



# Seattle School Board

## August 30, 2023 Regular Board Meeting Director Questions and Staff Responses

**About this Document:** The following advance questions were submitted by Board Directors in preparation for the Regular Board Meeting based on the initial agenda posting. Responses were compiled by the School Board Office from staff across Seattle Public Schools divisions.

Action Items, Introduction Items, Work Sessions, and Progress Monitoring are scheduled for presentation and discussion during Board Meetings and answers may be provided at that time.

ID	Agenda Item	Director	Director Question	Staff Response
1.	<b>Consent Agenda</b> 2. Personnel Report	Song Maritz	<i>(Multiple questions submitted regarding Personnel Report)</i>	An employee may be listed more than once in the personnel report due to a separation date change. For future reports, original separation dates will be removed and replaced with the updated date for clarity.  Two staff may be listed for a position due to job sharing.  There are not currently any vacant principal positions for the coming school year. In the event of an unexpected principal departure, the interim placement process will ensure a principal is in place.

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2.	<b>Consent Agenda</b> 4. Approval of Office of Superintendent of Public Instruction (OSPI) Beginning Educator Support Team (BEST) Grant	Song Maritz	<p>Maybe I missed this but why is the grant \$400K? Is it based on the number of participating teachers? Or staffing to run the program?</p> <p><i>(Director also noted typos in materials; these notes have been provided to staff)</i></p>	<p>Grant funding fluctuates year-to-year. This year's grant funding amount is based on the number of teachers, years 1-3 (last year's count) that we served and the number of Educational Support Associates (ESA), years 1-2 (last year's count).</p> <p>For the last two years, the money was designated for ESA mentorship (from Every Student Succeeds Act funds). This year, the BEST grant funding amount is for both the Consulting Teacher Program and the ESAs. Additionally, 1.6 full-time equivalent (FTE) staffing is funded through the grant to run the program.</p>
3.	<b>Consent Agenda</b> 4. Approval of Office of Superintendent of Public Instruction (OSPI) Beginning Educator Support Team (BEST) Grant	Song Maritz	4C What does it mean for the meetings to be "just in time?"	The reference to "just in time" refers to the timeliness and relevance of the meetings with novice educators and the types of topics that are covered during these meetings throughout the year.
4.	<b>Consent Agenda</b> 7. Yellow Wood Academy Contract BAR 2023-2024	Song Maritz	Is the \$1.4M contract based on the number of students? What happens if a student leaves in the middle of the school year?	The contract amount is based on the number of students and how much programming they each receive through Yellow Wood per their Individualized Education Program (IEP). The contract is the encumbered amount, but we get monthly invoices based on actual services provided. If a student leaves mid-year, they no longer invoice us for serving that student and we amend the contract.
5.	<b>Action Items</b> 1. Approval of the 2022-2024 Collective Bargaining	Song Maritz	Is this contract reflected in the 23-24 budget? Is the retroactive portion reflected in the 23-24 budget?	Costs for implementing the state inflationary increase were incorporated into the 2023-24 budget. Remaining costs—identified as "General Fund" (\$837,398)—were not reflected in the current 2022-2023 or 2023-24 budgets, as they were dependent

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	Agreement between Seattle School District No. 1 and Seattle/King County Building and Construction Trades Council Title			on the outcome of negotiating the collective bargaining agreement.
6.	<b>Action Items</b> 1. Approval of the 2022-2024 Collective Bargaining Agreement between Seattle School District No. 1 and Seattle/King County Building and Construction Trades Council Title	Rivera Smith	According to Board Policy 5020, "The Board shall establish a strategy for collective bargaining negotiations with the properly designated bargaining units ..." I do not recall this Board work being done. Furthermore, BP5020 says, "The Superintendent is authorized to appoint a chief negotiator to represent the district. The chief negotiator shall advise and inform the Board regarding the progress of negotiations and shall negotiate within parameters established by the Board." Again, I do not recall being advised and/or receiving information and/or updates from the district's chief negotiator regarding the progress of negotiations, prior to receiving this Intro/Action Board Action Report.	We recognize the provisions of Board Policy No. 5020 and, in accordance with our past practices, typically notify the board about any challenges during bargaining that might affect the school district's daily operations. We also note that the application of this policy has varied among our labor partners. We will continue to strive to establish a more consistent approach to communicate with the board about negotiations with all our labor partners.
7.	<b>Progress Monitoring</b> Goals 3.1 and 3.2	Song Maritz	Do we have data on what % implementation for each of the	

