



Board Special Meeting

Work Session: 18-19 SMART Goal Planning; Work Session and Oversight Work Session: Budget

Wednesday, May 2, 2018, 4:30 – 7:30pm

Board Auditorium, John Stanford Center

2445 – 3rd Avenue South, Seattle WA 98134

Agenda

Call to Order

4:30pm

Work Session: 18-19 SMART Goal Planning

4:30pm

Work Session and Oversight Work Session: Budget

6:00pm

Adjourn

7:30pm*

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.*

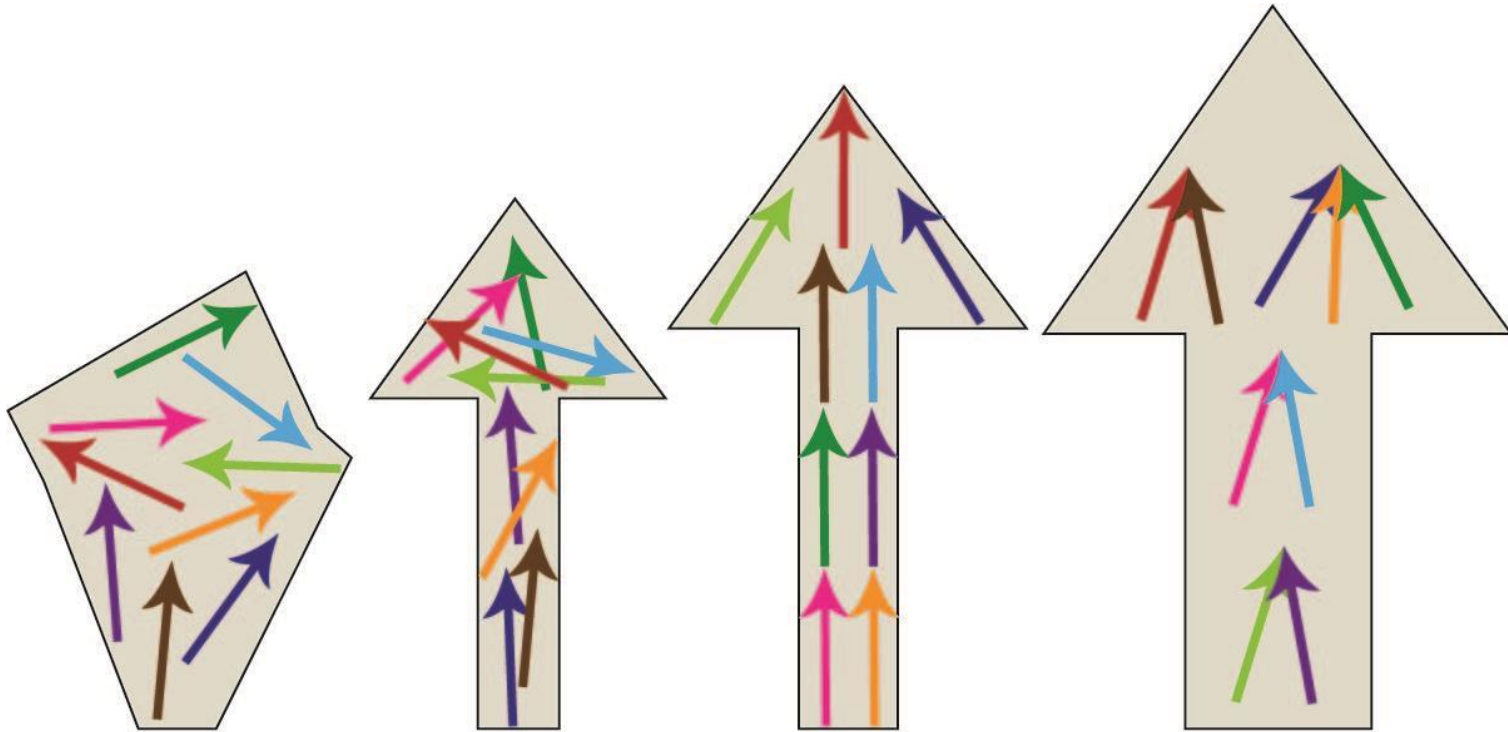
Today's Agenda

- 1) Process and Timeline for Selection of 18-19 Goals**
- 2) Discussion of draft goal rubrics**
- 3) Director feedback on goal rubrics**
- 4) Narrowing of goals to 4**
- 5) Next Steps**

18-19 SMART Goals Timeline



- March 14, 2018 work session: Narrow list of goal Ideas
- **May 2, 2018 work session:**
 - Review draft rubrics
 - Refine the list of goals
- May 17, 2018: Executive Committee
- May 23, 2018: Introduction
- June 6, 2018: Action
- June-August 2018: Launching selected work with principals for start of 18-19 school year
- August/September 2018: Selection of 18-19 Professional Practice SMART goal (tentative)
- January 2019: 18-19 Goal check-in
- June 2019: Annual Evaluation of 18-19 SMART Goals



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Headlines



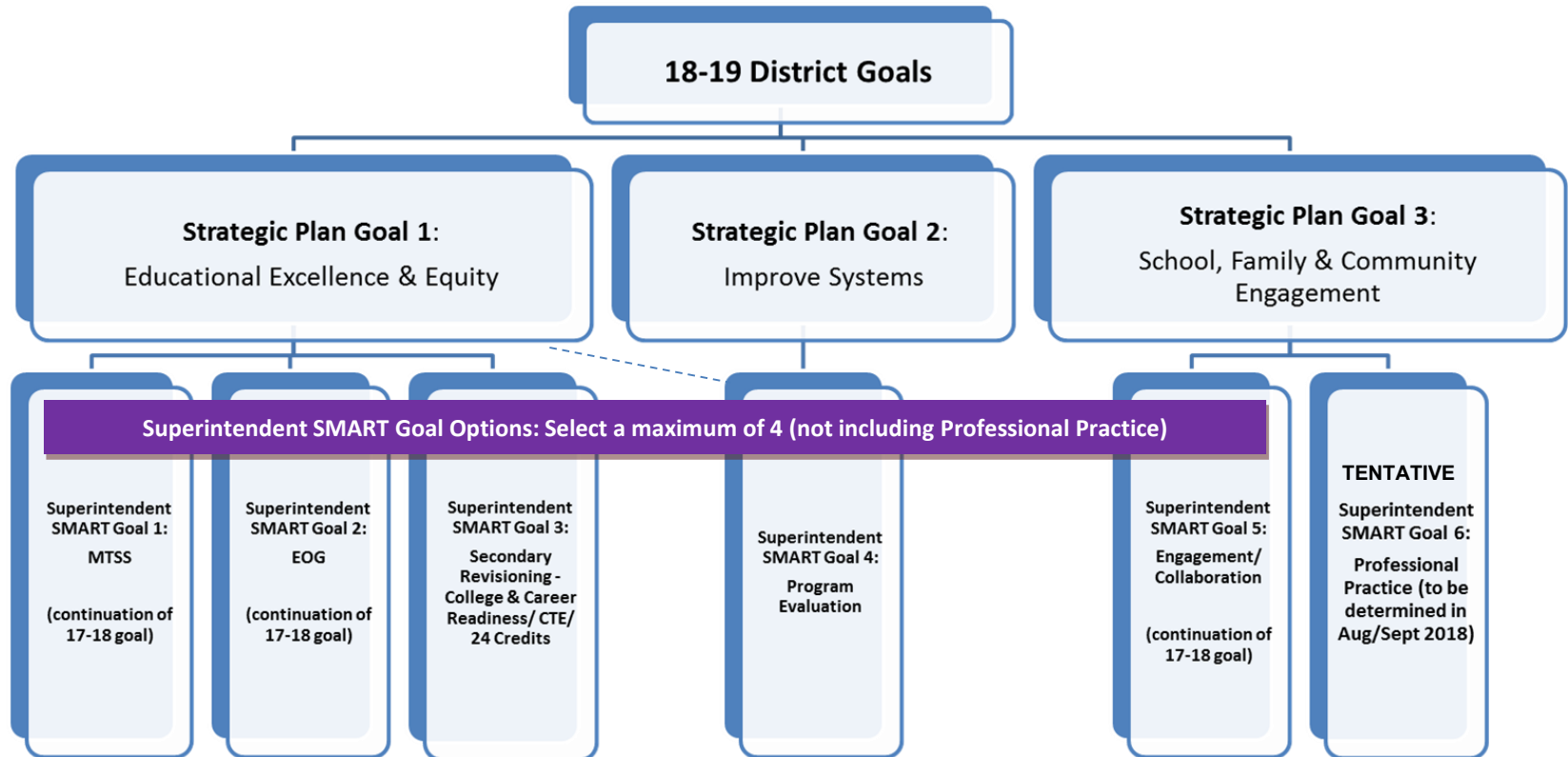
Out of the 200 largest districts in the U.S.:

