



Study Session of the Board of Directors

Steilacoom Historical School District No. 1
Steilacoom High School Library 54 Sentinel Drive Steilacoom, WA

9/14/2016 06:00 PM

1. CALL TO ORDER

(Action)

- a. Pledge of Allegiance
- b. Roll Call
- c. Approval of Agenda

2. TOPIC FOR BOARD DISCUSSION

a. Attendance Awareness

(Information)

Presenter: Susanne Beauchaine

[Attendance Awareness Background.pdf \(p. 2\)](#)

b. State Assessment Results

(Information)

Presenter: Nancy McClure

[SHSD Student Growth 2015-2016.pdf \(p. 3\)](#)

c. School Board Goals 2016 -2017 School Year

(Information)

d. WSSDA School Board of Distinction

(Information)

[WSSDA Boards of Distinction.pdf \(p. 13\)](#)

e. 9/28/16 School Board Meeting - Anderson Island Elementary School

(Information)

3. ADJOURNMENT

(Action)

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: September 14, 2016

Strategic Focus Area

- ☐ Teaching and Learning
- ☒ Safety, Service and Support
- ☒ Family & Community Involvement
- ☐ Resource Management

Background

The passage of 2SHB 2449 *Truancy – Intervention and Prevention* requires districts to focus on prevention and intervention efforts, as well as implement a Community Truancy Board (CTB).

Prevention Efforts

The district will be revising Policy and Procedure 3122 - Excused and Unexcused Absences to identify timelines for parent conferences should students miss school. Specifically, in elementary schools, if a student has five excused absences in any month, or after ten or more excused absences in a school year, the school team will meet with the family to identify any barriers or supports required to support the student. (A conference is not required if there is a doctor's note or pre-arranged absences are communicated to the school in writing).

The district has implemented an Attendance Awareness Campaign for the 2016-2017 school year. The kick-off to this campaign includes a new district website page, which will house parent resources and additional materials: <http://www.steilacoom.k12.wa.us/Page/5349>

Principals will be communicating with staff, students and families throughout the school year to share important facts about the impact of missing school, regardless if the absence is "excused" or "unexcused". As part of the school improvement plan process, school teams will be reviewing attendance data to help inform preventative strategies which can be implemented.

Intervention Efforts

Community Truancy Boards

The CTB provides an additional intervention opportunity for students who have a "Becca" Petition filed with Pierce County Juvenile Court. Members of the CTB identify different collaborative efforts to help support the student and family's re-engagement with the school. The district established the CTB in the 2015-2016 school year. The CTB includes community members, as well as representatives from the school the student attends. Last year, the CTB held three sessions and worked with nine students from Saltar's Point, Pioneer and Steilacoom High School.

Learn more about our Community Truancy Board on our website:
<http://www.steilacoom.k12.wa.us/Page/4252>

Report prepared by:
Susanne Beauchaine, Executive Director for Student Services

SHSD STUDENT GROWTH 2015-2016

State Assessment Scores Grades 3-11

Nancy McClure
9/14/2016

DEMOGRAPHICS COMPARISON TO NEIGHBORING DISTRICTS 2015-2016

District	Enrollment	Free/ Reduced	Special Education	ELL	Graduation Rate
SHSD	3,189	21.7%	12.5%	2.9%	92.8%
University Place	5,643	36.7%	11.7%	4.6%	86.4%
Yelm	5,708	42.2%	13.4%	2.2%	73.9%
Franklin Pierce	7,740	74.0%	14.2%	8.8%	82.7%
Clover Park	12,604	66.2%	15.6%	11.2%	76.6%
North Thurston	14,869	42.8%	12.8%	4.8%	83.3%
Bethel	18,819	49.3%	13.4%	3.1%	81.0%
Puyallup	22,098	33.3%	12.7%	4.6%	86.6%
Tacoma	29,313	60.6%	14.1%	9.7%	82.6%

