

Study Session
3/26/2024



Superintendent Report



Agenda

- [Vision of a Graduate preview;](#)
- [24-25 Budget Development Update](#)

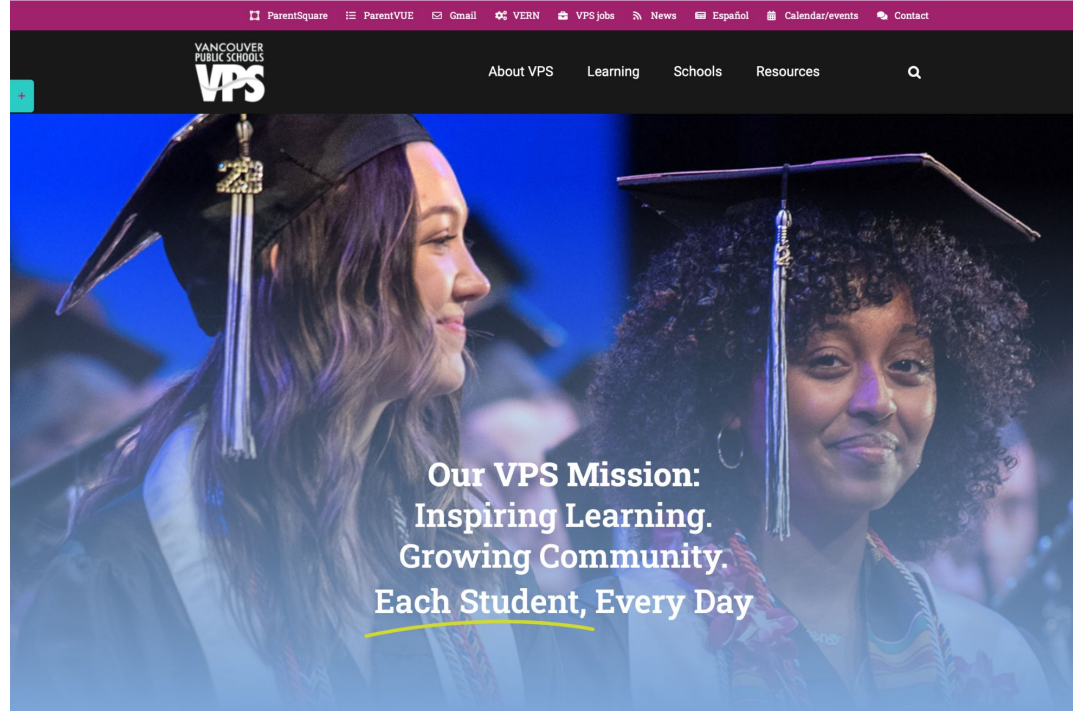
Strategic Planning
Update



View the Strategic Plan on Our Website



[vansd.org/
strategic-plan](https://vansd.org/strategic-plan)



Why do we need a strategic plan?

Our community, society, and the future demands for students are constantly evolving. Our educational goals and priorities need to be constantly evolving to make sure our students, today's children, are adequately prepared for what may lie ahead after they graduate as tomorrow's adults, workers, politicians, voters, and community leaders.

We want to make sure our goals and how we prioritize our work, time, funding and all decisions are aligned with the desires of our students, families and entire Vancouver community.

So, we asked these groups several important questions so that we could align what we deliver based on these shared values.

Planning process ➔



OUR MISSION

Inspiring Learning.

Growing Community.

Each student, Every day.