- 1) Seattle = #3 in student academic growth
- 2) Hispanic = #5 for growth – Grades 3-8
- 3) Asian = #7 for growth
- 4) AA = #7 for growth in districts with most AA
- 5) AA = #14 for growth

3/14 Work Session: 18-19 SMART Goal Ideas



5/2 Work Session: 18-19 SMART Goals



Next Steps



- May 17, 2018: Executive Committee
- May 23, 2018: Introduction
- June 6, 2018: Action
- June-August 2018: Launching selected work with principals for start of 18-19 school year
- August/September 2018: Selection of 18-19 Professional Practice SMART goal (tentative)
- January 2019: 18-19 Goal check-in
- 19-20 Goal Development (to better align with CSIPs)
- June 2019: Annual Evaluation of 18-19 SMART Goals

18-19 SMART Goal #1	Goal 1: MTSS - Ensure Educational Excellence for Each and Every Student: By May 31, 2019, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the District's shift to prevention (tier 1) and monitoring of student growth.
Problem Statement	In finally establishing a coherent, coordinated district-wide plan in the Formula for Success, we need to continue a shared commitment to ensure fidelity and sustainability of Multi-Tiered System of Support. This will help move us from inconsistent services and student performance outcomes to consistent, high performing student outcomes that eliminate the opportunity gap.
Baseline, June 2018	Basic
Target, June 2019	Proficient
Committee	C&I Committee

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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
MTSS Teams	Fails to fulfill the responsibilities identified as basic.	School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports. Evidence/Outcome Measures: From 69 to 90 schools have an MTSS team that develops a plan for tiered instruction and supports at a school-wide level.	School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports using Homeroom and Atlas. The MTSS team monitors student progress to evaluate effectiveness tiered instruction and supports. Evidence/Outcome Measures: From 56 to 75 schools have an MTSS team that reviews effectiveness of tiered instruction and supports.	School leaders and staff have clear MTSS protocols and standards that guide their MTSS team process. The MTSS team monitors student progress on academics AND behavior to evaluate the effectiveness of tiered instruction and supports using Homeroom and Atlas. Evidence/Outcome Measures: From 23 to 49 schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.
Tiered Supports	Fails to fulfill the responsibilities identified as basic.	Staff and school leaders use an established decision-making process to tier supports for students. Evidence/Outcome Measures: From 70 to 85 schools make decisions on tiered supports for students.	Staff and school leaders use a decision-making process that includes multiple data points to tier supports for students based on student growth / performance benchmarks. Evidence/Outcome Measures: From 53 to 64 schools use multiple data points (i.e., F & P, District Interims, and/ or missed instruction log reports) to make decisions on tiered supports for students.	Staff and school leaders consistently use a documented decision-making process that includes multiple academic and behavioral data points to tier supports for students based on student growth / performance benchmarks. Evidence/Outcome Measures: From 18 to 30 schools use multiple academic AND behavioral data points (i.e., F & P, District Interims, and missed instruction log reports) to make decisions on tiered supports for students.

	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Teacher Collaboration	Fails to fulfill the responsibilities identified as basic.	Structures are in place to support a collaboration process within teacher teams focused on high-quality instruction for students above, at, and below grade level standards. Evidence/Outcome Measures: All schools demonstrate department or grade level Professional Learning Communities (PLCs).	Structures and procedures for collaboration are established so that teacher teams optimize learning and prevent problems as early as possible through the exchange of effective, culturally responsive instructional strategies that relate to students' stories, strengths, and needs. Evidence/Outcome Measures: From 75 to 82 schools demonstrate department or grade level Professional Learning Communities (PLCs) that review student data to inform their teaching.	Consistent use of structures and procedures for collaboration that capture teachers' reflections on culturally responsive instructional practices exists and is practiced across teacher teams. Evidence/Outcome Measures: From 33 to 39 schools demonstrate a PLC that includes review of student data with demonstrated action plans for students above, at, or below grade level standards.
High Quality Instruction	Fails to fulfill the responsibilities identified as basic.	School leaders and staff develop academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards. Evidence/Outcome Measures: From 50 to 65 schools demonstrate instructional strategies for students above, at, and below grade level standards.	School leaders and teachers develop academic and social emotional lesson plans and culturally responsive instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on multiple measures of student growth data. Evidence/Outcome Measures: From 33 to 50 schools demonstrate instructional strategies for students above, at, and below grade level standards.	School leaders and teachers develop academic and social emotional lesson plans and culturally responsive instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on student growth, academics, and social emotional learning. Evidence/Outcome Measures: From 16 to 22 schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.

18-19 SMART Goal #2	Goal 2: EOG - Create Safe and Healthy School Climates where Students are Supported and Engaged: By May 31, 2019, provide adults access to support, tools and systems in order to Apply Alternatives to Discipline, Build Adult Capacity and Efficacy, and Create Identity Safe Spaces for the purpose of Creating Safe and Healthy School Climates to positively impact outcomes for African American males and other students of color. The work will be based upon six foundational documents: School Board Policy 0030, School Board Policy 3240, School Board Resolution 2014-15-35, House Bill 1541, Senate Bill 5433, and Seattle Public Schools' Formula for Success.
Problem Statement	Seattle Public Schools has yet to provide a consistent, systemic approach and school climates to ensure students, such as African American males, are performing at or above grade level. Some of these students who are not performing at grade level transition to middle school and high school and continue to perform beneath their capability, causing disconnection from high school and potential disengagement from the K – 12 educational system. Our Theory of Action is if school climate is safe, healthy and supportive for students, then students are ready to learn and ready to reach increased academic milestones as outlined in the Formula for Success (FFS). Accordingly, they will be on track to pursue college and career opportunities. FFS Source Measures will include: Attendance data reports; Discipline data reports; and other source such as Focus Group feedback/Interviews; Integrated data reports; Year End Reports; Training/Participation rosters.
Baseline, June 2018	Basic
Target, June 2019	Proficient
Committee	C&I Committee

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Key Organizational Behaviors

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Apply Positive Alternatives to Discipline to increase instructional Time and student engagement	Fails to fulfill the responsibilities identified as basic.	<p>Introduce system to track missed instructional time due to office referrals and other forms of exclusionary discipline that disproportionately impacts students of color</p> <p>Begin inventory of restorative practices currently in use across the district</p> <p><u>Evidence and Outcomes in FFS:</u> PAR Teaching Practices; MTSS School Components; MTSS School Leadership Practices; EOG School Components; EOG School Leadership Practices</p>	<p>Review behavioral reports to influence MTSS-tiered practices and supports in schools</p> <p>Provide a menu of evidenced-based and promising restorative practices and tools</p> <p><u>Evidence and Outcomes in FFS:</u> PAR Teaching Practices; MTSS School Leadership Practices; MTSS Teaching Practices; EOG School Components; EOG School Leadership Practices</p>	<p>Share results of schools' successes and/or areas of growth for learning across schools</p> <p>Promote sharing of successful applications of restorative practices for learning across schools</p> <p><u>Evidence and Outcomes in FFS:</u> PAR Teaching Practices; MTSS School Leadership Practices; MTSS Teaching Practices; EOG School Components; EOG School Leadership Practices</p>

