools, within one year of opening.
  - Two new middle schools are scheduled to be opened in 2017-18
  - Recently opened xx elementary schools, K-5 ELA could be paid for at these schools

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# Curriculum Adoption/Work-other potential sources of funding

- Title I and/or LAP
  - 23 Elementary schools are Title I schoolwides, Title I can pay for these schools
  - 3 K-8's are Title I schoolwides, Title I can pay for these schools
  - 3 middle schools are Title I schoolwides, Title I can pay for these schools

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Outcome: Consensus on Curriculum  
Adoption Funding?

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# Consensus on Curriculum Adoption Funding?

- Remaining \$11.1m
  - \$5m for 2017-18 curriculum adoptions/work?



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# Consensus on Curriculum Adoption Funding?

- Remaining \$11.1m
  - \$2m for middle school math?
    - Need to determine what it should look like (model after high achieving middle schools?)
    - Timeline is such that it will likely be mid 2017-18.
    - Can we phase in new middle schools with capital and those that are Title funded?
    - \$200k for curriculum committee to study and make recommendations?
    - \$1.8m could be prioritized later in Restoration plan?

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# Consensus on Curriculum Adoption Funding?

- Remaining \$11.1m
  - \$4.5m for K5 ELA adoption?
    - Prioritize \$3.2m for districtwide K-2 adoption?
    - Use Title I and/or LAP funding?
    - Prioritize as #2 in Restoration plan?

# Restoration Plan – Draft of the beginning of the plan

## Option A

1. Make any additional budget updates (\$5m? for final transportation contract, inflation, legislatively driven policy changes, salary savings)
2. WSS – in full, \$16.6m
3. K-2 ELA, \$3.2m

\*\*Open Enrollment and Facility planning will be using worse case scenario. Class size changes may be limited.

## Option B

1. Make any additional budget updates (\$5m? for final transportation contract, inflation, legislatively driven policy changes, salary savings)
2. WSS – in part, \$12m\*\*
3. K-2 ELA, \$3.2m
4. Mitigation funds, \$1.4m

$\$16.6m - \$12m - \$3.2m = \$1.4m$

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# Restoration Values

## SPS Strategic Plan

- First and foremost: Equity lens
- Students come first: Educational Excellence and Equity for Every Student
- Safe and Orderly Learning Environment
- Effective Organizational systems

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# Restoration Priorities

- Areas for first restoration depends on the overall legislative budget
  - If the Levy is fully restored, we may be able to fully restore WSS cuts, If, other legislative actions do not add costs.
  - Other cuts to ensure reduction of lasting detrimental affect

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# Timing of Restoration

- Early Activity of the Levy Cliff very helpful
  - That could allow us to reduce displacements and reduction in force for Certificated staff
  - Other WSS and Central cuts may have to wait until we have final budget from legislature

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# Next Steps



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# Next Steps

## February 8<sup>th</sup> Budget Work Session

- Briefing on Senate Education plan, if released
- \$2m for Equity/High Needs schools





# Seattle Public Schools



Photos by Susie Fitzhugh

## Oversight Work Session: Admissions

January 11, 2017

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# Agenda

- 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
- Major Outside Service Contracts
- Information Technology Systems
- Looking Forward/Next Steps

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# Department Functions

## Admissions:

- Enroll and assign full-time & part-time resident students, students with special educational needs, athletic only, homeless/unaccompanied youth, international foreign exchange students(J-1/F-1), and non resident students to SPS
- Review and process transfer appeal requests
- Handle safety transfers in cooperation with Safety Team
- Oversee annual Open Enrollment event and manage waitlists in coordination with Enrollment Planning
- Assist ELL with Washington English Language Proficiency Assessment (WELPA) during registration with appropriate assignments.
- Interpretation and translation/transcript support in four languages (Spanish, Somali, Chinese, and Vietnamese)
- Process district choice transfers (Interdistrict releases) and dual enrollment requests
- Oversee F1/J1 foreign exchange and student visa program
- Manage annual Admission Fair event for option schools

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# Department Functions (cont.)

