

School Board Briefing/Proposed Action Report



Informational (no action required by Board) **Action Report** (Board will be required to take action)

DATE: October 19, 2015
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Michael Tolley, Associate Superintendent for Teaching and Learning, mftolley@seattleschools.org; Michael Stone, Interim Director of Grants & Fiscal Compliance, mastone@seattleschools.org

I. TITLE

Annual Approval of Schools per WAC 180-16-220 **For Introduction:** December 2, 2015
For Action: January ~~€~~20, 2016

II. WHY BOARD ACTION IS NECESSARY

School Board approval of schools within the District is a requirement of Washington Administrative Code (WAC), Section 180-16-220.

III. FISCAL IMPACT/REVENUE SOURCE

Failure to approve the schools at this time will mean the District could forfeit some or all of our basic education allocation and/or \$11,500,000 of Title I funds for the 2015-2016 academic year.

Expenditure: NA One-time Annual Other Source

IV. POLICY IMPLICATION

Annual approval is necessary to ensure compliance with State laws and regulations. The annual approval process also ensures that each school has a data-driven school improvement plan to promote student learning.

V. RECOMMENDED MOTION

I move that the School Board approve each school within the District as having a school improvement plan that is data driven, promotes a positive impact on school learning, and includes a continuous improvement process, pursuant to WAC 180-16-220.

VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on November 9, 2015. The Committee reviewed the motion and moved the item forward to the full Board with a recommendation for approval.

VII. BACKGROUND INFORMATION

Washington Administrative Code Section 180-16-220(2)(a) requires that each school in the school district, "...be approved annually by the school district board of directors..."

A School Board's annual approval of schools certifies to the State that each school has a school improvement plan in place. School improvement plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process for monitoring, adjusting, and updating the plan. Each building's Continuous School Improvement Plan (C-SIP) includes all of these elements.

The Associate Superintendent for Teaching and Learning and his designees have created and overseen a process for the review of each school's C-SIP, and has certified that each school does have a CSIP that meets the terms of WAC 180-16-220.

It is in the best interests of the District for the Board to approve each school.

- All of our schools have current 2015-17 Continuous School Improvement Plans, or C-SIPs, on file at the schools, with their Executive Directors of Schools, and in the Grants office. All C-SIPs are also posted online on our district website.
- All schools have updated their C-SIPs based on student data from spring 2015 by November 6, 2015. C-SIPs are working documents and will be adjusted during the year as additional data is made available to schools (e.g. Measurement of Academic Progress (MAP) data, graduation data, attendance data).
- All revised C-SIPs will be uploaded to the district website by December 2, 2015.
- Executive Directors of Schools and the Grants and Fiscal Compliance departments provided technical assistance to principals and their designees in creating their 2015-17 C-SIPs, and will provide ongoing support as requested by principals.
- Our C-SIP format and review process were approved by our state's Office of Superintendent of Public Instruction (OSPI) as part of that agency's Consolidated Program Review in November 2009.

Each Building's C-SIP will:

- Fully comply with all applicable laws and regulations; in this case, compliance is necessary for the release of basic education allocation and/or Title I funds.
- Use data to drive instructional/programmatic planning.
- Connect school-based activities with our district's Strategic Plan.
- Provide supplemental and/or individualized services for underperforming students, targeting specific areas where the students are performing below standard.
- Include professional development and other resources essential to successfully implement key strategies and achieve student learning targets.
- Later this year, Executive Directors will facilitate a C-SIP peer-review process to analyze schools' progress towards meeting their student achievement goals and make revisions as needed for the 2015-17 C-SIPs.
- All principals have been trained on and are using the web-based C-SIP tool.

There is no requirement that the School Board approve each school's C-SIP. Instead, the requirement is only that the School Board ensures that the plans are in existence. Since the adoption of this regulation in 2002, the Chief Academic Officer or Associate Superintendent for Teaching and Learning has certified that plans compliant with WAC 180-16-220 exist for each school. For this year, Associate Superintendent for Teaching and Learning Michael Tolley certifies to the School Board that each school within the District has a C-SIP that meets the terms of WAC 180-16-220 (See Attached).

VIII. STATEMENT OF ISSUE

Whether to approve the schools in the district as having a school improvement plan as required by Washington Administrative Code Section 180-16-220.

IX. ALTERNATIVES

The School Board could decide not to approve this motion, in which case the district would not be in compliance with WAC 180-16-220. A School Board's failure to approve schools, and to communicate that approval to the State, could result in a district not receiving some or all of its basic education allocation and/or Title I funds.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

- Washington's statewide assessment system data (Measurement of Student Progress (MSP)/High School Proficiency Exam (HSPE)/End of Course (EOC)). The district has transitioned to Smarter Balance assessment as our data point in spring 2015.
- District data including MAP, classroom-based assessments, an analysis of achievement gaps/education gaps, graduation and attendance rates, school segmentation levels, survey data from student, staff and family surveys.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

Principals are engaging staff, families, community members, and district leaders in the development and ongoing monitoring/adjusting of goals, strategies, and activities within their CSIPs. One common way they are gaining this engagement is through Building Leadership Teams, which include staff and family/community representation. Community engagement on School Reports also provides input to schools on how to adjust CSIPs for 2015-2017.

XII. ATTACHMENTS

- [Washington State Legislature WAC 180-16-220](#)
- Associate Superintendent of Teaching & Learning Certification of Schools



To: Board of Directors for Seattle Public Schools

From: Michael Tolley, Associate Superintendent of Teaching & Learning

Date: January 19, 2016

RE: Annual Approval of Schools certification of plans

I certify that all the schools and/or programs in Seattle Public Schools attached to this memorandum have an updated Continuous School Improvement Plan that complies with Washington Administrative Code (WAC) 180-16-220.

A handwritten signature in black ink, reading "Michael F. Tolley", is written over a solid horizontal line. The signature is cursive and extends slightly above and below the line.

Michael Tolley

Associate Superintendent of Teaching & Learning