	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
<p>Build Adult Capacity and Efficacy to empower adults to create the conditions for learning</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>Determine which grade levels will implement Since Time Immemorial (STI) curriculum; initiate a STI professional development plan for high school</p> <p>Complete Ethnic Studies scope and sequence; create outlines for courses and grade levels</p> <p>Explore additional applications of the EOG Digital Toolkit and initiate work on facilitation guides for existing modules</p> <p>Re-calibrate and sustain existing Racial Equity Teams (cohorts 1 – 4); expand RETs from 43 to 53 teams (cohort 5)</p> <p>Sustain Positive Behavioral Interventions and Supports (PBIS) implementation in 50 schools; expand PBIS from 50 to 60 teams (cohort 5)</p> <p>Conduct a professional development needs assessment of Social Emotional Learning/Warm Demander and Trauma Responsive practices</p> <p>Conduct a needs analysis for racial equity analysis tools and supports for building/department decision-making</p> <p><u>Evidence and Outcomes in FFS:</u> PAR School Leadership Practices; PAR Teaching Practices; MTSS School Components; EOG School Leadership Practices; EOG Teaching Practices;</p>	<p>Develop and make accessible a menu of tools and supports for educators implementing STI</p> <p>Pilot Ethnic Studies scope and sequence outlines for courses and grade levels; draft curriculum units</p> <p>Write a plan and timeline for completing EOG Digital Toolkit facilitation guides for new modules.</p> <p>Set professional development goals aligned to CSIPs and SPS Formula for Success for all Racial Equity Teams</p> <p>Set professional development goals aligned to CSIPs and SPS Formula for Success for all PBIS teams</p> <p>Develop a plan and timeline for implementing Social Emotional Learning/Warm Demander and Trauma Responsive practices professional development</p> <p>Create a resource guide of racial equity analysis tools and a timeline for piloting</p> <p><u>Evidence and Outcomes in FFS:</u> PAR School Leadership Practices; PAR Teaching Practices; MTSS School Components; EOG School Leadership Practices</p>	<p>Create accountability measures for teachers using the STI curriculum. Track STI adoption and produce a year-end report</p> <p>Pilot Ethnic Studies curriculum units</p> <p>Implement a minimum of three (3) new EOG Digital Toolkit modules with corresponding facilitation guides</p> <p>Create accountability measures for Racial Equity Teams; Evaluate progress toward professional development goals completion and share results for learning across schools</p> <p>Share results of schools’ successes and/or areas of growth of PBIS implementation for learning across schools</p> <p>Pilot best practices of Social Emotional Learning/Warm Demander and Trauma Responsive practices</p> <p>Pilot resource guide of racial equity analysis tools throughout schools/departments decision-making matrices</p> <p><u>Evidence and Outcomes in FFS:</u> PAR School Leadership Practices; PAR Teaching Practices; MTSS School Components; EOG School Leadership Practices</p>

	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Create Identity Safe Spaces so that our students know they are supported and cared for	Fails to fulfill the responsibilities identified as basic.	<p>Inventory schools currently implementing the wrap-around case management model</p> <p>Develop a menu of promising and evidence-based practices for mentoring historically underserved middle school students</p> <p>Inventory current schools that use families as a source of knowledge to improve school climate (guided by voice of historically underserved populations)</p> <p>Inventory current schools that use student voice as a source of knowledge to improve school climate (guided by voice of historically underserved populations)</p> <p>Inventory schools to determine supports and tools they currently use to create welcoming environments</p> <p><u>Evidence and Outcomes in FFS:</u> MTSS School Components; EOG School Components; EOG School Leadership Practices</p>	<p>Catalog and document promising practices; identify roles and/or schools who have successfully implemented a wrap-around case management model</p> <p>Pilot 1 – 2 tools and/or promising and/or evidence-based practices that mentors can universally utilize</p> <p>Document promising practices and align to the multi-year family engagement plan</p> <p>Document evidence-based and promising practices for using student voice to improve school climate</p> <p>Create a catalog of culturally-responsive family engagement tools that support a welcoming environment, especially for historically underserved populations</p> <p><u>Evidence and Outcomes in FFS:</u> PAR Teaching Practices; MTSS School Components; MTSS School Leadership Practices; MTSS Teaching Practices; EOG School Leadership Practices; EOG Teaching Practices</p>	<p>Share promising practices and reflect on necessary modifications to a wrap-around case management model</p> <p>Share promising practices with middle schools and mentors; reflect on modifications necessary to enhance the mentoring experience</p> <p>Pilot promising practices in one (1) feeder pattern</p> <p>Share evidence-based and promising practices of using student voice to improve school climate</p> <p>Provide access to the catalog of culturally responsive family engagement tools</p> <p><u>Evidence and Outcomes in FFS:</u> PAR Teaching Practices; MTSS School Components; MTSS School Leadership Practices; MTSS Teaching Practices; EOG School Leadership Practices; EOG Teaching Practices</p>

18-19 SMART Goal #3	Goal 3: High Schools for the 21st Century/24Credits - By May 31, 2019, depending on available resources, develop and begin implementing a plan for re-visioning all Seattle Public Schools' high schools to help students, particularly African-American males and other students of color, to meet new Washington State graduation requirements and graduate prepared to be highly successful in college and career-technical fields following the guidance in the district's Strategic Plan, its Formula for Success and Policy 0030. This will be a multi-year effort with the goal of raising of rates of college acceptance and persistence and the earning of industry-recognized credentials.
Problem Statement	Improving the preparation of Seattle Public Schools high school graduates in 21st Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEM) is a major interest of numerous local leaders, including the Governor's office, the Seattle Chamber of Commerce, Port of Seattle, City of Seattle, the Washington Roundtable, and the local business community. High schools in Seattle are not currently preparing each and every student in 21 st Century Skills (i.e., career-connected learning, social emotional learning, advanced learning, STEM). Consequently, many students do not graduate and many graduates do not have postsecondary success in college and career.
Baseline, June 2018	Basic
Target, June 2019	Proficient
Committee	C&I Committee

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Key Organizational Behaviors

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Professional development to support the teaching of 21st Century skills combined with a revised high school schedule.	Fails to fulfill the responsibilities identified as basic.	<p>All high schools engage in central professional development and adopt a site-determined professional development plan to support their staff in teaching in a revised high school schedule, helping students develop 21st Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEM) and helping eliminate the opportunity gaps and better serve the needs of African-American males and other students of color (per the Formula for Success and Policy 0030).</p> <p>Evidence/Outcome Measures: Professional development plans have been reviewed for quality and are in full implementation in all schools by November 2018.</p> <p>The professional development plans are also reflected in high schools' CSIP.</p> <p>The centrally-provided professional development offerings for high school staff are well coordinated with the school-based plans to ensure the support is coherent and effective.</p>	<p>All high schools have developed systems for collecting classroom evidence of implementation of new practices are developed and utilized by school leaders.</p> <p>Evidence/Outcome Measures: Systems for collecting classroom evidence of implementation of new practices related to the teaching of 21st Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEM) are developed.</p> <p>The first steps in developing in a multi-year program evaluation have been developed. Baseline data has been gathered to determine where schools and their staff are with respect to teaching 21st Century Skills (i.e., career-connected learning, social emotional learning, advanced learning, STEM) and a logic model for how professional development will change teacher practice has been created.</p> <p>XX% of teachers report that they understand and support the goals of secondary re-visioning and that they feel better prepared to teach 21st Century Skills.</p>	<p>All high schools have developed systems for collecting classroom evidence of implementation of new practices are developed and utilized by school leaders.</p> <p>Evidence/Outcome Measures: Walkthrough evidence demonstrates that teachers experiencing professional development exhibit evidence of 21st Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEM).</p> <p>XX% of teachers report a positive change in their beliefs, practices and expectations with respect to their role in promoting college and career readiness, particularly for African-American males and other students of color.</p> <p>XX% of students report that they have engaged in learning 21st Century Skills (i.e., career-connected learning, social emotional learning, advanced learning, STEM).</p>

	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Implementation of new schedule expanding credit opportunities beyond 24 credits	Fails to fulfill the responsibilities identified as basic.	<p>Site-based implementation plans for each high school will be developed for schedule changes providing opportunities beyond 24 credits in 2019-20 to support the teaching of 21st Century Skills. (Master schedule in PowerSchool)</p> <p>Evidence/Outcome Measures: By March 1, 2019, implementation plans are in place for the beginning of the 2019-20 school year.</p>	<p>All high schools will develop and implement staff and student orientation plans for the revised high school schedule for 2019-20.</p> <p>Evidence/Outcome Measures: By April 2019, all high schools begin implementing orientations on the revised high school schedule for 2019-20.</p> <p>District staff have coordinated the development of a revised course catalog with new, refined course offerings in advanced learning, career-connected learning, and electives across content areas. Formal program evaluation of school readiness for the implementation of the new schedule has begun with the development of baseline measures and a logic model on how the schedule change will improve instruction.</p>	<p>All high schools will have staff reporting that they are ready for the new schedule being implemented in 2019-20.</p> <p>Evidence/Outcome Measures: By May 2019, staff survey results will show that the majority of staff report that they are ready for the revised high school schedule for 2019-20.</p> <p>District staff have coordinated the implementation of a revised course catalog that result in increased offerings in advanced learning, career-connected learning, and electives across content areas in high schools across the district. XX% of surveyed community partners report that they have had the opportunity to be involved in the development of course offerings for the 2019-20 course catalog.</p>
Development of enhanced Career Connected Learning programs (CCL/CTE).	Fails to fulfill the responsibilities identified as basic.	<p>In fall of 2018-19 school year, formation of work groups to help implement the 7 strategies in the approved district CTE plan to improve equitable access to career-connected learning and to promote the teaching of 21st Century Skills (i.e., career-connected learning, social emotional learning, advanced learning, STEM), particularly for African-American males and other students of color.</p> <p>Evidence/Outcome Measures: Development of project plans and advisory groups for each of the 7 strategies including specific metrics.</p>	<p>By May 2019, there is evidence that we have made progress towards meeting the metrics in each of the 7 strategies in the approved CTE plan.</p> <p>Evidence/Outcome Measures: Greater SPS student enrollment in CTE and Skills Center courses, work-site learning experiences, and external partnerships. Specific goals for 2018-19 in the approved district CTE plan have been met.</p> <p>Launch of marketing and rebranding of CCL work. Formal program evaluation of school readiness for the implementation of strategies 1, 2, 3, 6, and 7 has begun with the development of baseline measures and a logic model on how improving access to and rigor of CTE and Skills Center courses, work-site learning experiences, and external partnerships will result in improved quality across these programs, experiences, and partnerships.</p>	<p>By June 2019, there is evidence that we have made specific progress towards meeting the metrics in each of the 7 strategies in the approved CTE plan.</p> <p>Evidence/Outcome Measures: XX% of CTE partners report that they are better able to work with the district in support of career-connected learning opportunities.</p> <p>XX% of Seattle families report a better understanding of the career-connected learning opportunities the district is offering or developing.</p>

