

## BOARD MEETING MINUTES

January 14, 2019

### Call to Order

The Study Session of the Shoreline Board of Directors was called to order at 5:30 p.m. in the Darlene Sherrick Room (D105) at the Shoreline Center by President Mike Jacobs on January 14, 2019.

### Roll Call

Present: Mike Jacobs, President; David Wilson, Vice President; Heather Fralick, Member; Dick Nicholson, Member; Dick Potter, Member; and Soumya Keefe, Shorecrest Student Representative.

Absent: Saagar Mehta, Shorewood Student Representative

### School Climate Survey Report

*Presenters:*

*Greg Lobdell, CEO/Director of Research, Center for Educational Effectiveness*

*Amy Duran, VP, Strategic Partnerships, Center for Educational Effectiveness*

Center for Educational Effectiveness (CEE), a field-based research organization established in 1999, is based in Bellevue, Washington and works in the Pacific Northwest (Nevada, Idaho, Oregon, California, Washington), but most of their work is in Washington. The Center currently has partnerships with over 650 schools and 225 districts. They have worked with all schools and district in “Improvement” with Washington’s OSPI and the Idaho State Department of Education. The Educational Effectiveness Survey (EES) repository of responses exceeds 1,300,000 staff, student and parent responses.

Targets for working with the District included understanding what is in the EES reports; identifying areas of strength and opportunity in staff, student and parent results; and developing understanding of the impact of the data on improvement planning and progress monitoring.

The response rates were very strong, particularly among the parents group. The parent response rates are among the highest rates CEE has seen in a district this size.

A photo of a courtyard full of doors, windows (ways to get in), corners and multiple colors was shared to portray that data can be likened to a snapshot in time. Considering the point in time with administering surveys is an important caveat. There can be a degree of bias based on seasonality—what was happening in the building or the district at the time the survey was taken. An extreme example was shared of the survey being administered three weeks prior to the shooting at Marysville-Pilchuck High School and then again a year later. Changes in leadership, relationships with employee unions can have an impact on the interpretation of data. The data is intended to be informative—it is a snapshot in time and is a story of what was happening in Shoreline School District in the fall of 2018.

“Solution-itis” is the propensity to jump quickly on a solution before fully understanding the exact problem to be solved. When decision makers see complex matters through a narrow lens, solution-itis lures them into unproductive strategies. For example, one would never go through a quadruple bypass surgery based on one blood pressure test.

The essence of the founding of CEE was to bring together the highest quality of effective schools research with the highest quality organizational development research from the private sector. The Nine Characteristics of High Performing Schools came from some work that was published by OSPI that started when Dr. Mary Alice Heuschel was the OSPI Deputy Superintendent. She worked with Washington Association of School Administrators (WASA) and a number of superintendents on researching what is seen in high quality schools. That led to the publication of the Nine

Characteristics and was followed by the legislature saying that school improvement plans should be based on them.

The Educational Effectiveness Survey research was based on a foundation of:

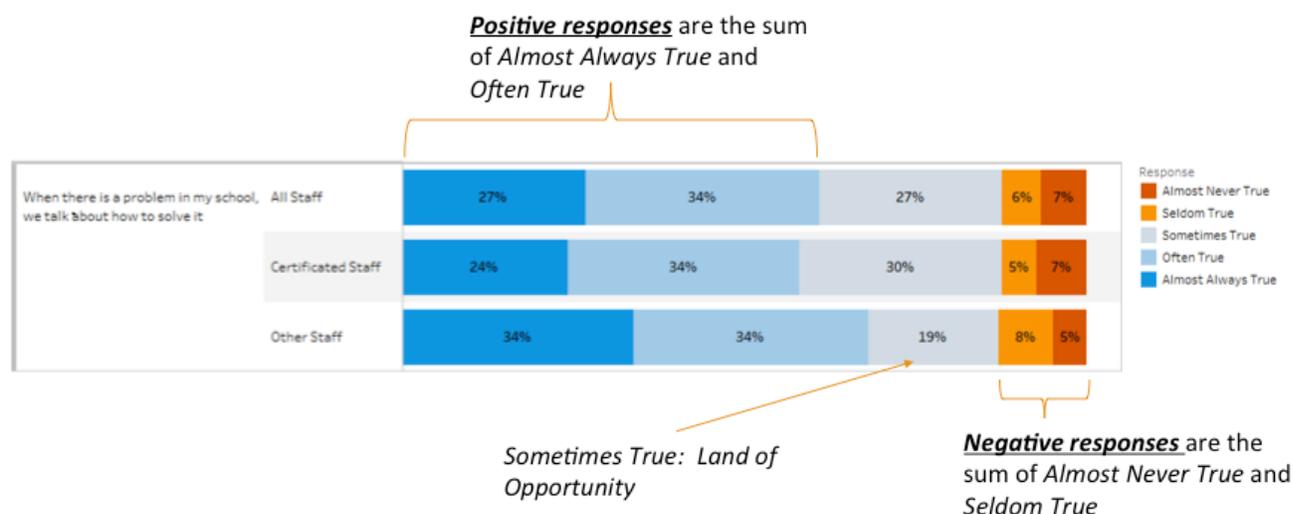
- Nine Characteristics of High Performing Schools
- Teaching and Learning Effectiveness (particularly Marzano and Danielson)
- Social and Emotional Learning
- Culturally Responsive Learning (University of Washington)
- Organization Trust, Readiness for Change, Transformative Leadership (from private sector research)

