

# Board Special Meeting

2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134



Work Session: Budget; Work Session: Superintendent SMART Goal #1: MTSS-A;  
Executive Session: Evaluate the performance of a public employee  
Wednesday, January 27, 2016, 4:30 PM – 8:00 PM  
Auditorium, John Stanford Center

## Minutes

The meeting was called to order at 4:30pm. Directors Patu, Pinkham, Blanford, Geary and Burke were present. Director Peters arrived at 4:35 pm and Director Harris arrived at 4:32pm. Staff present was Superintendent Larry Nyland, Assistant Superintendent for Business & Finance Ken Gotsch, Budget Director Linda Sebring, Assistant Superintendent for Teaching & Learning Michael Tolley, Communications Specialist Tom Redmond.

### Work Session: Budget

Dr. Nyland spoke about State funding. He noted no additional funding likely would be coming from the state. Dr. Nyland spoke about being hopeful of no large cuts will need to be made this upcoming year.

Linda Sebring spoke about the status of the Budget in Fiscal Year FY2015-16. Ms. Sebring spoke about financial closing at the end of last school year, budget assumptions were lower than anticipated for transportation costs. This year, transportation expenses are in excess of budget. Ms. Sebring spoke about the salary savings is higher in FY15-16 which is one of the highest levels in the past 8 years. Ms. Sebring explained adjustments and corrections have been made, however a lot more work will need to be done to research why salary savings are so high.

Ken Gotsch and Tom Redmond spoke about the two levies on the ballot in February 2016. Mr. Redmond spoke about in January 2015, the planning began for the renewal of levies. Mr. Redmond spoke about conducting eleven community meetings on the proposed levies and at least two board work sessions had been conducted to review the proposed levies renewal. Mr. Redmond spoke about two reports had been distributed to family, staff and additional entities and an additional brochure went out to all stake holders. The levies information brochure shows what the renewal levies fund if the voters pass the levies. Mr. Redmond spoke about the types of communications and questions he has received from the community, currently 11 emails and 75 phone calls. Mr. Redmond gave a summary of the questions he has received.

Ms. Sebring spoke about the FY2016-17 Budget. Ms. Sebring noted the estimated budget GAP is (\$27.6M). Ms. Sebring gave a summary of items used to calculate the GAP. Ms. Sebring spoke about the potential solutions for FY2016-17 budget gap. Ms. Sebring spoke about potentially setting aside a fund for strategic initiatives of \$5 million,

however over \$90 million worth of items are currently on the budget needs or requested list. Ms. Sebring spoke about how at this time last year, the District had already reached the McCleary class size requirements and had additional funds left over from what the state had given. Ms. Sebring spoke about how the Budget office is looking at opportunities within the capital fund to cover some requested initiatives.

Mr. Gotsch spoke about the Legislature update this year will be a short session, Legislature continues to have divided control and the expectation is for a lot of legislative activity, but no real progress on funding schools.

Directors asked if there is a cost value that has been put to the fully funded common core. Mr. Gotsch spoke about no we have not yet done that.

Directors asked if there is a place board members can look at the list and are we looking at Grants that come with additional cost so we can budget for the future. Ms. Sebring explained it is still in draft form, and is not a comprehensive list yet. And yes it does include International Baccalaureate. Mr. Gotsch explained the document will be available at a future work session.

Dr. Nyland explained we have two lists we have 20-25 of our schools that were created based on the expectations they would be and it would take an additional amount of time for the items to figure out what a reasonable number would be.

Ms. Sebring spoke about how the governor's budget didn't change much, class size reductions, full funding of all-day kindergarten and proposed salary cost of living adjustments (COLA) all remained the same. Ms. Sebring spoke about the initial positive feedback received from parents and principals on the funding formula changes for FY16-17. Ms. Sebring spoke about the FY15-16 reduction in kindergarten – third grade class size in high poverty schools. The current intention is to align schools with the class size requirements in order for the district to receive enhanced funding from the state. Ms. Sebring spoke about kindergarten through third grade staffing ratios will be enhanced to align with new McCleary funding. Fourth and Fifth grade funding for teachers will improve from 1:28 to 1:27 to aid in reducing classroom splits. Ms. Sebring spoke about how the funds will be allocated based on the formula. Ms. Sebring explained elementary counselor positions will switch to a choice of a .5 counselor, .5 social worker or .5 head teacher instead of a counselor. Allocations will be based on: Schools that are Priority or Focus or above 50% poverty in prior year, (per OSPI K-3 High Poverty schools listing) or have an Social, Emotional or Behavioral special education program (current SM3 program). Ms. Sebring noted the appendix explains the WSS formula in greater detail. Some movement will be seen next year in assistant principals between schools based on the new allocation methodology.