- Conduct outreach events for Kindergarten enrollment in coordination with Early Learning, ELL, and day care communities

## **Customer Service:**

- Manage the lobby receptionist desk; direct employee's and visitors to appropriate conference rooms, adhere to district sign-in and safety policy; mailing, faxing, and manage the customer service inbox.
- A phone directory for the district (first point of contact), we take complaints and praise; expedite incoming inquiries to appropriate department; provide timely responses/solutions to help close the loop on unresolved matters or inquiries.
- Help answer questions or address concerns on behalf of student, families, schools, and central staff to appropriate individual or department head.

## **District Support:**

- Support school staff and central departments with enrollment questions/concerns and decisions based on assignment policies and procedures.
- Deliver administration support to central departments i.e. Advance Learning, Transportation, Student Services, and Early Learning enrollment with the City of Seattle Preschool Program (SPP).

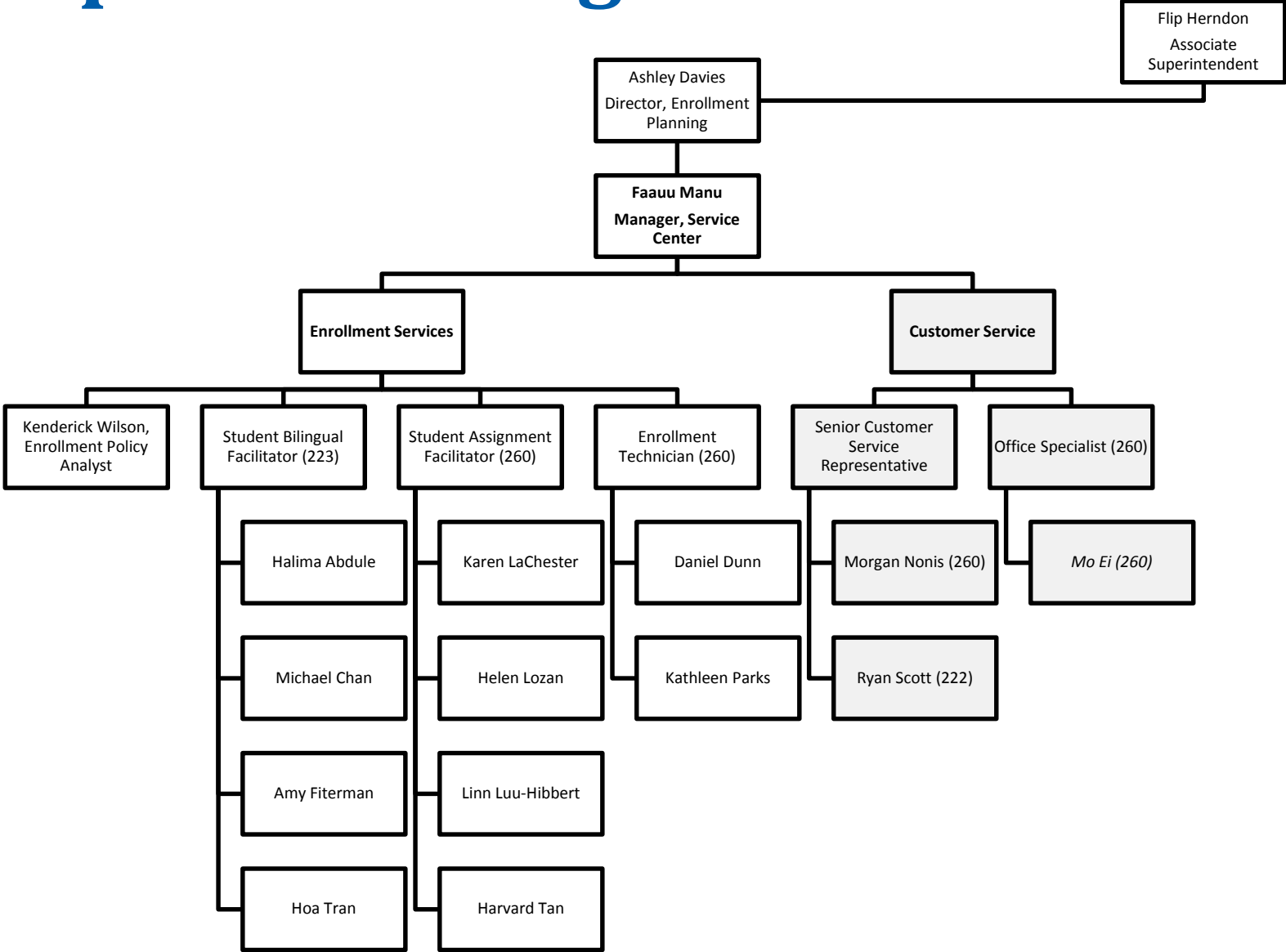
# S.W.O.T. Analysis

Strengths (S)	<ul style="list-style-type: none"><li>• Improved operational efficiency</li><li>• Ongoing/recurrent training</li><li>• Timely inquiry responses and enrollment decisions to families, students, schools, and departments (within 72 hours)</li><li>• Collaboration with departments and schools</li></ul>
Weaknesses (W)	<ul style="list-style-type: none"><li>• Technology:<ul style="list-style-type: none"><li>• Admittance/registration</li><li>• Open Enrollment - School Choice</li><li>• Tracking in/output of work</li></ul></li><li>• 223 FTE staffing schedules conflicts with peak times</li><li>• Lack of organizational clarity of roles and responsibilities</li></ul>
Opportunities (O)	<ul style="list-style-type: none"><li>• Technology and tools for automation:<ul style="list-style-type: none"><li>• Online student registration and choice</li><li>• Development of user friendly data reports to reduce interdepartmental dependencies</li><li>• Differing staff expertise and skills</li></ul></li></ul>
Threats/Risks (T)	<ul style="list-style-type: none"><li>• Funding of new technology</li><li>• Conversion timeline to new system</li><li>• Current staffing model limits ability to best serve families, students, and schools</li></ul>

# Accomplishments

- Improved operational efficiency
  - restructured workflow and schedules, decreased call volumes, decreased inquiries overall, improved customer satisfaction results for the past three years by 9%.