The set of surveys administered in Shoreline was the most complete and comprehensive set and essentially includes staff, student and parent. Staff in the buildings has a set of items entitled “District support for improvement”, which allows staff to look up at the district office and review how the central team supports them. On the converse, the District tool allows administrators to reflect on how they at the district office support the buildings. The data analysis involves a five-step process:

- 1) Demographics – Can we believe in the data? Is it representative?
- 2) Readiness for Improvement and Change – Is the organization capable and ready for the hard work of improvement? (staff only)
- 3) Summary – Overall, how are we doing? Areas to celebrate and focus?
- 4) Details – Current reality and taking action
- 5) Longitudinal – Have we improved?

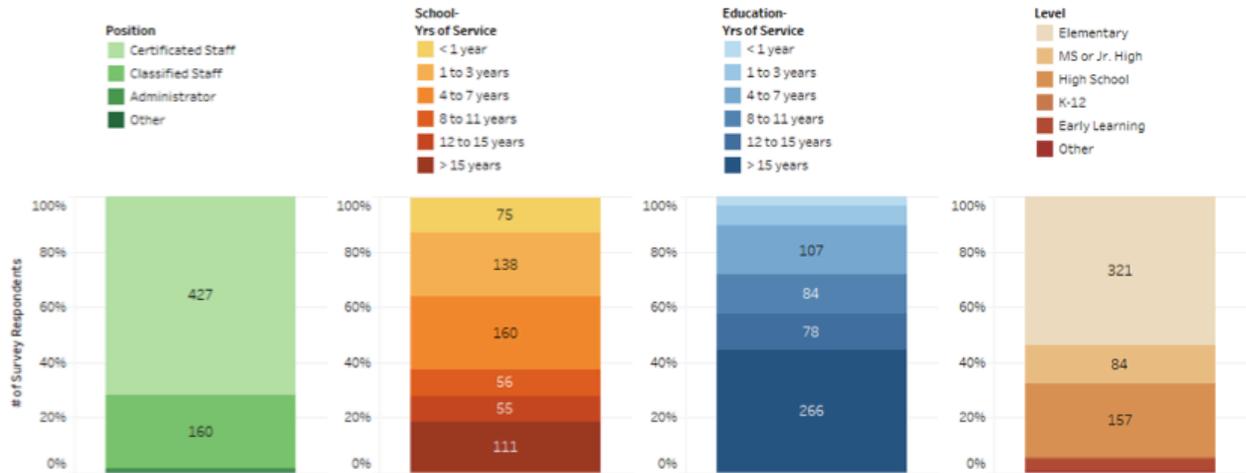
Mr. Lobdell provided an overview of the terminology used in the survey in terms of positive and negative responses.

## Terminology



On the staff survey, there were 597 responses. A breakdown of position, school years of service, education years of service and level was provided (see next page).

Demographics (Staff Survey)

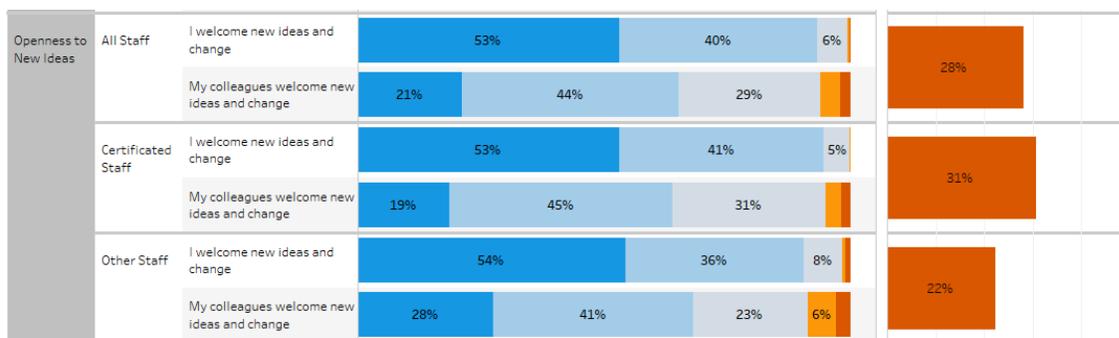


Mr. Lobdell stated that if he had to pull out the most significant “takeaway” from the staff survey in Shoreline, it would be the following three items and the incredibly strong percentages of positive responses:

- I am willing to work at changing my school for the better (99% positive responses)
- I welcome new ideas and change (93% positive responses)
- I am willing to be held accountable for student learning (90% responses)

An area for improvement was the readiness for change, “I” vs. “They”. Shoreline staff responses are reflected below. The gap between “I vs. They” was larger than expected (25% is often the red flag trigger). Of note, the nature of the beast is that elementary staff are much more positive than middle schools and middle schools are much more positive than high schools.

How big is the gap between I vs They?



CEE insights of the staff survey include:

*Celebrations:*

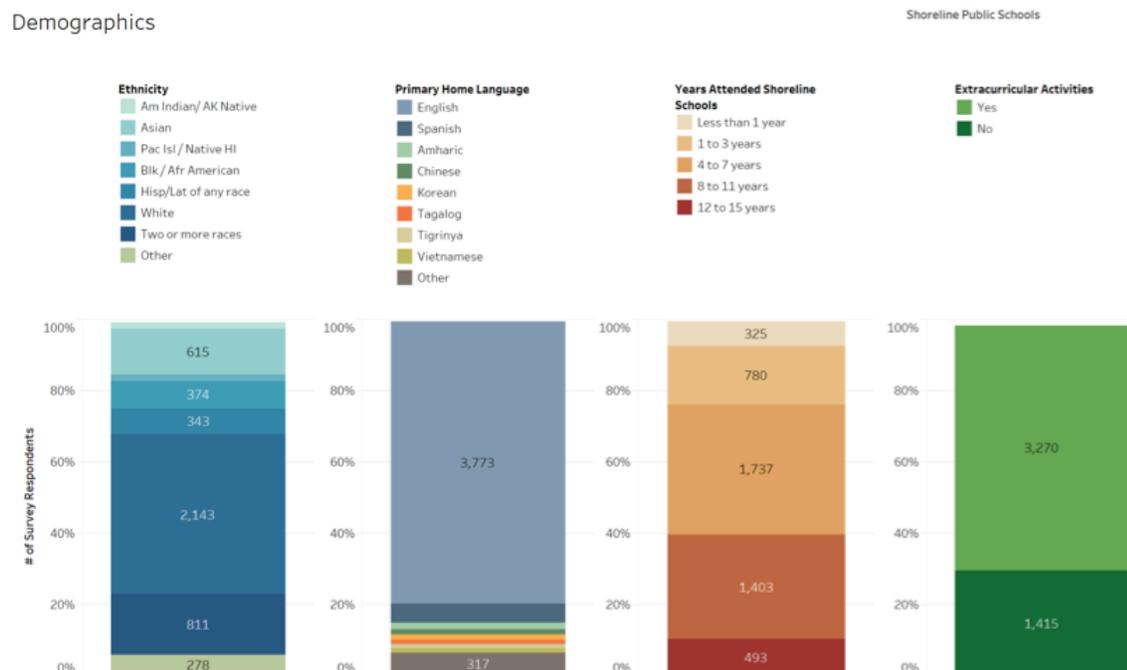
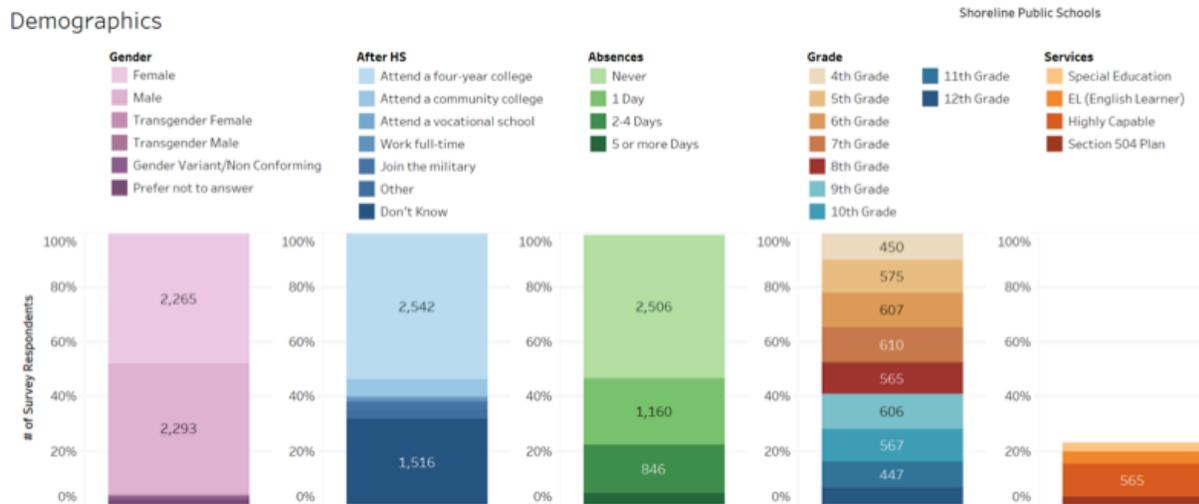
- Staff show high willingness and believe in the “I”
- Collaboration
- Strong views of the Shoreline Culture of Teaching and Learning
- Strong views of Cultural Responsiveness