Directors asked are we pairing up assistant principals between two schools or half day. Michael Tolley spoke about how we have had .5 assistant principals in the districts and pairing them up to 1FTE.

Directors asked is this a good thing bad thing based on the kids. Mr. Tolley explained it is depends, some schools have been able to work the dollars so they are able to have funds for a 1 FTE. And we have also had success with the .5 assistant principals. Ms. Sebring spoke about being successful in the based on stability.

Directors asked if this is jointly created. Mr. Tolley spoke about how a small work group and worked up recommendations and we did take that feedback and vetted. This group went through that process two to three times.

Directors asked if some schools will be over staffed compared to their enrollment based on stability correct. Dr. Nyland spoke about how this will affect approximately twenty teachers.

Director Peters spoke about the one thing parents want from the District is stability and we are doing the right thing by having this \$2M in reserve. The additional work load that principals are able to give to assistant principals is helpful.

Directors asked have you been able to apply the models to the current staff. Ms. Sebring explained, yes, we have applied it multiple times. The district took some resources out of the mitigation fund in order to add additional counseling staff to elementary schools, however, there will still be movement where some school will gain staff while others lose staff. The disruption is in the best interest of the students, and supports the schools in need.

Dr. Nyland also believes this process is more transparent and is fair and equitable with the mitigation funds. Ms. Sebring spoke about the Understanding Class Size Ratios document on the Budget Office web site.

Directors asked if we put more instructional assistants' (IA) bodies in the class, the District may not need more classrooms. Ms. Sebring spoke about how an IA is not a teacher and, therefore, not eligible for the additional state funds.

Dr. Nyland spoke about how we are hiring additional teachers to help with this additional work and we are waiting to see how the legislature will feel about this. And in documentation of compliance, we are doing much better on class size compared to our peers.

Ms. Sebring spoke about contract maximum in class size. We believe it is in the best interest of the student to provide full funding. Ms. Sebring gave a summary of central services budget services. Ms. Sebring explained the plan for future board work sessions.

Directors asked how the Board members can reset any priorities. Mr. Gotsch explained that there are many board meetings over the remainder of the budget calendar to discuss budget priorities. As a reminder, any changes would come at the cost of something else. We can wait and see what comes out of the State budget development through in May.

Directors asked are the nontraditional schools (an actual school or satellite school). Ms. Sebring spoke about if we are reporting the school to the state, then yes, it is a school. We call it nontraditional because they have other programmatic needs.

The next work session began at 6:15 p.m. All Directors were present. Staff present was Superintendent Larry Nyland, Michael Tolley, Shauna Heath, Pat Sander and Bernardo Ruiz

Board Directors asked questions and provided staff with feedback during the Jan 27, 2016 Superintendent SMART Goal 1: MTSS-A presentation, however, specific comments and questions of Board Directors were not recorded in the minutes for this session.

### **Work Session: Superintendent SMART Goal #1: MTSS-A**

- **Definition and Purpose of Multi-Tiered Systems of Support (MTSS):**

Michael Tolley explained that Closing the Opportunity Gap has been identified as one of the School Board priorities for the 2015-16 school year. We have identified two Superintendent SMART Goals to focus on the work.

MTSS is a framework for supporting teachers and students as they work toward success. The goal is to provide core, targeted and intensive services and supports to every student.