DEMOGRAPHICS

	Lowest # or %
	Highest # or %

COMPARISON TO NEIGHBORING DISTRICTS 2015-2016

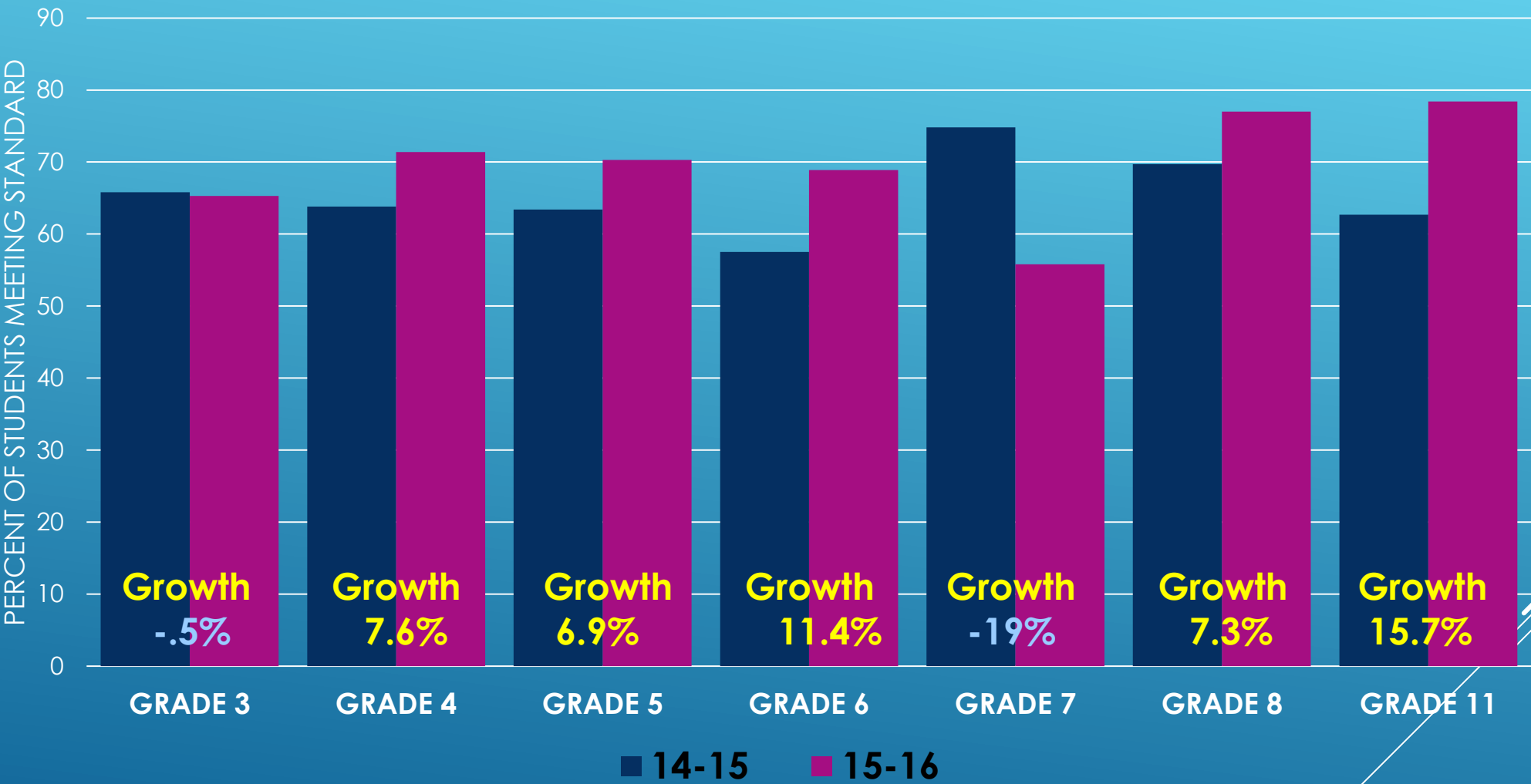
District	Grade 3 ELA/ Math		Grade 4 ELA/ Math		Grade 5 ELA/ Math/ Sci			Grade 6 ELA/ Math		Grade 7 ELA/ Math		Grade 8 ELA/ Math/ Sci			Gr10 Bio	Grade 11 ELA / Math	
SHSD	65.3 ¹	66.9 ²	71.4 ²	65.4 ²	70.3 ²	49.0 ⁵	76.5 ²	68.9 ²	57.5 ²	55.8 ⁶	59.0 ²	77.0 ¹	61.7 ²	76.1 ¹	64.3 ⁷	78.4 ³	44.0 ²
UPSD	62.0	69.3	78.9	78.8	71.2	63.5	82.0	74.6	71.2	81.6	76.9	71.1	63.0	73.7	80.3	83.5	50.9
Yelm	53.8	56.5	51.9	54.6	53.9	43.5	61.5	57.2	47.6	58.7	45.0	58.0	45.6	69.2	68.6	71.0	19.3
FPSD	45.2	47.1	50.6	44.3	48.4	38.4	54.4	40.6	31.4	47.3	41.3	53.3	36.3	62.6	63.7	75.6	15.1
CPSD	49.5	58.5	50.4	49.2	56.6	43.3	55.1	43.8	36.6	52.6	46.9	53.9	48.2	58.5	55.1	72.9	26.6
NTPS	60.4	64.4	57.3	60.3	60.0	51.7	69.8	59.7	48.1	57.1	49.7	62.7	46.6	73.5	75.2	74.0	17.9
Bethel	54.1	60.5	55.3	51.8	57.1	43.4	60.1	49.8	44.2	52.1	39.9	54.7	35.2	58.2	70.8	69.8	23.5
PSD	54.4	62.7	57.7	55.0	61.5	50.4	70.4	63.3	56.2	62.2	52.9	57.4	44.4	70.6	73.1	82.1	24.4
TSD	47.8	48.3	50.4	48.0	52.3	40.8	54.3	46.7	38.6	47.4	40.3	53.6	37.6	62.8	65.5	69.0	9.3
STATE	54.3	58.9	57.0	55.4	60.1	49.2	65.3	56.5	48.0	58.5	49.8	59.7	47.8	67.5	72.2	75.5	21.8

