

**DRAFT UNTIL APPROVED**

**Redmond School District  
School Board Work Session  
June 8, 2011**

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**In Attendance:** Chair Jim Erickson, Vice-Chair Cathy Miller, Directors Paul Rodby, A. J. Losoya, Ric Little, Superintendent Shay Mikalson, RSD Staff-Mike McIntosh, Trish Huspek, Gina Blanchette, Steve Stancliff, Media-Leslie Pugmire-Hole (*Spokesman*)

Jim Erickson called the work session to order at 3:15pm.

Steve Stancliff provided an update on the CLASS Project. He stated that until recently it has been difficult to provide clarity regarding the Teacher Incentive Fund (TIF) grant. That lack of clarity has made it hard to plan for and communicate a consistent message with regard to certain deliverables of the grant.

- Achievement metric – “Value-added model” (VAM)
- Performance-Based Compensation System (PBCS)
- Clarity on the amount for implementation
- Timeline for implementation

The Chalkboard grant kick starts the CLASS project which addresses four interrelated aspects of the teaching procession; career paths, professional development, compensation and evaluation. Redmond School District was brought on as part of a consortium of eight districts that would be a part of the TIF Grant. The grant allowed CLASS project teams to begin the hard work associated with making a blueprint that addresses those four interrelated aspects.

Superintendent Mikalson stated that the TIF is the vehicle that will allow the funding of the CLASS project. TIF is an experiment on specific ideas for learning purposes. It is not the CLASS work. Part of the CLASS work is to look at how we do compensation.

- Value Added Measure (VAM) is the mathematical model that is used to approximate the “added value” of a particular entity toward student achievement.
- VAM model is created for RSD and is based on “added-value” of a building as it relates to reading and math scores (OAKS).
- The VAM controls for; SES (measure of economics), race, gender, age, ethnicity, attendance, special programs, repeated grades. It also provides for statewide comparison.
- VAM scores come back as an overall score for a school and can also be provided by grade level.
- Our goal in RSD is to get our students beyond meeting benchmarks to exceeding.

Superintendent Mikalson stated that he is not in support to linking it to an individual teacher. Trying to incentivize collaboration and we believe VAM will help in that goal.

Mr. Stancliff stated the controversial part of TIF is the performance based compensation. He reviewed the Performance Based Compensation Model. For each of the remaining four years of the grant there will be \$40,000 allocated specifically for teacher leader compensation. Teachers would receive a stipend for work carried out in a leadership role.

#### School-wide VAM

- Grant allotment provides approximately \$315,000 for three TIF schools (RHS, Vern Patrick and Terrebonne Community School)
- Up to \$315,000 could be dispersed based on school's VAM score. If awarded all certified staff in a building receive same award
- Significance of bonus per teacher predicated on assumption that not all schools will perform well enough to get bonus

#### Classroom based observable evidence:

- Grant allotment would be approximately \$35,000 for the three TIF schools
- Up to \$35,000 dispersed to those who meet established benchmarks based on the instruction domain of Danielson's FFT.
- Opportunities for bonuses correspond to a tiered set of differentiated objectives

Jim Erickson asked about sustainability when the grant runs out. Shay stated that in the CLASS project design principals will be looking at the compensation structure as a whole. The TIF grant needs to be looked at as an opportunity for a learning experiment to see if it has an impact on student achievement.

There are deliverables that need to be obtained by September 30, 2011. The association will need to sign an MOU around the TIF grant. To have compensation attached to this the Board and the association would need to approve.

The CLASS project team is committed to the work they have done in absence of the grant.

Steve stated that the timeline is the biggest challenge they face right now. Having the school improvement Wednesday's will help in that timeline requirement.

#### **Strategic Roadmap**

Superintendent Mikalson reviewed with the Board Redmond School District's strategic planning process which focuses on a clear system of accountability to ensure every child, every chance, every day.

He stated that long term change is not only around money it is to motivate all of us as employees to get from survival to a point that is more intrinsic. Autonomy does matter and helps people find the purpose in what they do. In order to achieve that, we need clear responsibility and accountability.

- We need to put clear measures in place to judge how we are doing to achieve our vision, mission and goals.
- We need to prepare all of our kids to be college prepared and career ready. We acknowledge that not all students will attend college but it is our responsibility to make sure they are prepared if that is the direction they choose to go.

Superintendent Mikalson reviewed a document that provided a performance meter for the district that includes baseline and annual target dates. The meter included five goals; 100% graduation rate, academic achievement for all, 100% attendance, parent and community engagement and school safety.

In addition, building principals are charged to work with their staff to identify strategies they are going to use to address each students needs. "We spend 90% of our time crunching data instead of moving on that data to affect student achievement."

### **Theory of Change**

We need to be clear what the expectations are in the district and if building principals are operating within those expectations, they will have the support of the superintendent. “We need people to not fear, but to serve our kids and families in the district.”

### **Strategies**

RSD has four interconnected strategies that will help us meet our goals and ensure all students are college-prepared and career-ready; using data to drive proficiency based learning, supporting all employees, focus on quality schools and budgeting for student achievement.

Superintendent Mikalson reviewed with the Board his goals for 2010-13; district wide roadmap to proficiency implemented across all schools, development of a sustainable community school plan that serves all students within RSD, systemic implementation of Response to Instruction and Intervention K-8 and high school, implementation of a Valued Added School Report Card district-wide and a soft roll out of a common district-wide Electronic Gradebook/SIS System.

Superintendent Mikalson also reviewed the objectives for supporting all employees; implementation of an effective teacher and principal performance evaluation system, successful implementation of relevant Professional Development for all employees through the utilization of School Improvement Days, expanded career paths for teachers, explore new compensation models, serve as a leader for the state and nation related to teacher and school leader effectiveness, and implement district-wide nationally normed surveys; Culture and Climate, Teachers Attitudes and Beliefs, Parent Satisfaction, and Student Engagement.

### **Focus on Quality Objectives**

Every building is expected to work with staff to identify a building performance plan based on the baseline data in the following areas; OAKS reading scores, OAKs math scores, retention rate, VAM school results, graduation rates, culture/climate and mission specific goals.

Shay provided the Board with a draft of the administrative regulation that relates to the evaluation of alternative education programs. He stated that the expectations that schools are being held to should also be applied to the ALO's. To him quality is quality and the same expectations would be applied to the alternative education programs. Peter Miller will still provide his yearly evaluation to the Board.

### **Budgeting for Student Achievement**

Superintendent Mikalson reviewed with the Board the four areas of focus in budgeting for student achievement;

- Transparency – Build stakeholder understanding of revenue and costs, both district-wide and at the school level
- Flexibility – Give school communities flexibility to make individualized spending decisions that improve student outcomes
- Accountability and support – Create structures that support school autonomy and hold schools accountable for results
- Equity – Achieve a funding model that equitably resources schools to meet the needs of all students

Also reviewed was a strategic planning calendar that aligns the district's cycles throughout the school year.

Jim Erickson complimented Superintendent Mikalson's depth of thinking that went into the strategic plan presented today.

AJ Losoya noted that this roadmap will strengthen our culture and will help everyone to speak the same language.

**ADJOURN**

*Paul Rodby moved and Cathy Miller seconded a motion to adjourn at 5:00pm. Motion carried 5-0.*

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Cathy Miller, School Board Vice-Chair

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Trish Huspek, Executive Assistant