- Increased revenue for F1 Visa program over past three years
  - total YTD \$886K
- Improved in-person services during peak seasons
  - shorter lines and wait times; “School Choice Express” paperwork drop-off line; early online choice form submission
- Improved Systems & Processes over past three years by 26%
- Fewer OSPI hearings for non-resident student appeals
  - Decreased average from 20 appeals to 2 appeals annually

# Department Organizational Chart



# Department Goals and Objectives

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
Acquire automation system to streamline enrollment and school choice	Clean data for efficiency, timely registration and reporting	Reduced system and human errors causing delays or inaccuracies	New system implementation as early as 2017-18 school year	Approximately 50% completion	Superintendent Smart Goal 2
Improve staff knowledge and work product accuracy	Provide clear, concise, and consistent information	Complaints from schools and families about inconsistencies	Re-initiate the Customer Service Request (CSR) tracking system for the 2017-18 school year	Approx. 90% completion	Superintendent Smart Goals 2 & 3
Improve processes and systems to increase departmental efficiencies	Timely completion of work products and responses/resolutions to stakeholders	<ul style="list-style-type: none"> <li>• Customer satisfaction survey</li> <li>• Wait time averages</li> <li>• Call volumes</li> <li>• Complaints</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Improved survey ranking</li> <li>• Peak times in-person wait time avg: 15 mins</li> <li>• Peak call wait time avg: 5 mins</li> </ul>	Strategic Goals 2 & 3



# Key Performance Indicators (KPIs)

Goal	Measure	Target	Performance to date
Strengthen outreach opportunities and partnerships for early registration for K and ELL families	Establish outreach partnership with Early Learning and specific ELL communities.	Conducted 10 outreach events in the 5 regions  Specific engagement sessions targeted towards individual ELL groups	Ongoing
Ensure equitable access for enrollment is available to all families	Provide full support to all families with language needs	Translation of key documents and policies in addition to quality service for all families.	Ongoing
Ensure integrity of business processes and procedures	Consistent delivery of quality service	Reduction of inquiries and create a Standard of Operating Procedures	In progress
Improve registration management	Reduce rework and human error	Establish automated registration and tracking system	In progress