STATE SCORES

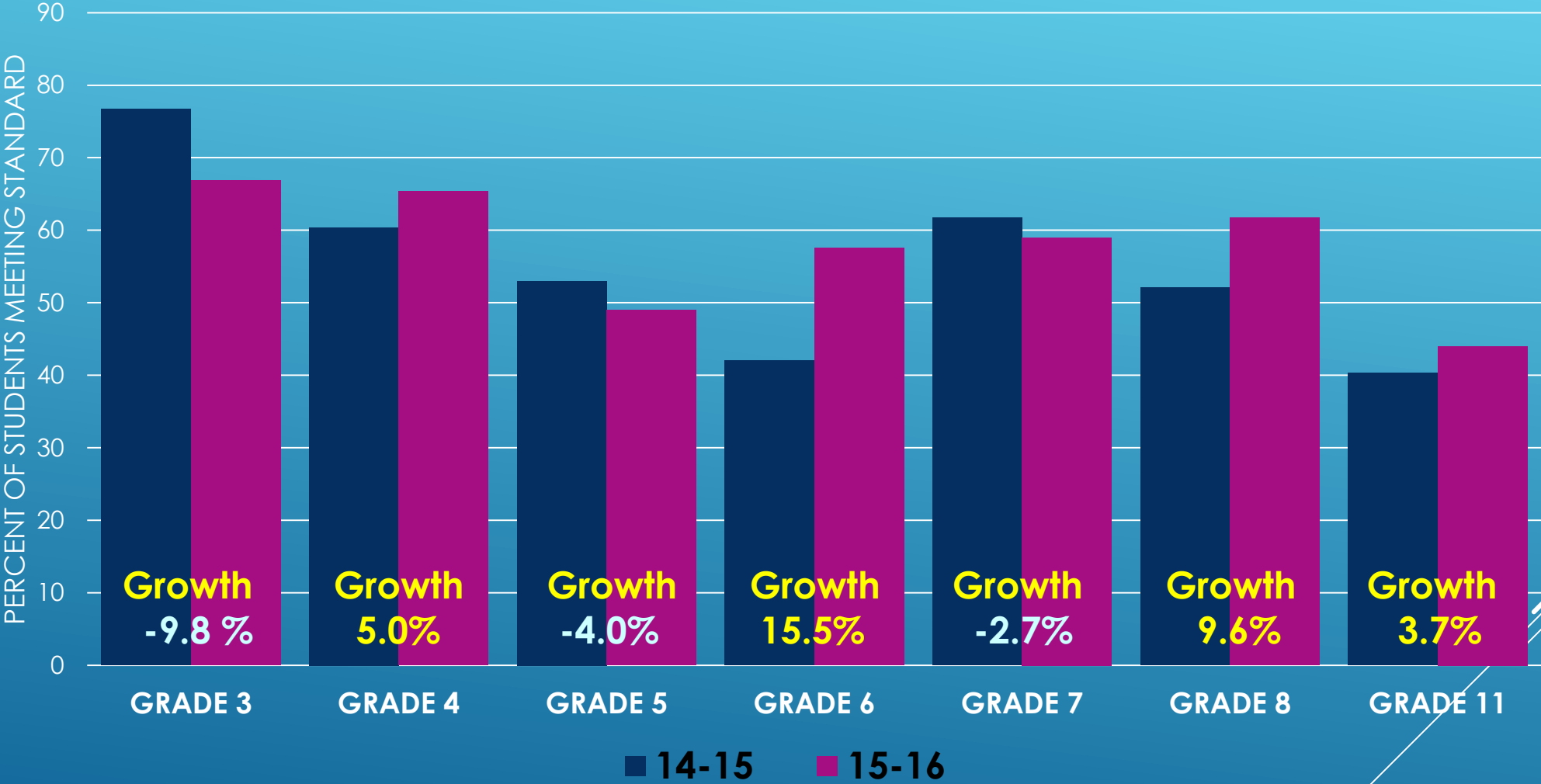
SHSD superscript # = rank
compared to neighboring districts