*Areas to investigate:*

- Effective leadership – staff expressed a desire for more feedback on their teaching and instruction for their principals. This is a trend that is being seen statewide, undoubtedly due in part to the fact that there are so many more demands on principals’ time over the last several years, e.g. full implementation of Teacher/Principal Evaluation Program (TPEP), Common Core, Next Generation Science Standards, and social-emotional well-being of their students.
- Systems and structures supporting social and emotional learning (SEL)
- Focused professional development: SEL and strategies to support the diversity of Shoreline

From a student perspective, Ms. Keefe shared that she hears students discussing the disconnect that exists at Shorecrest because there is a significant African American population but there are no African American teachers. The *staff* perspective of cultural responsiveness may not be fully reflective of how the *students* really feel.

For the student survey, there were 4,768 responses. The demographics breakdown was as follows:



Students were asked to respond from two perspectives—one had to do with what is going on in their building and the other was to look within themselves from a social-emotional viewpoint. The social-emotional responses were very strong. The nine elements of social-emotional learning were in two categories. In the category of motivation and engagement, questions were asked about academic behaviors, future orientation, self-management/self-regulation, grit and perseverance, sense of belonging and self-efficacy. Under 21<sup>st</sup> century skills were interpersonal skills, critical thinking and creativity.

CEE insights of the student survey include:

*Celebrations:*

- Believe teachers’ value and emphasize teaching and learning
- Supported and encouraged by staff
- Safe and respectful environment
- Strong overall social-emotional learning

*Areas to investigate:*

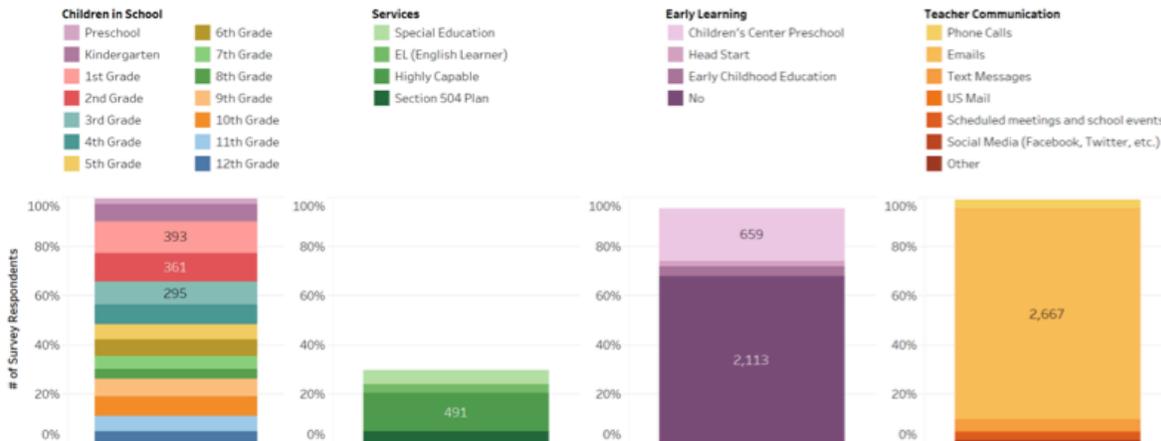
- Collaboration – helping set goals for the future
- Some supportive learning environment items – investigating the negative responses
- Seeing community’s diversity in what happens in school
- SEL: Belonging and identity

For the parent survey, there were 3,114 responses. Parents were very positive and had an incredibly high response rate.