	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Student advisory and high school & beyond planning	Fails to fulfill the responsibilities identified as basic.	<p>Counselors, school leaders and staff develop lessons for advisory periods fostering high school and beyond planning (including connections to Seattle Promise), social and emotional learning, and academic support, including resources from Naviance to better serve students, particularly for African-American males and other students of color.</p> <p>Evidence/Outcome Measures: By November 2018, counselors and school staff have established lesson plans on high school and beyond planning, social emotional learning, and academic support for implementation by teachers in advisory.</p>	<p>Counselors, school leaders and staff receive professional development on the lessons for advisory periods fostering high school and beyond planning (including connections to Seattle Promise), social and emotional learning, and academic support, including resources from Naviance.</p> <p>Evidence/Outcome Measures: All high schools have developed systems for collecting classroom evidence of implementation of lessons to promote high school and beyond planning, social and emotional learning, and academic support.</p> <p>Formal program evaluation of school readiness for the implementation of advisory has begun with the development of baseline measures and a logic model on how advisory will help with high school and beyond planning, academic support, and social and emotional learning.</p>	<p>The professional development to support the implementation of advisory and the high school and beyond plan, including resources from Naviance, reveals evidence that these practices are changing student engagement and improving student postsecondary planning.</p> <p>Evidence/Outcome Measures: By April 2019, walkthrough evidence demonstrates that teachers experiencing professional development exhibit evidence of staff using lessons to promote high school and beyond planning, social and emotional learning, and academic support.</p> <p>By the end of the 2018-19 school year, students report improvement in engagement and interest as measured by the annual climate survey, with specific benchmarks for African-American males and other students of color.</p> <p>By the end of the 2018-19 school year, students report improvement in engagement and interest as measured by the annual climate survey, with specific benchmarks for African-American males and other students of color.</p> <p>By the end of the 2018-19 school year, there is evidence of SPS students having increased postsecondary planning, access to college, scholarships, and credential-based programs, with specific benchmarks for African-American males and other students of color.</p>

18-19 SMART Goal #4	Goal 4: Program Evaluation - By May 31, 2019, the District will complete Phase I of a comprehensive multi-year program evaluation action plan to review its educational programs and services. The District will establish an annual process for program evaluation linked to systemic planning and decision-making processes (e.g., budget) that supports the goal of establishing (over time) a clearly articulated, research-based portfolio of school-based programs and services that is fiscally sustainable.
Problem Statement	The district has not fully established an evidence-based process for systematically evaluating the design, implementation, cost, and impact of its educational programs and services. This limits our capacity to measure the district's return on existing program investments, and to use evidence to continuously improve, refine and articulate effective practices and programs in our schools.
Baseline, June 2018	Basic
Target, June 2019	Proficient
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Key Organizational Behaviors

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Needs Assessment and Evaluation Action Plan	Fails to fulfill the responsibilities identified as basic	<p>Research, Evaluation & Accountability Department (REA) develops a program evaluation plan for 2018-19 in partnership with senior leadership and the School Board.</p> <p>Evidence/Outcome Measures: A single-year program evaluation plan for 2018-19 is developed.</p>	<p>Prior to developing an evaluation plan, an evaluation needs assessment is conducted to map the current ecosystem of program offerings (i.e., what programs exist, who they serve, where they are located) in identified areas of focus - e.g., student services, option schools, non-traditional schools, college/career-connected learning. The needs assessment serves to help prioritize which programs to evaluate and to specify the evaluation research questions.</p> <p>Evidence/Outcome Measures: A needs assessment informs the 2018-19 evaluation plan</p>	<p>A multi-year evaluation action plan is prepared with stakeholder input and community engagement. The plan comprehensively details a sequence of evaluation studies aligned to systemic planning and decision-making processes (e.g., budget). The explicit aim is for evaluation findings to actionably impact decisions to improve program offerings.</p> <p>Evidence/Outcome Measures: Comprehensive multi-year evaluation action plan is reviewed and approved by Fall 2018.</p>
Program Evaluation Studies	Fails to fulfill the responsibilities identified as basic.	<p>To measure the cost-effective implementation and impact of district programs and services, Research, Evaluation & Accountability Department (REA) will leverage existing staff to complete at least 2 evaluation studies.</p> <p>Evidence/Outcome Measures: At least 2 evaluation studies completed by Fall 2019</p>	<p>REA will leverage existing departmental staff, and internal/external contracted researchers to complete at least 3 evaluation studies.</p> <p>Evidence/Outcome Measures: At least 3 evaluation studies completed by Fall 2019</p>	<p>REA will leverage existing departmental staff, and internal/external contracted researchers to complete at least 4 evaluation studies. The studies support systemic planning and decision-making in key focus areas - e.g., student services, option schools, non-traditional schools, college and career-connected learning.</p> <p>Evidence/Outcome Measures: At least 4 evaluation studies completed by Fall 2019</p>

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Program Performance Summaries	Fails to fulfill the responsibilities identified as basic.	<p>A performance summary data report template is designed that summarizes (at-a-glance) student demographics and performance analysis of educational outcomes for students served.</p> <p>Evidence/Outcome Measures: Report design template is reviewed and approved by the Board</p>	<p>Performance summary reports are generated for district educational programs with verifiable student links in district information systems. Reports are static 1 to 2-page PDF documents.</p> <p>Evidence/Outcome Measures: At least 10 static (PDF) performance reports are produced</p>	<p>Research, Evaluation & Accountability Department (REA) partners with Department of Technology services (DoTS) to develop interactive data reports using an online reporting tool (e.g., Tableau), which can be automatically refreshed and updated each year.</p> <p>Evidence/Outcome Measures: An interactive data tool is developed for at least 10 programs</p>