	Lowest %
	Highest %

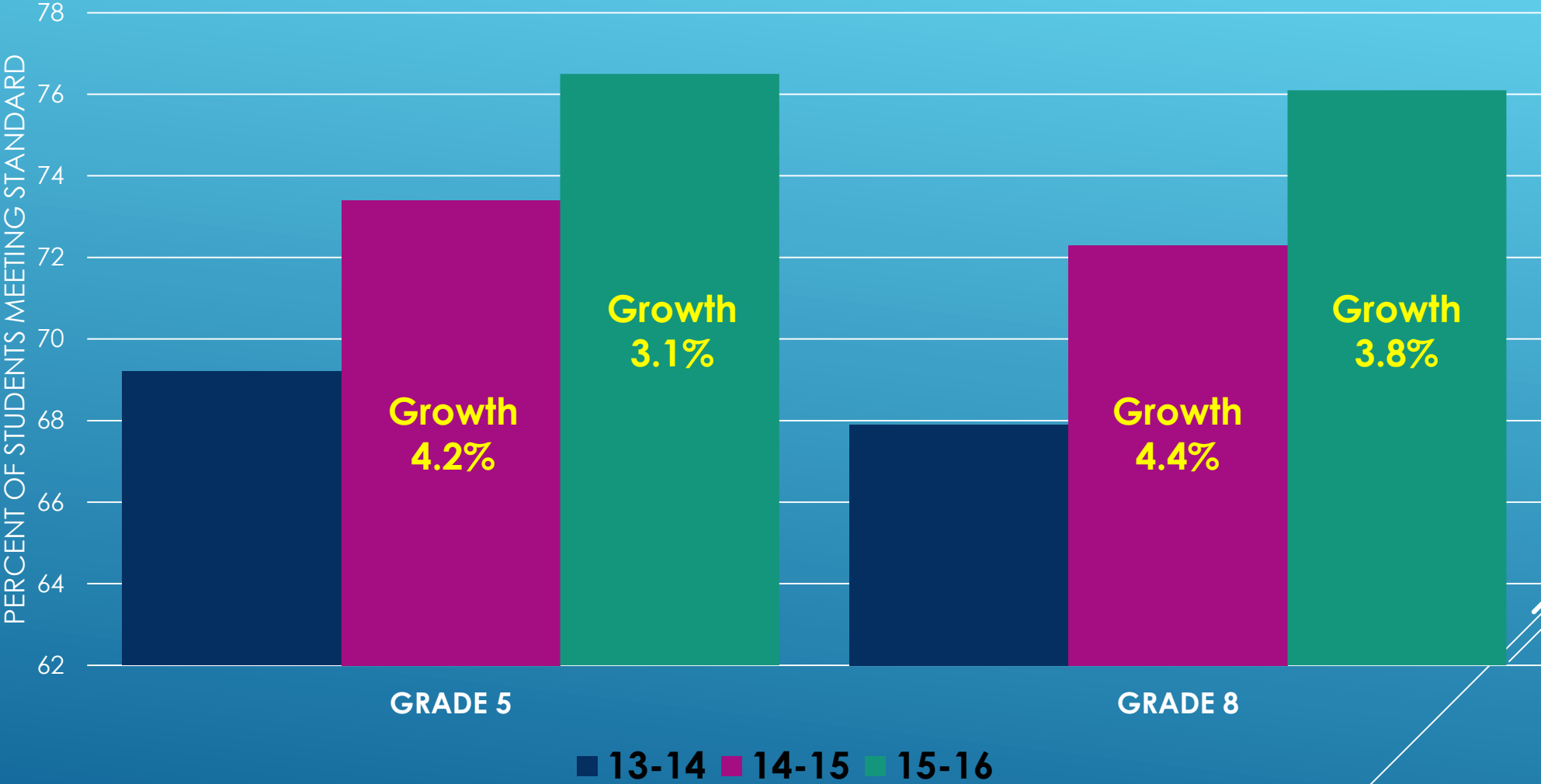
SHSD SBA SCORES FOR ELA



SHSD SBA SCORES FOR MATH



SHSD MSP SCORES FOR SCIENCE



SHSD EOC SCORES FOR BIOLOGY

	2013-2014		2014-2015		2015-2016	
	# tested	% met Standard	# tested	% met Standard	# tested	% met Standard
GRADE 9	205	89.8%	231 S	72.8%	217	82.9%
GRADE 10	13 W 142 S	78.6% 80.7%	20 W 37 S	42.9% 41.9%	70 W 41 S	44.3% 37.0%
GRADE 11	32 W 30 S	56.3% 51.6%	27 W 14 S	38.7% 43.0%	26 W 25 S	34.6% 40.0%
GRADE 12	0 W 0 S	N/A	15 W 3 S	41.2% 0.0%	1 W 1 S	0.0% 0.0%
DISTRICT TOTAL	422	80.8%	320	67.2%	384	64.3%

W = winter test
S = spring test

SHSD EOC SCORES FOR MATH I

	2013-2014		2014-2015		2015-2016	
	# tested	% met Standard	# tested	% met Standard	# tested	% met Standard
GRADE 9	24 W 79 S	48.0% 50.6%	23 W 92 S	52.2% 52.2%		
GRADE 10	52 W 28 S	24.1% 31.4%	46 W 35 S	30.6% 42.9%	51 W 18 S	62.7% 38.9%
GRADE 11	32 W 11 S	41.7% 54.5%	29 W 9 S	48.3% 66.7%	26 W 14 S	65.4% 50.0%
GRADE 12	12 W 3 S	46.2% 33.3%	9 W 3 S	55.6% 33.3%	8 W 1 S	62.5% 100%
DISTRICT TOTAL	241	39.4%	246	46.7%	118	58.5%

W = winter test
S = spring test

SHSD EOC SCORES FOR MATH II

	2013-2014		2014-2015		2015-2016	
	# tested	% met Standard	# tested	% met Standard	# tested	% met Standard
GRADE 9	0 W 10 S	N/A 40.0%			217	82.9%