Demographics (Parent Survey)

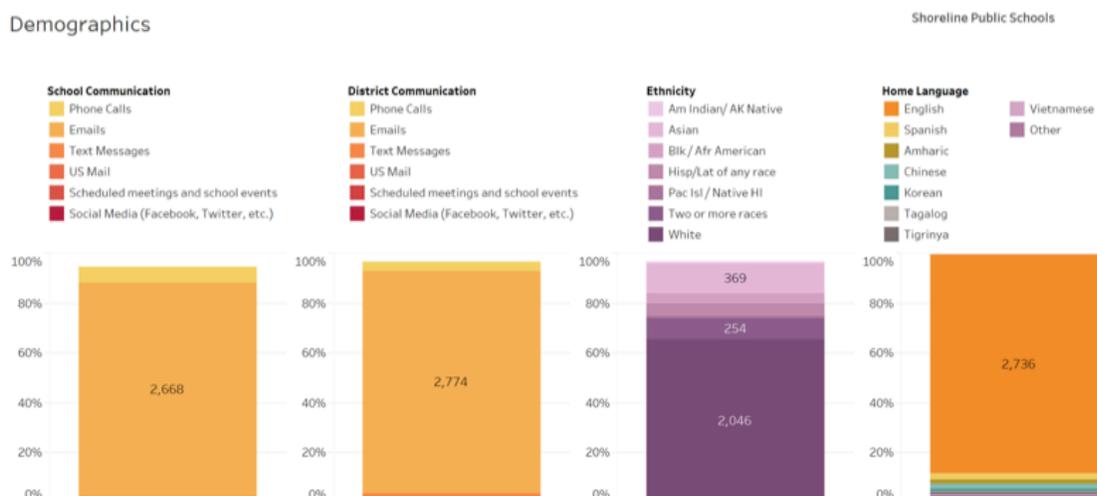
Demographics

Shoreline Public Schools



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### Demographics



### Celebrations:

- Very positive overall
- Very high response rate
- Collaboration and communication
- Effective leadership
- Supporting learning environment

### Areas to investigate:

- Information on school improvement efforts
- High standards and expectations: *“My child is challenged with a rigorous course of study”* – this was lower than the survey administrators expected for a high expectation district. This was the most culturally sensitive on the parent survey because of the parents’ definition of rigorous course of study in their minds, e.g. Latino population more heavily associates incredibly stern discipline with rigor and were more inclined to rate this question lower.
- The District’s emphasis on social and emotional learning
- Monitoring of teaching and learning: Unlike other characteristics, this has a consistent 8-10% negative response

Mr. Lobdell reported that CEE would continue to assist staff in further study of the data. He shared an example of the five-page toolkit that each school received with their building data for data interpretation and analysis. There is an online interactive dashboard for deeper analysis that fully protects student data (they never disaggregate data for groups smaller than 10); professional development and support for building teams with web-based meetings and on-site; and partnering on custom requests/ideas as they appear.

On the toolkit example, there are some common areas where questions are asked and the responses are noted with staff on top, students in the middle and parents on the bottom. Some of these areas included behavior standards, engaged students, intervention for struggling students, orderly and learning focused, and safety. On the topic of safety, the following was of particular note:

- *Students believe this school is a safe place*      *Staff 83%*
- *I feel safe at this school*      *Student 71%\**
- *My child feels safe at school*      *Parent 87%*

*\*Statewide 58% for 2017-2018 – lowest point in five years*

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In response to a board member's question, Mr. Lobdell responded that CEE's statewide report on safety would be ready in the next week or so and would be available to the public. The report reflects 516,000 student responses on safety over a five-year period. In answer to another board member's questions, the first survey was administered at Garfield High School in the spring of 2000.

Superintendent Miner announced that next steps included:

- Two overview presentations for staff and community by Superintendent – one morning and one evening, to be held by the end of January
- Principals will share with staff at one meeting and with community at an evening meeting with interpreters at parent request
- Once the presentations have taken place, the individual school reports will be placed on the school websites

In conclusion, Mr. Lobdell stated that overall, the District performed well with very positive responses and a super high response rate, especially for this being the first time taking the survey. Superintendent Miner praised Curtis Campbell for getting the survey message out multiple times and in multiple ways.

Adjournment: 6:53 p.m.

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Mike Jacobs, School Board President

Attest: February 25, 2019

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Rebecca L. Miner, Secretary to Board of Directors