18-19 SMART Goal #5	<p>Goal 5: Engagement/Collaboration - By June 2019, through established guidelines, protocols and training, Seattle Public Schools will develop a culture of predictable and transparent engagement with stakeholders at all levels, including internal staff, building a collaborative culture with a foundation of trust and confidence in Seattle Public Schools.</p> <p>[Alternative Language] By June 2019, Seattle Public Schools will work with stakeholders at all levels, including internal staff and external partners, to build a collaborative culture with a foundation of trust and confidence in Seattle Public Schools using established guidelines, protocols and training.</p>
Problem Statement	The district hasn't had a consistent engagement and collaborative decision-making framework, practices and accountability. As a result, external and internal stakeholders don't perceive the district central office as responsive to input and concerns. Over time, this has created an environment where trust has been broken with our families and communities, as well as our staff. Central Office is not perceived as transparent in our decision making thus leading to a lack of confidence in SPS.
Baseline, June 2018	Basic
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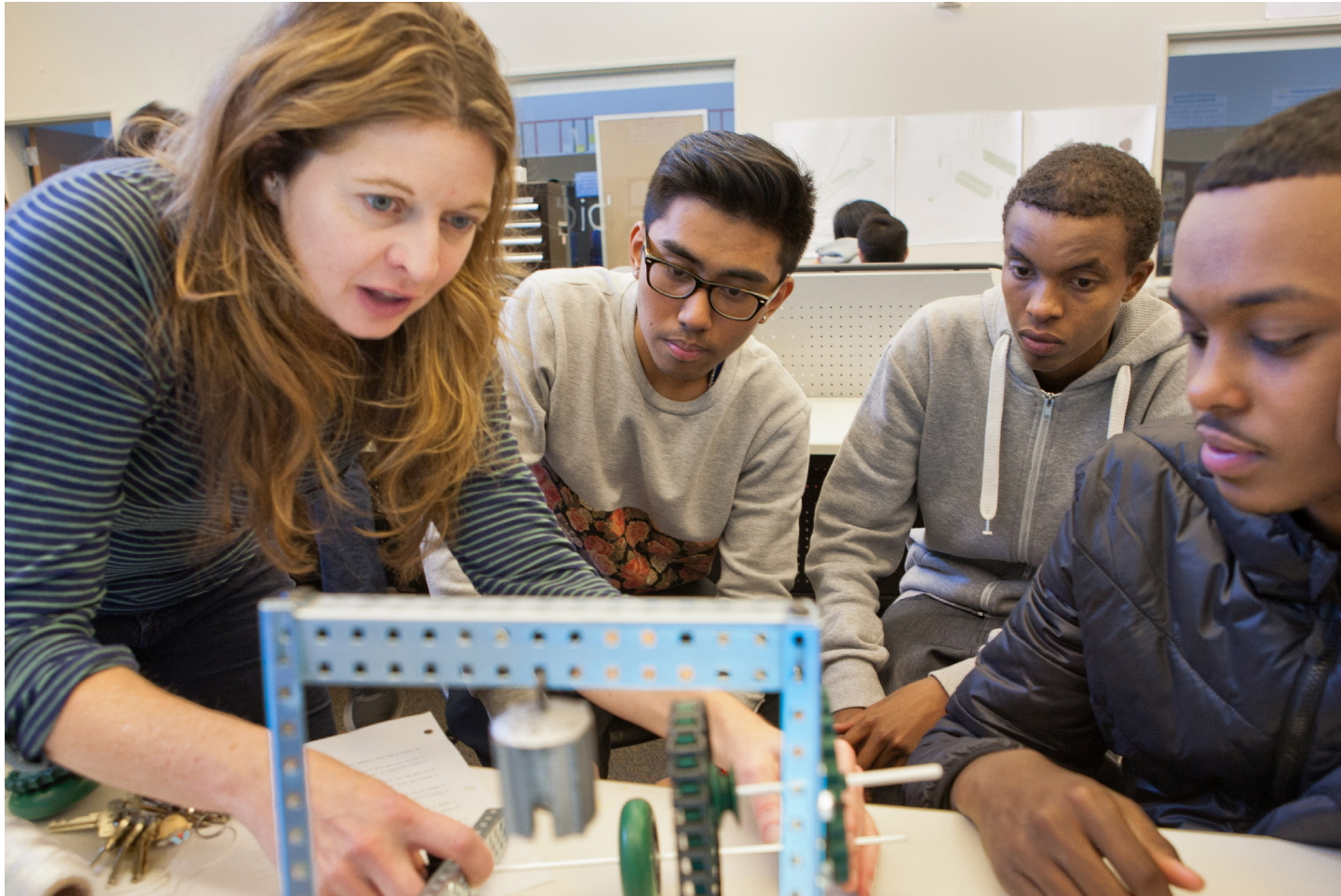
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Communications: Two-way Engagement	Fails to fulfill the responsibilities identified as basic	<p>Select and implement 2 to 3 online 2-way engagements; create a project plan and budget for each engagement; train key staff and stakeholders on use; supplement with focus groups including home language and students; analysis of data gathered and report back to the public; provide post action report to cabinet and school board.</p> <p>Evidence/Outcome Measures: Number of families engaged and increase in underrepresented families over time. A reduction in dissatisfaction related to Family Climate Survey data item: The district reaches out to parents when decisions important to families need to be made. 2018 baseline is XX (will be available in June 2018).</p>	<p>Pilot and refine use of "professional version" of Thought Exchange tool. Select a maximum of fifteen department engagement leads or school leaders to train and pilot the tool. Collect feedback. Integrate findings and best practices into the Community Engagement toolkit. Support individuals in developing communication/engagement plans; analyzing data; and reporting back to the community.</p> <p>Evidence/Outcome Measures: Number of leaders trained; written support materials; integration of use into toolkit and ongoing trainings.</p>	<p>Working in collaboration with newly formed Community Advisory Committee, the Communications and Engagement Department will review current board policies and superintendent procedures (e.g. taskforce and advisory committees). Revisions or new policies and or procedures will be developed in order to formally strengthen our commitment and accountability to authentic engagement.</p> <p>Evidence/Outcome Measures: New or revised policy and procedure to support community engagement.</p>

	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Community Engagement Model: School-Based Implementation	Fails to fulfill the responsibilities identified as basic.	<p>Continue to provide a comprehensive professional development plan and training opportunities for central office staff on community engagement/improved communications. Continue current trainings: Why, What, How: Building and Authentic Engagement Plan; and Engagement Evaluation. Provide new trainings such as: Collaboration 101; Closing the Loop. Work with the Community Advisory Committee to create course objectives. Continue to develop online trainings to support sustainability of work.</p> <p>Evidence/Outcome Measures: Number of central and school-based participants (goal 150 staff) and improved exit survey responses from 17-18.</p>	<p>Develop, integrate into current principal PD structures training on the revised Community Engagement Toolkit for schools and school leaders.</p> <p>Evidence/Outcome Measures: 25% of schools participate in first year of training; exit survey responses.</p>	<p>Develop a peer coaching model that brings family engagement, community engagement and partnership coordination into alignment. Select 3 "partnership and engagement" coaches (current principals with proven practice). Train principals on consensus building facilitation. Select 9-10 schools to support. Work with schools to audit current practice; create a vision; multi-year action plan to improve areas of focus. In year 2 expand support to another 10 schools.</p> <p>Evidence/Outcome Measures: School visions and draft plans. Increased family climate survey data for participating schools.</p>
Collaboration, Problem Solving, and School-Based Supports	Fails to fulfill the responsibilities identified as basic.	<p>Increase the capacity of individual managers and school leaders to effectively understand the context of conflict, and skills for improving communication and collaborative problem solving. This would include Tier 1 and Tier 2 training.</p> <p>Evidence/Outcome Measures: 1) Manager and principal attendance in conflict resolution training 2) Participant evaluations of training quality and effectiveness</p>	<p>Increase the capacity of departments and school/program based teams to effectively understand the context of conflict and provide tools for improving communication and collaborative problem solving. This would include BLT training on a quarterly basis (for new teams and/principals) and implementation of a JSCEE Employee Engagement and recognition program.</p> <p>Evidence/Outcome Measures: 1) % of schools who have participated in BLT Training 2) Participant evaluations of training quality and effectiveness 3) Increase employee engagement perception survey by 5% points on how departments effectively deal with conflict (add school climate measure here around collaborative decision making)</p>	<p>Implement an Alternative Dispute Resolution Process to be accessed by employees, where there is a continuum of support for employees engaged in conflict with others. This model would include Conflict Engagement Specialists.</p> <p>Evidence/Outcome Measures: Increase employee engagement perception survey by 5% points on how departments effectively deal with conflict and perceptions around support in role (all three constructs on survey - role, culture, support)</p>

	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Family Engagement	Fails to fulfill the responsibilities identified as basic.	Effectively engage families by developing a family engagement professional development plan that leverages the recommendations provided by the 17-18 Family Engagement Scan and Family Engagement multi-year action plan (to be completed Spring 2018). Evidence/Outcome Measures: Number of central and school-based partnerships (goal 150 staff)	Integrate family engagement PD into existing SPS training structures (Leadership Learning Days and Student Support Summit) to increase the efficacy of Building Leaderships Teams, Racial Equity Teams, MTSS teams, etc. Evidence/Outcome Measures: Family Engagement PD is identified and integrated as key elements in trainings across district initiatives.	Establish an integrated Parent Advisory Committee (PAC), Internal SPS Family Partnerships Work Group, and PLC consisting of parent leaders and central office/school staff that aligns existing resources and develops new structures that work collectively to implement SPS's new Family Engagement vision (to be completed Spring 2018); aligning both internal and external partners to a district wide framework. Evidence/Outcome Measures: Implement 1-2 engagement activities identified in the multi-year action plan (completed Spring 2018).