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			strategies? Or have they been implemented with fidelity?	<p>We routinely compile implementation data for specific CCR initiatives focused on student participation and access to programs and opportunities. For example, we examine the number of students who are earning credits through world language competency exams, students who are earning college credits through our College in the High School scholarship program, and students receiving support through CCR initiatives such as care coordination and WHOLE mentoring. With respect to specific strategies, we can say further:</p> <ul style="list-style-type: none"> <li>• Student Success Tracking: School Leaders and teams are actively using Atlas reports to enhance student tracking efforts. The 9<sup>th</sup> grade Success Tracker tool is proving instrumental in monitoring students' credit-earning progress, identifying those who are on/off track with their credits, and ensuring completion of specific courses required for graduation. Over the past year the report has been pulled 1125 times by 375 distinct users. We plan to increase usage of this tool over the upcoming school year by requiring Care Coordinators to use the protocol to support progress monitoring of their caseloads.</li> <li>• WHOLE mentors are working in six SPS high schools serving over 100 African American boys and teens in 9th and 10th grade. Through the WHOLE mentoring program, we are monitoring credit-earning of AAM students they serve so that mentors can help students find support.</li> <li>• Care Coordinators: Nearly all high schools have established Care Coordinators in place, who carry a caseload of a minimum of 30 students and play a vital role in ensuring their holistic well-being and academic success. Two of our middle schools have designated Coordinators focusing on</li> </ul>

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				<p>aiding students during their 8<sup>th</sup> to 9<sup>th</sup> grade transition. These Coordinators play a crucial role in helping students navigate this critical period in their education.</p> <p>We are working to improve our capacity to monitor implementation in a systematic way. Through our internal Project Management Oversight (PMO) process, we formally review the implementation of our strategies, surfacing actionable challenges and opportunities to address. Across our goals, we are developing improvement networks with school principals in which we engage in cycles of inquiry focused on the principal leadership role in supporting implementation. Through this process we aim to compile additional implementation data and explore opportunities to improve school capacity to implement with fidelity.</p>
8.	<b>Progress Monitoring</b> Goals 3.1 and 3.2	Song Maritz	Are students typically missing credits in one subject or multiple subjects?	<p>The majority of the 213 2022-23 African American male students who were off-track in their credit accumulation were missing credits in multiple areas at the end of 10th grade. 29.6% (63) were missing credits in one credit type, 21.1% (45) in two credit types, 11.3% (24) in three credit types, and 36.2% (77) in all four credit types.</p>
9.	<b>Progress Monitoring</b> Goals 3.1 and 3.2	Song Maritz	What are your theories for why these students are missing credits? Just a change in grading policies?	<p>The majority of missing credits are due to not passing a class. Students don't pass classes for a number of reasons, including inequitable grading, students not receiving adequate support to learn foundational skills in earlier grades (such as math), and missing many days of schools. We historically have had a significant percentage of 9<sup>th</sup> and 10<sup>th</sup> grade students who do not pass one or more classes each semester. While these numbers have improved over the past three years, there are still many AAM students and SoCFFEJ who do not pass all of their classes. As a</p>

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				<p>result, they are at risk of not graduating on time since most high schools can only offer 6 credit-earning opportunities per year during the school day and students need 24 credits to graduate. We also see patterns in which students do not pass courses at higher rates in Math and Science as is illustrated in Figure 4 in the SOFG CCR progress monitoring memo.</p> <p>The district grading policies and required practices over the past few years have generally correlated with higher rates of credit completion. The hypothesis with respect to this shift in grading practices is that educators are generally providing students with more opportunities to show their proficiency in particular subject areas and making more efforts to communicate with students and families when a student is at risk of not earning credit. Other strategies described in the memo, as well as those to improve supports in early literacy and math are also intended to improve this outcome.</p>