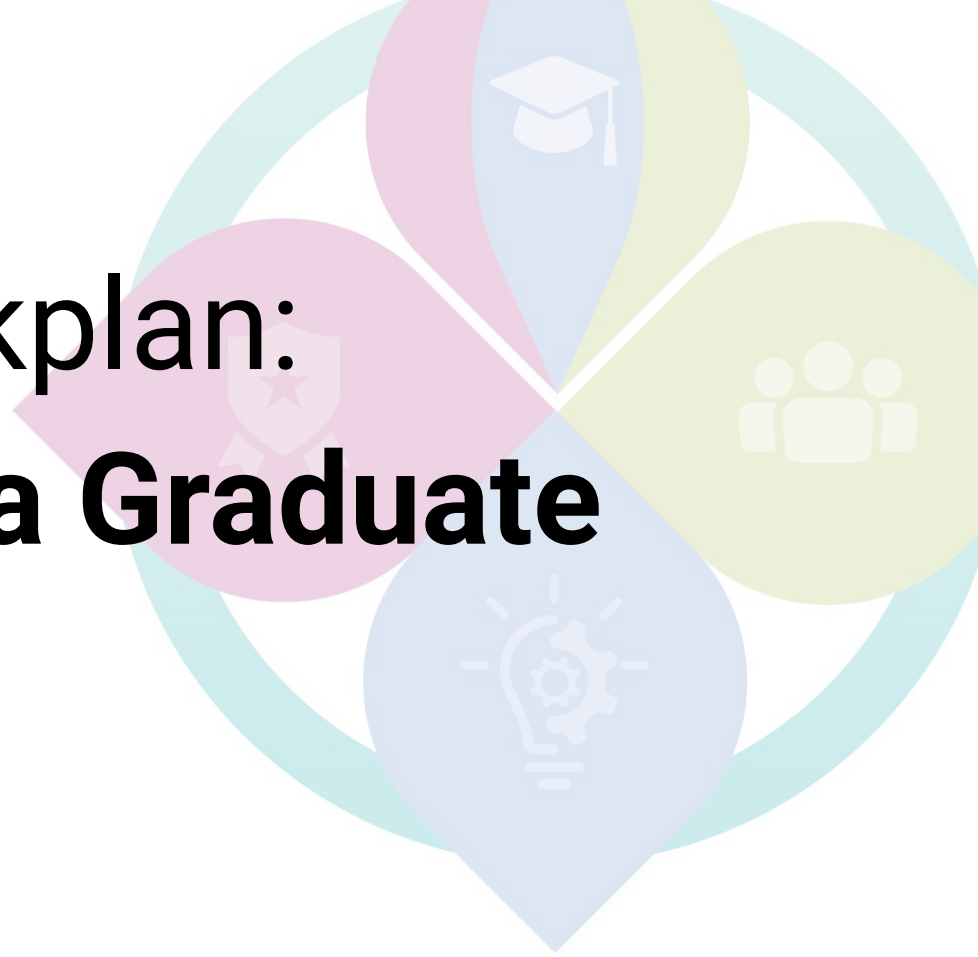
Our Vision of a Graduate

Vancouver Public Schools Graduates have the **core knowledge and life-ready skills to meet the real-world demands** of their chosen next step.

Our graduates are **curious learners who can persevere and adapt** to changing conditions. They are **effective communicators** who work independently or in collaboration with others in search of informed solutions to complex problems.

Whether entering the workforce, trade programs, and/or higher education, VPS graduates are **compassionate and inclusive human beings** who will positively influence their local and global community while consistently acting with integrity.

Workplan: **Vision of a Graduate**



Board Study Session

- How are students growing?
- How are we refining MTSS & Assessment systems?
- How might we monitor the strategic plan?



What We Heard - Vision of a Graduate

Vision of a Graduate

21st century VPS Graduates are...

- **Academically Prepared:** Graduates have demonstrated rigorous academic and life-ready learning of core knowledge and skills.
- **Culturally Competent:** Graduates are compassionate and inclusive human beings who are aware of their own cultural beliefs and values and are empathetic to how those may be different from others.
- **Critical Thinkers:** Graduates can independently and in collaboration with others utilize creative and critical thinking skills in search of informed solutions to difficult and complex issues.
- **Effective Communicators:** Graduates can clearly convey their thoughts and ideas and are receptive and responsive to others' input.
- **Resilient:** Graduates are confident individuals who can persevere and adapt to changing conditions.
- **Life Long Learners:** Graduates are curious and passionate learners who are inspired and ready for the real-world demands of their next step (i.e. workforce, trade programs, and/or higher education).
- **Engaged Community Members:** Graduates positively influence their local and global community while acting with integrity.

Vision of a Graduate Statement

Vancouver Public School Graduates have the core knowledge and life-ready skills to meet the real-world demands of their chosen next step. Our graduates are curious learners who can persevere and adapt to changing conditions. They are effective communicators who work independently or in collaboration with others in search of informed solutions to complex problems. Whether entering the workforce, trade programs, and/or higher education, VPS graduates are compassionate and inclusive human beings who will positively influence their local and global community while consistently acting with integrity.