FORMULA FOR SUCCESS

Every Student. Every Classroom. Every Day.



Thank You to Our Partners



Principals
Association of
Seattle
Schools



*Our promise to each and every student is implementing the **Formula for Success** to align practices, areas of expertise and funding.*

We know we are not alone as this will require the support of the entire SPS community.

www.seattleschools.org

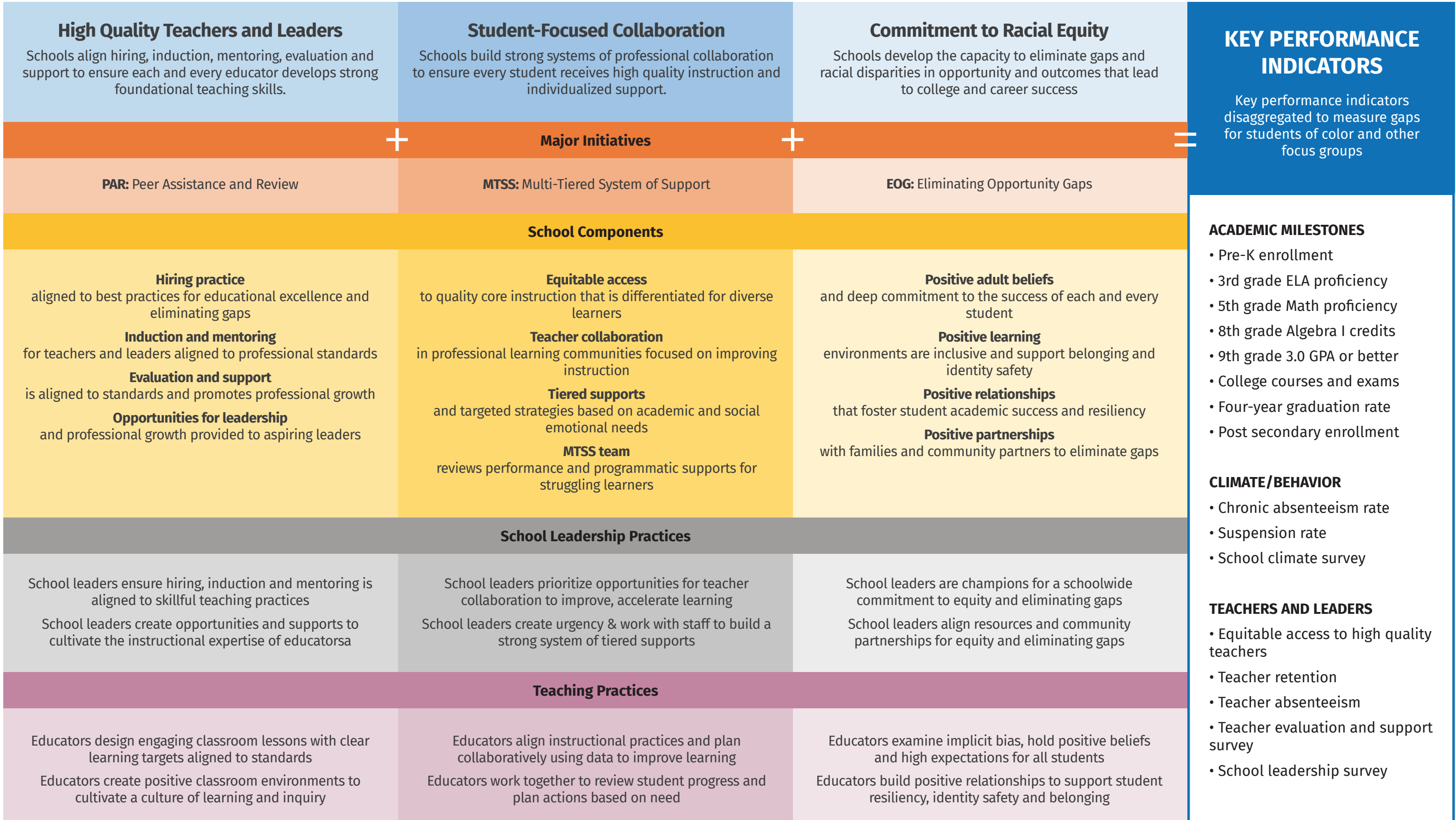
Seattle is a high performing urban district when compared nationally to other urban districts. However for many in our district, we have unacceptable opportunity gaps. But each year more of our schools are eliminating those gaps.

We know what works! We plan to use the Formula For Success to communicate, implement and replicate our strategies to improve student outcomes.



FORMULA FOR SUCCESS

If we ensure our commitment to racial equity, hire and develop high quality teachers and leaders, and build strong systems of collaboration focused on student learning, we will eliminate gaps and prepare every student to graduate ready for college and career success in Seattle and beyond.





Seattle Public Schools



Photos by Susie Fitzhugh

Oversight Work Session: BUSINESS & FINANCE OFFICE

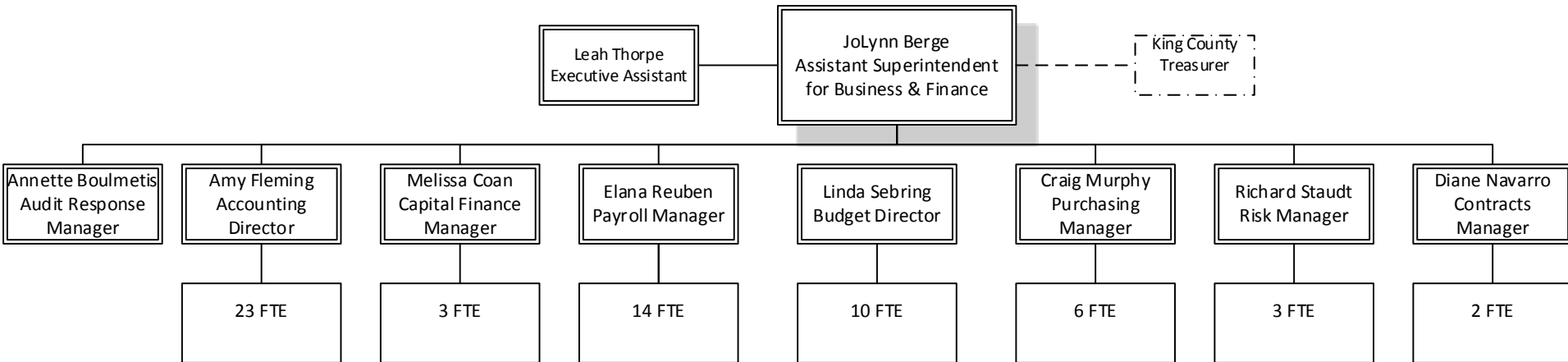
May 2, 2018

*Slides Updated as Marked

Agenda

- Organizational Chart
- Department Functions
- S.W.O.T. Analysis
- Department Accomplishments
- 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

Business and Finance Organizational Chart



Business & Finance Office

Department Functions - Overview

- Accounting
- Audit Response
- Budget
- Capital Finance
- Contracting Services
- Payroll
- Purchasing
- Risk Management
- Supports Board's Audit & Finance Committee
- Supports legislative efforts

Department Functions

Accounting

- Create monthly and annual financial reports
- Manages annual external audit performed by the State Auditor's Office
- Maintain general ledger; record transactions for all fund types
- Employee reimbursements
- Billing/collections
- Accounts payable
- Treasury, investments and long-term debts
- Personal service contracts
- Associated Student Bodies, Trust and Scholarship Funds
- Asset tracking, surplus
- Loss reporting to SAO
- Federal grant time & effort reporting

NOTE: Accounting Director serves as OSPI School Accounting Advisory Committee representative

Department Functions (cont.)

- **Audit Response**
 - Support the corrective action process and monitor open items and repeat audit issues for both internal and external audits
 - Work collaboratively with academic and operations staff to bolster internal controls
 - Assist with special audits to maximize funding of student programs.
 - Daylight issues that affect district funding and communicate corrective action to executive leadership, the school board and internal auditor
 - Report quarterly to A&F Committee on open audit issues and status of corrective action follow-up

Business & Finance Oversight Work Session 5/2/18

Department Functions (cont.)

Budget

- Annual and multi-year revenue and expenditure projections
- Allocate resources to align with District priorities
- Monitor and support schools and central department budgets
- Support leadership decision making processes that require financial analysis
- Prepare fiscal impacts for legislative bills and voter-approved initiatives
- Participate in District collective bargaining including proposal impact estimates and salary schedule support
- Leads and Provides analysis for annual Weighted Staffing Standards (WSS) School Funding Committee
- Develop Operations Levy ballot proposal scenarios
- Enrollment updates for fiscal impact and Board Financial Statements
- Prepare State annual budget document (F-195) and support State annual year-end reporting document (F-196)

NOTE: Budget Office attends monthly State Large District Roundtable meetings and advises OSPI on implementation of McCleary

Department Functions (cont.)