- MTSS-A focuses on success in academics
- MTSS-B focuses on success in beliefs, belonging and behavior

Michael spoke about the Smarter Balance Assessment (SBAC) data. SPS students are outperforming the State in all grade levels. He believes the success is related to work started three years ago in terms of working with central staff, teachers and administrators to define what we consider quality instruction, etc. The gap between the performances of the students is very concerning and this is the work we need to focus on. What do we need to do differently to address these concerns? We must continue to focus on the needs of our students and change the beliefs of the adults.

Shauna Heath explained SBAC measures how well we are doing on implementing the College and Career Readiness (Common Core) Standards (C&CR).

Dr. Larry Nyland believes SPS is doing good work. He is proud of teachers and staff who are doing the work, however, we still have more work that needs to be done.

The tier system represents the multiple aspects of a MTSS. The intent is that tier 1 is 80% of the students = Students who do not need additional supports. Tier 2 is 15% of the students = Students who need supports, but less frequently. Tier 3 is 5% of the students = Students who are struggling more extensively.

- **Our Theory of Action for MTSS-A:**

Shauna explained that with the Theory of Action, teachers believe they are able to reach struggling students because we have created a system of peer support, concrete tools and workable strategies.

Self-efficacy is the self-confidence in the ability to control your own motivation, behavior and environment. That confidence is crucial for empowering teachers and student's learnings. Researcher John Hattie has conducted studies on what strategies are most effective for learning. The impact is greatest when success criteria are clearly collaborated, shared, co-created and negotiated with the learner. The success criteria serve to provide clear targets, prompt thinking, discussion and reflection.

- Formative Training Institute Overview:

Shauna mentioned the participation in the Global Cities Educators Network. The network provides support in the problem of practice - How we build up teacher collaboration in the core system. It is believed that if high functioning teams of teachers collaborate, they will make appropriate and effective instructional shifts.

Formative Training Institute (FTI) - Approximately 100 teachers participated in four days of training over the summer (2 days with Higgins and 2 days of PLC's). Approximately 30 schools are received training. Teachers are trained to evaluate and measure shifts = Collaborating with peers, analyzing data, engaging students for self-efficacy and making/evaluating instructional shifts.

During the first year of the FTI, the cohort develops high-functioning collaboration using existing assessments. The FTI strategies support our Theory of Action and the components of the SMART Goal 1 rubric. Each strategy is a major focus within our professional development.

There are 4 scheduled professional developments for career ladder teachers and teacher leaders. Teachers have a good idea of the standards, but want to know specificity to make more targeted interventions occur in the classroom. The opportunity gap will close if teachers are more specific.

- Assessment Component of SMART Goal 1:

Shauna explained that anything can be a formative assessment. Rick Stiggins (the founder of the Assessment Training Institute in Portland) believes that we need to shift our thinking about assessments. Assessments should be used by both students and teachers as a tool for learning and growth toward academic standards.

Formative assessments are given as learning is formative/progress rather than summarizing learning at the end of a school year.

Videos shown:

- Rick Stiggins discussing the importance of using assessment for learning.
- Christina Massimino, 2<sup>nd</sup> grade teacher at Alki Elementary School demonstrating assessment for learning in her classroom.

- Collaboration Component of SMART Goal 1:

Shauna explained that four days of professional development was dedicated to career ladder teachers and teacher leaders on effective Professional Learning Communities (PLC's) work. Strengthening PLC's is an important piece of Formative Training.

Video shown:

- Dearborn Park Elementary School staff discusses the value of Focus Learning Teams, a model for the Formative Training Institute.

Michael Tolley explained this is only one component of the work to close the opportunity gap. There are a number of other initiatives going on to support our students.

Bernardo Ruiz spoke about the work of the schools and equity teams. Teams are working with peers on decreasing disproportionality.

Pat Sander spoke about the McKinney Vento program that has been partnering with the City and received an \$8,000 allocation to assist McKinney Vento families in accessing safe places to sleep over the Winter Break. Tyra Williams is the McKinney Vento Liaison and as three other staff members that assist schools.

Data notebook of students = Students are asked to monitor where they are in relation to the learning target. It varies based on the student. Students know what they need to understand to get to a certain level based on learning targets students need to achieve (e.g., here is the target, here are the steps to get there and here is where they are).