GRADE 10	0 W 16 S	N/A 18.8%	0 W 37 S	N/A 41.9%	70 W 18 S	44.0% 39.0%
GRADE 11	0 W 7 S	N/A 28.6%	0 W 15 S	N/A 41.2%	27 W 14 S	33.0% 50.0%
GRADE 12	0 W 0 S	N/A N/A	0 W 3 S	N/A 0.0%	1 W 1 S	0.0% 100.0%
DISTRICT TOTAL	33	27.2%	55	38.1%	381	65.3%

W = winter test
S = spring test

Q & A





WSSDA Boards of Distinction Application

GENERAL INSTRUCTIONS

1. The board should complete the application and narratives as directed below, and provide supporting evidence.
 - The date range for this year's application is 9/1/15 – 9/1/16.
 - We recommend you review the following resources on the Boards of Distinction webpage to help inform your essays: *WA School Board Standards; Descriptors* that show the types of information that might be pertinent to each benchmark; and *Standards that Support Equity and Access*.
2. Submit the application — as a single Word or PDF document — by **September 21, 2016**, to Connie Lauderdale at C.Lauderdale@wssda.org.
Submission content:
 - a) This application with completed narratives and signatures. Please identify supporting documents by name within each essay, e.g. "Appendix A."
 - b) Supporting documentation for the narratives (no more than 3 pages each), ordered and titled to correspond with them.