Capital Finance

- Monitor and control capital project expenditures and budgets
- Prepares annual capital budget and multi-year revenue and cash flow projections
- Prepares annual and semi-annual capital program reports
- Prepares monthly capital program financial and cost summary reports
- Prepares OSPI and Dept. of Commerce reimbursement submittals
- Assist in developing levy budget proposals

Capital Finance Manager provides monthly financial updates to BEX Oversight Committee and supports Capital Finance topics at Operations Committee meeting

Department Functions (cont.)

Contracting Services

- Manage competitive procurement for District
- Conduct competitive bidding and procurement for Capital projects and other departments
- Monitor procurement compliance with state and federal law, Board policies and Superintendent procedures
- Assist departments in developing RFP/RFQ documents
- Support departments with audit requests and/or public records request regarding contracts competed through the Contracting Services Department
- Monitors and facilitates Contract renewals

Contracting Services Manager effectively and efficiently leads high volume and dollar amount procurements resulting in cost savings

Department Functions (cont.)

Payroll

- Process and monitor:
 - Pay for full time and hourly employees
 - Levy/garnishment services
 - Tax filing and reporting
 - Injury on duty claims
 - Retirement and retiree benefits
 - Employee leave time including vacation and sick leave
- Perform SAP HRIS system staff training
- Research and prepare labor partner information requests and any settlement agreements
- Complete required reporting to Department of Revenue and other third parties.



Payroll Services scored very high on recent principal satisfaction survey

Department Functions (cont.)

Purchasing

- Manage day to day procurement for schools and central office
- Prepare and maintain audit-worthy documentation for all of our transactions
- Act as a procurement resource to schools and departments, including regular training conferences in partnership with SAEOP staff
- Manage competitive procurements for schools and departments including Small Works Roster construction projects



In FY16 processed over 19,673 purchase orders valued over \$94 million. Nearly a 20% increase in 5 years.

Department Functions (cont.)

Risk Management

- Environmental Health and Safety Programs
- Safe Routes to school
- Insurance and self-insurance program
- Supports oversight of school field trips
- Volunteer program management

Department Functions (cont.)

Board Committee Support

- Monthly Audit & Finance meetings to review Board action reports, contracts over \$250,000 and other special attention items
- Quarterly audit meetings review internal/external audits
- Support monthly Operations Committee and BEX Oversight Committee
- Other Board Committees support as needed

S.W.O.T. Analysis

Strengths (S)	<ul style="list-style-type: none">• Budget for 18-19 is balanced• Lead staff have been stable over the past two years• Good relationships with PTSA, legislators and others• High quality customer service (survey feedback)• Increased oversight of central program budget• Improved audit response capability
Weaknesses (W)	<ul style="list-style-type: none">• Insufficient staffing to best support and train schools and central office, process current and projected volume of work• System limitations; lack of appropriate systems• 24 credits – budgeted \$9m, which may or may not be sufficient
Opportunities (O)	<ul style="list-style-type: none">• Equity: We are getting better a funding equity; we allocate \$21m for equity funding and also support state funding which provides smaller class size for K-3• Presentations at PTSA and other community meetings to get the message out about true impacts of the legislative session• Budget and budget process aligned to strategic plan• Improve and update Administrative Procedures• Continue to foster public trust, increase transparency• Continue improving internal controls and compliance• Systemic reporting capabilities• Automation of current manual processes• Increase recruitment of volunteers at underserved schools

S.W.O.T Analysis (cont.)

Threats/Risks (T)

- Compensation is our greatest risk. We experienced a strike in 2015 as teachers tried to make gains to be in the top five school districts in WA. Seattle used local money to come within 1% of Everett which receives 4% more in state support. The new funding formula gives Everett and other districts 6% more for compensation. Teachers in Seattle are priced out of \$1M homes and will expect relief. Salary shortfalls are even more significant for classified and administrative staff than for certificated.
- SPS spends \$70M more for SpEd than we receive from state and federal levels; and our local tax sources are cut in half. Our previous ability to garner additional revenue through our levy is gone.
- Unfunded mandates: ELL, Dual Language, Highly capable and many other programs are underfunded. In addition, Seattle has the feeling that with a \$1B budget we can always find money for any new interest.
- Adequate funding for the implementation of the strategic plan
- Changing laws; unfunded mandates
- Fiscal ability to respond to the unexpected
- Lack of compliance due to understaffing

Accomplishments

- Maintained high Standard & Poor's Financial AA rating
- Significantly improved insurance coverage through Washington Schools Risk Management Pool
- Successfully implemented Phase 1 of the new Budget Development system by creating budgets for central departments in the new tool
- Developed a new comprehensive tool for central manager budget development known as the 'Silver Book'
- Implemented corrective action in response to audit findings
- Timely year-end, and continued required fiscal compliance training
- Approximately \$4.5million saved through competitive bid processes
- Implemented electronic routing for execution via DocuSign
- Implemented SchoolPay, a Point of Sale System for school cash receipting at all High, Middle and K-8 schools

Accomplishments (cont.)

- Developed a process for presenting transparent monthly capital reviews regarding capital projects and capital levy financial performance.
- Budget and Payroll supported successful implementation of labor contracts
- Improved volunteer background check compliance

Key Performance Indicators (KPIs)

Goal	Measure	Target	Performance to Date
Ensure financial resources of the district are used effectively, considering both current and future challenges	<ol style="list-style-type: none"> Contingency reserve balance for 16-17 year end Unspent grant funds lost for 2016-17 Unplanned change in unassigned Fund balance as of 17-18 budget development 	3-5% of actual general fund expenditures <1% <1 % of budget	3% 0.00% 0.42%
Foster an environment which develops, motivates, and values a highly skilled and talented staff working collaboratively	<ol style="list-style-type: none"> % Performance Evaluations Completed for 2016-17 	100%	100%
Committed to continuously improving business processes that are consistent, efficient, effective and easily understood	<ol style="list-style-type: none"> % Off-cycle payroll checks # payroll inquiries received by pay date and resolution time Paycheck Error Rate Invoices processed per FTE per month – 2016-17 	<0.5% < 1% of pays issued; < 3 days <1% 980	0.2% YTD 0.56% YTD 2.0 days YTD .54% YTD 1,039
Comply with all applicable rules, regulations, requirements, policies and procedures	<ol style="list-style-type: none"> % Audit issues completed through 2016-17 	95%	82% Yellow
Reduce Procurement Administrative Lead time (PALT) days Increase paperless procurement transactions	<ol style="list-style-type: none"> # of days to issue a purchase order for a simple procurement - 2016-17 % of electronic requisitions vs. paper based – 2016-17 	<3 days >80%	2.17 81%

Department Goals and Objectives

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
Attract and retain quality budget team members	High quality and skilled budget staff	Percent of employees with department >2 years	91% (lose 1 staff per year)	91% (lost 4 staff in FY13-14; 1 staff in FY15-16)	Goal 2, Strategy 1 Status: Yellow
Implement a new Budget Development system to replace two out of date systems and significant manual processes	Improve systems and streamline budget and staffing processes	Full implementation for the 2019-20 budget development process	2019-20 Budget	Phase I online for 2018-19 budget	Goal 2, Strategy 2 Status: GREEN

Department Goals and Objectives

(cont.)

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
ESS	Move all employees to online access of pay stub	Online pay statements for all employees	2016/17	In progress: Working with SAP licensing and DoTS team to get this project moving forward	Goal 2, Strategy 2 Status: Yellow
Implementation of SchoolPay POS system for cash receipting at all school locations	Increased efficiencies for cash receipting and timely deposit functions; ability for parents to pay for items online with a credit card	% of parents paying online vs. in person % of deposits made within 24 hours of receipt	2017/18	In progress: All high, middle and K-8 schools are utilizing SchoolPay. Elementary schools will come online for the 17-18 school year	Goal 2, Strategy 1 Status: Yellow
Develop and maintain a four year financial projection	Provide long range financial estimates to aid in planning	Four year plan updated annually	2018-19	100% complete for FY17-18	Goal 2 Strategy 1 & 2 Status: Green

Department Goals and Objectives

(cont.)