- Intervention Component of SMART Goal 1:

Teachers work together to look at student test results and consider how to help individual students who may be struggling or who may need more challenges. Interventions can only succeed if teachers are clear about the learning standards.

Video shown:

- Teachers collaborate to determine how best to implement interventions for struggling students.

- Instructional Shift Component of SMART Goal 1:

The work with assessments and collaboration leads our teachers to make instructional shifts in the classroom that helps close the opportunity gaps. Teachers are reporting that the strategies they are learning and sharing in Formative Training are making a difference in the way they are shifting their instruction to engage students for self-efficacy.

- Future Planning for MTSS-A:

Shauna spoke about the three year plan for the first cohort of teachers. The goal is to add cohorts in the coming years. In three years, we can have all schools build this out – Listen to teacher who needs this work and adjust/modify accordingly.

There is an evaluation tool for success criteria. Teachers evaluate themselves and the work of the Curriculum & Instruction team on how successful they are in moving this work forward. Shauna's team is trying to merge a lot of different layers in job embedded professional development for teachers.

Video shown:

- An Alki Elementary School second grader demonstrates self-efficacy – A confidence in herself as a learner that has grown from her teacher's Formative Training.

On February 10<sup>th</sup> there will be a Work Session on the Superintendent SMART Goal #2: MTSS-B that will be led by Pat Sander and Bernardo Ruiz.

On Saturday, January 30<sup>th</sup> the Coordinated School Health Department/ SPS is hosting a free screening of Paper Tigers at Garfield High School from 9:30 a.m. – 12:00 Noon. Paper Tigers follows a year in the life of an alternative high school that has radically changed its approach to disciplining its students, becoming a promising model for how to break the cycles of poverty, violence and disease that affect families.

My Brother's Keeper Symposium will take place on Saturday, February 6, 2016 at the John Stanford Center for Educational Excellence. The sessions will focus on Literacy and cultural issues to public education, strategies, interventions, programs and resources to improve the quality of education for all students. Dr. Ivory Toldson (from the White House) will be one of the speakers.

Michael Tolley asked the School Board Directors to send him questions about the content of the presentation that was not addressed.

A School Board Director has requested the following be included from her notes.

Michael Tolley said that Seattle Public Schools students "outperformed the state." Director Peters asked if the district doesn't normally outperform the state, or is this a new trend. M. Tolley said No (not a new trend).

Directors remarked that that the State Board of Education had lowered the "meeting standard" level for the SBA tests to 2 (down from 3-4), making the predictions and the results not fully aligned, and affecting the outcome positively (contributing to the 'better than expected' results).

Superintendent Nyland noted that Seattle has good teaching and does good work.

M. Tolley said Seattle has defined quality instruction based on the C. Danielson framework.

Directors noted that Seattle is a highly educated, well-read town and asked how it compares to other cities in other states. She also asked, why not aspire to beyond state averages?

Directors asked if there is an overemphasis on collaboration among teachers and could that lead to over-standardization and sameness. She asked if we are disempowering our teachers.

Directors expressed concern about the focus on testing, rather than learning.

The School Board Directors transitioned to the Executive Session: Evaluate the performance of a public employee at 7:43 p.m.

### **Executive Session: Evaluate the performance of a public employee**

Director Patu announced at 7:45 PM that the Board was going into executive session to evaluate the performance of a public employee, and the meeting was scheduled for approximately 30 minutes, with an anticipated end time of 8:15 PM. The special meeting immediately recessed into executive session.

Directors Blanford, Burke, Geary, Harris, Patu, Pinkham and Peters were present. Staff present was Superintendent Larry Nyland, and General Counsel Noel Treat. At 8:15 PM, Director Patu announced that the executive session to evaluate the performance of a public employee was now expected to go an additional 15 minutes, with an anticipated end time of 8:30 PM. At 8:30 PM, Director Patu announced that the executive session to evaluate the performance of a public employee was now expected to go an additional 10 minutes, with an anticipated end time of 8:40 PM.

At 8:40 PM, Director Patu recessed the Board out of the executive session.

The Special Meeting reconvened at 8:40 PM and there being no further business to come before the Board, Director Patu adjourned the Special Meeting at 8:42 PM.