DETAILED INSTRUCTIONS

Section I: District Information

Please complete the basic district and contact information, and check the box to indicating your district's size.

Section II: Application Certification

Please answer "yes" or "no" to the questions about who completed the application, then have all the board members and superintendent sign to certify that the information given throughout the application is accurate.

Section III: Boardsmanship

All WSSDA Boards of Distinction must demonstrate a commitment to responsible governance. Please check the boxes that best describe your boards' governance style and strategic plan status, and insert the dates in answer to questions 2, 3 and 5.

Section IV: Professional Development

Professional development as a board is an important practice. Please indicate any professional development of the board done through or independently of WSSDA from 9/1/15-9/1/16 by checking the box indicating either 1-2 board members or 3-5 board members participated, or N/A if the PD is not applicable.

Section V: Essays and Evidence

For each sub-section (3 standards, plus opportunity gap):

- Please submit an essay of no more than 300 words explaining up to three ways in which the board supports that section's benchmark or topic.
- Please consider mentioning whether this is an initial decision made by the board or you are monitoring progress towards goals.
- Please identify supporting documents by name within each essay, e.g. "Appendix A."

Immediately after each narrative, insert no more than three pages of evidence (e.g., portions of board meeting minutes, protocols, policies, evaluation tools, communications, etc.) to support that narrative.

- The same piece of evidence may be used to support more than one narrative.

Where possible, address how your board meets the needs of diverse students and steps they are taking to close the opportunity gap.

SECTION I: DISTRICT INFORMATION

School District Name: _____

Street Address or PO Box: _____

City: _____

State: WA

ZIP: _____

Student enrollment: ☐ 1 – 1000 ☐ 1001 – 9000 ☐ 9001 and over

Board Chair: _____

Telephone: _____

E-mail: _____

Superintendent: _____

Telephone: _____

E-mail: _____

SECTION II: APPLICATION CERTIFICATION

1. All members of the board discussed and provided input and direction on the content of this application. ☐ Yes ☐ No
2. The narratives in this application were written by:
 - a. One or more board members ☐ Yes ☐ No
 - b. The superintendent ☐ Yes ☐ No
 - c. Other (please specify): ☐ Yes ☐ No

We certify the accuracy of all the statements and representations made in this application.

We hereby grant the Washington State School Directors' Association permission to review and verify any information submitted as part of this application, and publish the content.

Signatures of the full board and superintendent:

Director: _____

Director: _____

Director: _____

Director: _____

Director: _____

Director: _____

Director: _____

Superintendent: _____

SECTION III: BOARDSMANSHIP

1. How would you describe your board's governance:

- ☐ Traditional
- ☐ Balanced
- ☐ Coherence
- ☐ Policy
- ☐ A blend
- ☐ Other: please describe: _____

2. What was the date of your most recent superintendent evaluation? _____

3. What is the date of your most recent board self-assessment? _____

4. Do you have a current strategic plan?

☐ Yes ☐ No

5. What years does it cover? _____

SECTION IV: PROFESSIONAL DEVELOPMENT

Event	1-2 Board Attendees	3-5 Board Attendees	N/A
1. WSSDA Annual Conference 11/15	☐	☐	☐
2. Fall regional meeting 2014	☐	☐	☐
3. Spring regional meeting 2015	☐	☐	☐
4. Individual board workshop	☐	☐	☐
5. WSSDA Webinar (live or archived)	☐	☐	☐
6. Legislative conference 1/15	☐	☐	☐
7. Legislative assembly 9/15	☐	☐	☐
8. Book study	☐	☐	☐
9. WA School Board Standards reviews at board meetings	☐	☐	☐
10. Video conference coaching session with WSSDA	☐	☐	☐
Other training or event (please list below)			
11. _____	☐	☐	☐
12. _____	☐	☐	☐
13. _____	☐	☐	☐

SECTION V: ESSAYS AND EVIDENCE

Standard 1: Provide responsible school district governance

Benchmark: ***Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.***

- Indicators:
1. Does board understand and comply with the Open Public Meetings Act?
 2. Does the board encourage the public to attend board meetings and provide input on topics before the board, including hosting informal opportunities for the public to discuss issues and district performance?
 3. Does the board make available to the public, with sufficient notice and time for input, information which supports board discussions and decisions?
 4. Does the board follow a defined process for gathering input from the community, staff and other stakeholders prior to making critical decisions?
 5. Does the board carry out annual evaluations of its own performance and set goals for improvement?
 6. Does the board solicit input from the public regarding its own performance?