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
Promptly address control deficiencies and errors	Work with School and Central Office Staff to daylight issues and promote best practices and standards	Report District wide performance metrics. Gather evidence of internal controls operating as intended	2016/17	Efforts result in unqualified audit opinions and good standing with fund sources	Goal 2, Strategy 1 Status: GREEN
Cross train personnel	Increase depth of skills and knowledge in department and ensure proper segregation of duties	Work of department flows smoothly during individual employee absences or vacation	2016/17	Cross training in financial reporting to occur later in 17-18	Goal 1, Strategy 2 Status: Yellow
Continually improve control processes to improve compliance	Accurate and meaningful financial statements	Zero audit findings for Financial Audit	Annually	3 clear audits, FY 2014-FY 2016	Goal 2, Strategy 1, 3 Status: GREEN

Department Goals and Objectives (cont.)

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
Increase Contractor Diversity	Track District percentage of certified WMBE contracts	% of WMBE contracts with the District	5%	Approximately 2.96% of contracts (Construction and service contracts only)	Goal 3, Strategy 3 Status: Yellow

District Annual Data Dashboard Performance Measures

Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	Change from last year (up = improved, down = declined, sideways = less than 1 percent change)
Percent of budget spent on instruction (s)	77.2% (y)	78.0%	76.9% (y)	77.3%	▲
Percent of Fund Balance - General Fund (t)	4.1%	4.3%	4.1%	3.0%	▼
Central Office administration as a percent of total expenditures (d) (s)	5.8%	6.4%	6.2%	6.2%	◀▶ (no change)
Percent of Prior Years' Audit issues resolved	81.0%	62.5%	68.9%	82%	▲
Audit findings resolved as determined by subsequent audits (w) (x)	86.0%	73.0%	78.3%	91.3%	▲
Strategic sourcing as a percent of total spend	17.0%	21.6%	25.7%	23%	▼
Standard & Poor's non-tax vs tax; Moody's non-tax vs tax bond ratings	AA/Aaa (y)	AA/Aaa (y)	AA/Aaa (y)	AA/Aaa	◀▶ (no change)
OSPI Financial Indicator Index - Below 1.5 is "Financial Warning"	3.25	3.25	3.40	3.40	◀▶ (no change)

Notes:

(d): A lower number indicates better performance or result.

(s): Source is F-196 Activity Expenditure Summary.

(t): Funds and methodology changed: Economic Stabilization Account or "Committed FB" as a "percent of the total actual general fund expenditures of the most recently completed fiscal year." (Policy No. 6022)

(w): Metric 20: Minor change is to remove the word "state". Original metric name: 'Audit findings resolved as determined by subsequent state audits'. The new metric's name: 'Audit findings resolved as determined by subsequent audits'. The District's new Audit Response Manager feels the consolidated measure address the core of the issue: How timely the district closes out audit issues.

(x): Metric 20 definition: Audit issues include all Financial, Federal, Accountability, Performance, and Investigative findings as measured by Audit Reports issued by the State Auditor's Office (SAO) and by the Seattle Public Schools internal auditor. Per Audit Standards the District must report on the status of prior audit findings. The data comes from the Audit Log prepared by the Audit Response Manager.

(y): Data revised from previously reported performance.

Business and Finance

Staff & Non-Staff

	2016-17 General & Capital Funds Total FTE	2016-17 Actual (General Fund)	2017-18 Adopted Budget (General Fund)*
Asst. Supt. B&F	2.5	\$528,976	\$445,641
Accounting	24	\$2,221,464	\$2,198,890
Budget	11	\$1,365,980	\$1,446,390
Capital Finance Management	4	No General Funds Used	No General Funds Used
Contracting Services	3	\$56,643	\$58,035
Payroll	15	\$1,334,542	\$1,438,132
Purchasing	7	\$514,501	\$567,072
Risk Management	4	\$2,308,333	\$2,483,828
Total	70.5	\$8,330,439	\$8,637,990

Response Auditor is included in Asst. Supt. B&F

* Difference in total due to rounding

2016-17 Benchmarking

District	Total Enrollment	% of Total District General Fund Budget Spent on Department	# of FTE	Staffing Per 1000 Students	Sources of Funding
Seattle	54,131	0.86%	53.1	1:1,019	General, Grant, and Capital Funds
Spokane	30,757	0.82%	28.7	1:1,073	General, Grant, and Capital Funds
Tacoma	28,857	1.29%	37.4	1:771	General, Grant, and Capital Funds
Kent	27,772	0.97%	25.4	1:1,092	General, Grant, and Capital Funds
Lake Washington	29,594	0.97%	26.8	1:1,104	General, Grant, and Capital Funds
Highline	19,464	0.59%	11.9	1:1,662	General, Grant, and Capital Funds
Bellevue	20,465	1.02%	25.4	1:805	General, Grant, and Capital Funds



SOURCE: 2016-17 Expenditures, Revenues, and Ending Total Fund Balance Per Pupil by Enrollment Groups, F-196 and S-275 for Business Office, Activity 13.

Policies & Procedures that Guide Department's Work

- **Board Policies**
 - Series 5000 – Personnel: compensation, benefits, leave
 - Series 6000 – Management Support: financial planning, revenues, purchasing, risk management, school property, capital projects
 - 3510 – Associated Student Bodies
- **Superintendent Procedures**
 - Series 6000 – Management Support: purchasing, risk management
- **Board Resolutions**
- **Department Administrative Procedures**
 - Travel guidelines, contracting for services, budget development, direct/indirect cost principles, asset tracking, Time & Effort, remuneration & benefits, etc.

Key Internal and External Controls

- **Internal**
 - System controls – limiting approval and access
 - Organizational Structure, allow for separation of duties
 - Authorization matrix
 - Audit & Finance Committee oversight
 - Operations Committee oversight
 - BEX oversight committee
- **Departmental Protocols**
 - Limit authorized personnel
 - Functional checks and balances
 - Separation of duties
 - 3-way match / original invoices
 - Documentation of procedures
 - Monitoring & corrective action plan process

Key Internal and External Controls

(cont.)

- **Departmental Protocols (cont.)**
 - Reconciliation procedures
 - Advanced commitment procedures
 - Physical inventory
 - Monthly financial report
- **External**
 - State Auditor's Office annual audit process (SAO)
 - Office of the Superintendent of Public Instruction (OSPI)
 - Input from the Council of Great City Schools (KPIs)
 - Various ad hoc reviews i.e. L&I, DOR, DRS, IRS
 - Financial transparency & community engagement

Major Contracts of Division

Vendor	Function	Contract Amt
Washington State Auditor's Office (SAO)	Conducts annual financial, federal single audit and accountability audits	\$346K
Washington Schools Risk Management Pool	Property and Liability Coverage	\$2,422K
Clifford Traisman	Legislative education, finance and policy consultant	\$62K
AM Test Laboratories	Drinking water testing/analysis	\$45k
Jack Daray	Legislative K-12 issue report consultant (ended in 2016-17)	\$32K
King County Treasurer	Investment pool and cash management services	\$15K
Key Bank & US Bank	Deposit and disbursement transaction processing	\$13K

Key Information Technology Systems

System	Function
SAP	Core financial & HR system
SPOT	Tool used by Principals to submit their staffing and budgets
Questica	Creation of annual budget which then gets reported to OSPI and loaded onto SAP
eBuilder	Capital Program and Construction Management Software
AESOP	Used to deploy substitutes to schools and capture costs
Fixed Assets System	Tracking of certain district assets and used for physical inventory purposes
School Pay	Point-of-sale (POS) online system for school cash receipting
OSPI EDS	State budget and financial statement system (F-195 and F-196)
iGrants	State grant system
Paypams	Point-of-sale (POS) online system for food services
DocuSign	Electronic contract routing system

Looking Forward/Next Steps

- **Potential Board Policies to be reviewed (pending committee work plan decision)**
 - Policy 6220- Procurement

Looking Forward/Next Steps (cont.)

- **Focus Areas**

- Accounting: Implementing new Point of Sale – Phase II for elementary schools; Alignment of chart of accounts and reporting changes per legislative action
- Budget: Implement Phase II of new Budget Development System
- Capital Finance: Assess need for working capital transaction
- Contracts: Provide procurement training to District Staff and update contract form templates
- Payroll: Streamlining payroll processes and procedures. Migrate to online pay statements. Build effective reporting and analytics into payroll systems.
- Purchasing: Perform critical vendor file maintenance and begin to implement DocuSign electronic contract sign off program
- Risk Management: Continue improving work place safety; Strengthen volunteer programming in South Seattle schools

Questions?