# Department Budget/Staffing Overview – Staff Expenses

	# FTE	2015-16 Previous Year Budget	2016-17 Current Budget	Funds Committed as of wk sn date
Student Assignment Facilitators	4	\$285,144.00	\$296,442.00	\$296,441.76
Sp/Bilingual Ed Facilitators	4	\$240,274.00	\$251,334.00	\$251,334.03
Enrollment Technician	2	\$93,053.00	\$102,648.00	\$102,648.12
Senior CS Rep 260	1	\$56,077.00	\$41,411.00	\$41,410.96
Senior CS Rep 222	1	\$47,863.00	\$49,822.00	\$49,781.28
Office Specialist-260	1	\$38,820.00	\$55,983.00	\$9,249.29
Enrollment Policy Analyst	1	\$70,996.00	\$64,092.00	\$64,092.00
JSCEE Manager	1	\$82,311.00	\$87,432.00	\$87,432.00
General Benefits Staff		\$199,361.00	\$200,714.00	\$200,713.77
Medical Benefits Staff		\$157,468.00	\$153,990.00	\$153,989.78
Vacant Position Sub		\$7,484.00	\$5,751.00	\$5,751.46
<b>Total</b>	<b>15</b>	<b>\$1,278,851.00</b>	<b>\$1,309,619.00</b>	<b>\$1,262,844.45</b>

# Department Budget/Staffing (cont)

## Overview – Non Staff Expenses

	2015-16 Previous Year Budget	2016-17 Current Budget	Funds Committed as of wk sn date	% Remaining
District printing	\$4,674.00	\$4,674.00	\$2,418.36	49%
Sick Leave Subs	\$1,092.00	\$1,092.00	0.00	100%
Workshop/Overload subs	\$24,856.00	\$20,214.00	\$5,257.24	74%
Overtime – Classified	\$9,263.00	\$9,199.00	\$5,278.29	43%
Salary Adj. Reserve	\$9,650.00	0.00	0.00	N/A
General Benefits	\$4,576.00	\$4,265.00	\$1,719.94	60%
Supplies	\$21,974.00	\$1,824.00	\$1,051.47	6%
Minor Equipment	\$2,700.00	\$2,700.00	0.00	100%
Commercial Printing	\$6,931.00	\$6,931.00	0.00	100%
Contractual Srvcs	\$700.00	\$500.00	\$700.00	0% (-200)
<b>Total</b>	<b>86,416.00</b>	<b>51,399.00</b>	<b>16,425.30</b>	

# Benchmarking

District	Total Enrollment (2015-16 SY)	Centralized vs. School Based Enrollment	# of FTE	Managed By
Seattle	52,324	Centralized	15	Admissions
Anchorage	48,828	School based	Varied	IT
Boston	57,314	Centralized	40	Enrollment Planning
Portland	46,076	School Based	9.6	IT
St. Paul	37,605	Centralized	7	Finance
San Francisco	55,320	Centralized	22	Enrollment Planning
Tacoma	28,242	School Based	4	IT
Bellevue	20,177	School Based	Varied	Finance
Spokane	29, 275	School Based	Varied	Finance

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# Policies & Procedures that Guide Department's Work

- Board Policies
  - 3111, 3114, 3115, 3119, 3126,
  - 3130, 3140, 3141, 3142, D09.00
- Superintendent Procedures
  - 3130SP
  - 3142SP

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# Key Internal and External Controls

- Internal

- Student Assignment Plan, Superintendent Procedures, Standard Operating Procedures

- External

- Customer service industry best practices, Greater Schools of America

- Audit or Review Efforts

- OSPI/ELL CPR findings audit: findings showed 1,100 students not identified as possible ELL eligible in 2014 during enrollment; vast improvements in 2015 finding only 200 students not identified
- OSPI/McKinney Vento CPR findings: Barriers to timely enrollment for homeless students. Efforts were made to remove barriers with recurrent and educational training from McKV team, and review of assignment policies and McKV Act to ensure integrity of both law and policies are met for each student.

# Key Information Technology Systems

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

System	Function
PowerSchool	Initiate student data information (i.e. Student ID, demographics, etc.)
Student Assignment System (SAS)	Assign to appropriate school
Access Database	Non-resident student data information
Customer Service Request (CSR) Tracking	Track complaints and issues

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# Looking Forward/Next Steps

- **Focus Areas:** Customer Service – restructure to a more welcoming and personable approach such as a Student & Family Relations concept (rebrand current model). We are the first access point for all families to the start of their SPS journey; make it positive and memorable.
- **Emerging Trends:** Automation/online registration and school choice; online and home school learning (blended learning is opening up various pathways for students to learn and be successful).