Enter narrative here, and underline it.

Standard 1 evidence: insert up to three pages of evidence below this line

Standard 2: Set and communicate high expectations for student learning; include clear goals and plans for meeting those expectations

Benchmark: ***Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.***

- Indicators:
1. Does the board, in collaboration with staff and the community, formulate and maintain a current plan with goals and outcomes?
 2. Does the board incorporate educational research, local issues, educational legislative initiatives, and national and global trends in the district planning process?
 3. Does the board ensure that stakeholders, staff, and constituents have easy access to and understand the vision/goals/mission articulated in the district plan?
 4. Does the board base its ongoing policy development, decision-making and budgeting on the district plan?
 5. Does the board continually monitor implementation of the district plan and progress toward the plan's goals and outcomes?

Enter narrative here, and underline it.

Standard 2 evidence: insert up to three pages of evidence below this line

Standard 3: Create conditions district wide for student and staff success

Benchmark: ***Employing and supporting quality teachers, administrators and other staff and providing for their professional development.***

- Indicators:
1. Does the board require and support recruitment of highly effective staff?
 2. Does the board have policies in place to hire, evaluate and retain qualified staff to meet the needs of students?
 3. Does board policy support and promote continuous staff development and mentoring?
 4. Does the board celebrate and publicize staff successes?

Enter narrative here, and underline it.

Standard 3 evidence: insert up to three pages of evidence below this line

Opportunity gap

The benchmarks addressed above may or may not allow for the best examples of how your board addressed the opportunity gap over the past year, so please answer the following questions:

1. What decisions did your board make this past year to positively change the opportunity gap?
2. What evidence of success resulted from previous decisions by the board?
3. Demonstrate how you analyze data and how you apply the results towards closing the opportunity gap.

Enter narrative here, and underline it.

Opportunity gap evidence: insert up to three pages of evidence below this line

SAMPLE 2016 Boards of Distinction Rating Sheet

District 1: DISTRICT SIZE DISTRICT NAME	Score (This sample shows maximum possible)	Grand Total (247 possible)	Percent of Total Points Per Section	
Participation (up to 10 points for section) Award up to 5 points for board participation as noted in the application certification and an additional 5 points if overall application reflects the board's work versus the administrator's work.	10	247	4%	
Boardsmanship (up to 18 points for section) Q1: 3 points for answering Q2 or 3: 5 points if done from 9/1/15 - 9/1/16 (or more recently); 2 points if done 9/1/14-9/1/15; else 0. Q4 & 5 together: 5 points if the strategic plan is current; 0 points if it is not.			7%	
1. Board governance style (3 points if can answer this)	3		16%	
2. Most recent superintendent evaluation	5			
3. Most recent board self-assessment	5			
4-5. Have a current strategic plan	5			
Professional Development (up to 39 points for section) 1 points for each answer of 1-2 board attendees 3 points for each answer of 3-5 board attendees	Count			Points Per
* How many answers of 1-2 Board attendees were there in this section?	1			
* How many answers of 3-5 Board attendees were there in this section?	3		39	
Demonstration of Effectiveness (up to 120 points for section)	Essay (0-20 points)		Evidence (0-20 points)	Standard Subtotal
Standard 1: Provides responsible school district governance by ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.	20	20	40	
Standard 2: Sets and communicates high expectations for learning by adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.	20	20	40	
Standard 3: Creates conditions for student and staff success by employing and supporting quality teachers, administrators and other staff and providing for their professional development.	20	20	40	
Opportunity Gap (up to 60 points for section)	Essay (0-20 points)	Evidence (0-20 points)	Use of Data (0-20 points)	Achievement Gap Subtotal
Decisions made, evidence of success and demonstration of data analysis - all towards closing the opportunity gap.	20	20	20	60
Not Following Instructions (MINUS points) Deduct a minimum of 5 and up to 10 points for each area of non-compliance with application instructions (e.g., submitted more than 3 pages of evidence for a standard, or gave excess examples in a narrative).				
Reviewer's comments 1. Positive comments: 2. Suggestions or areas for improvement:				