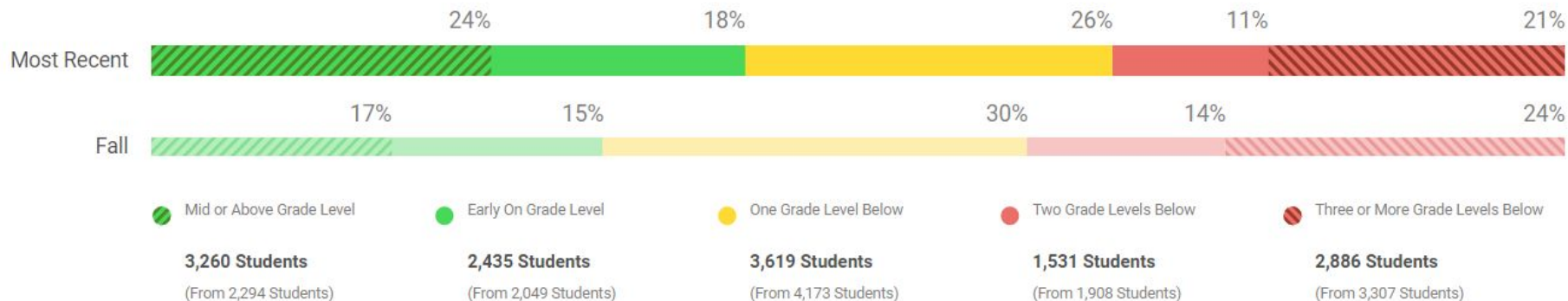
Student Learning:
23-24 iReady Growth



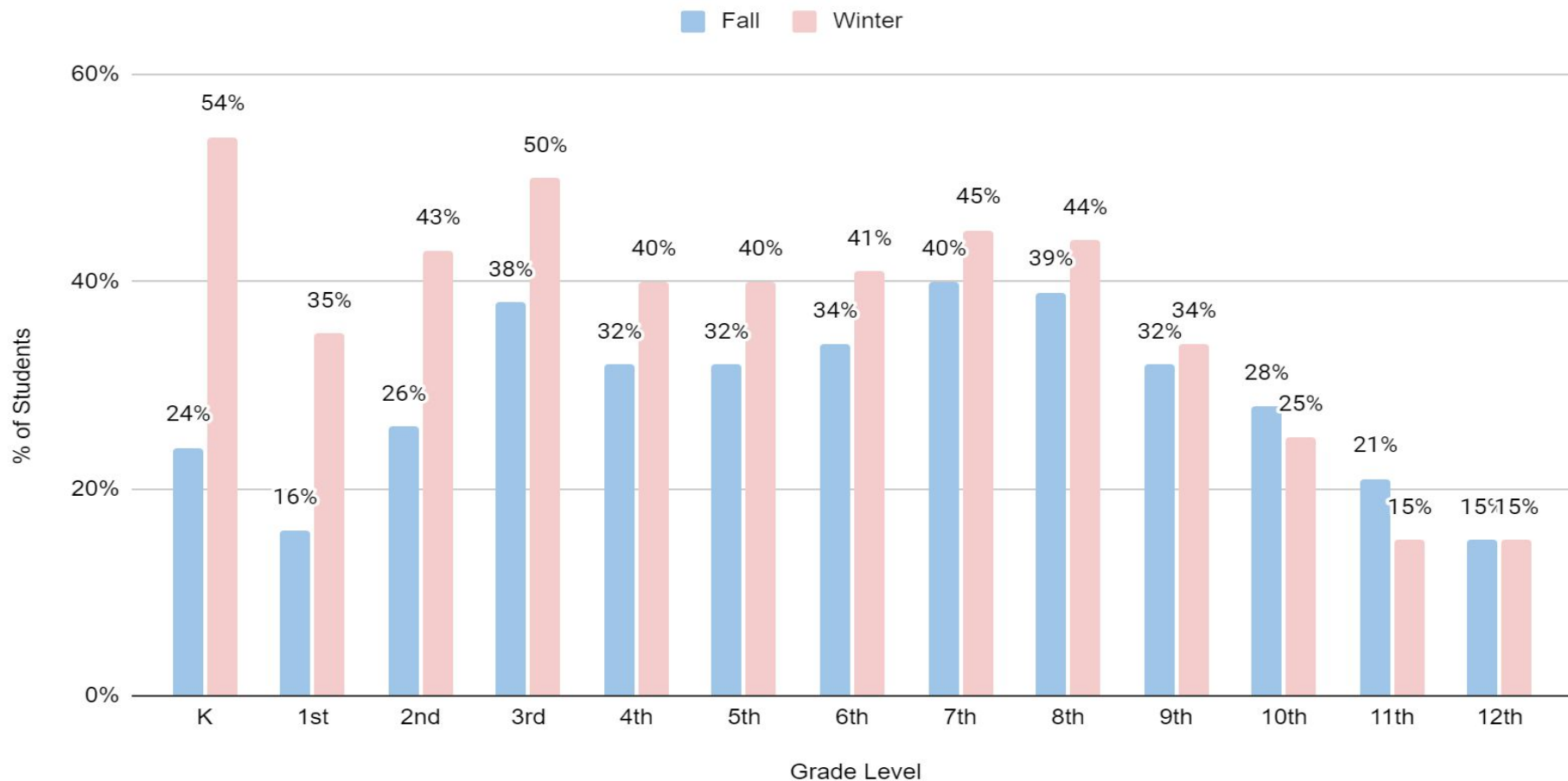
iReady Overall Reading Placement, Winter 2023-24

Overall Placement

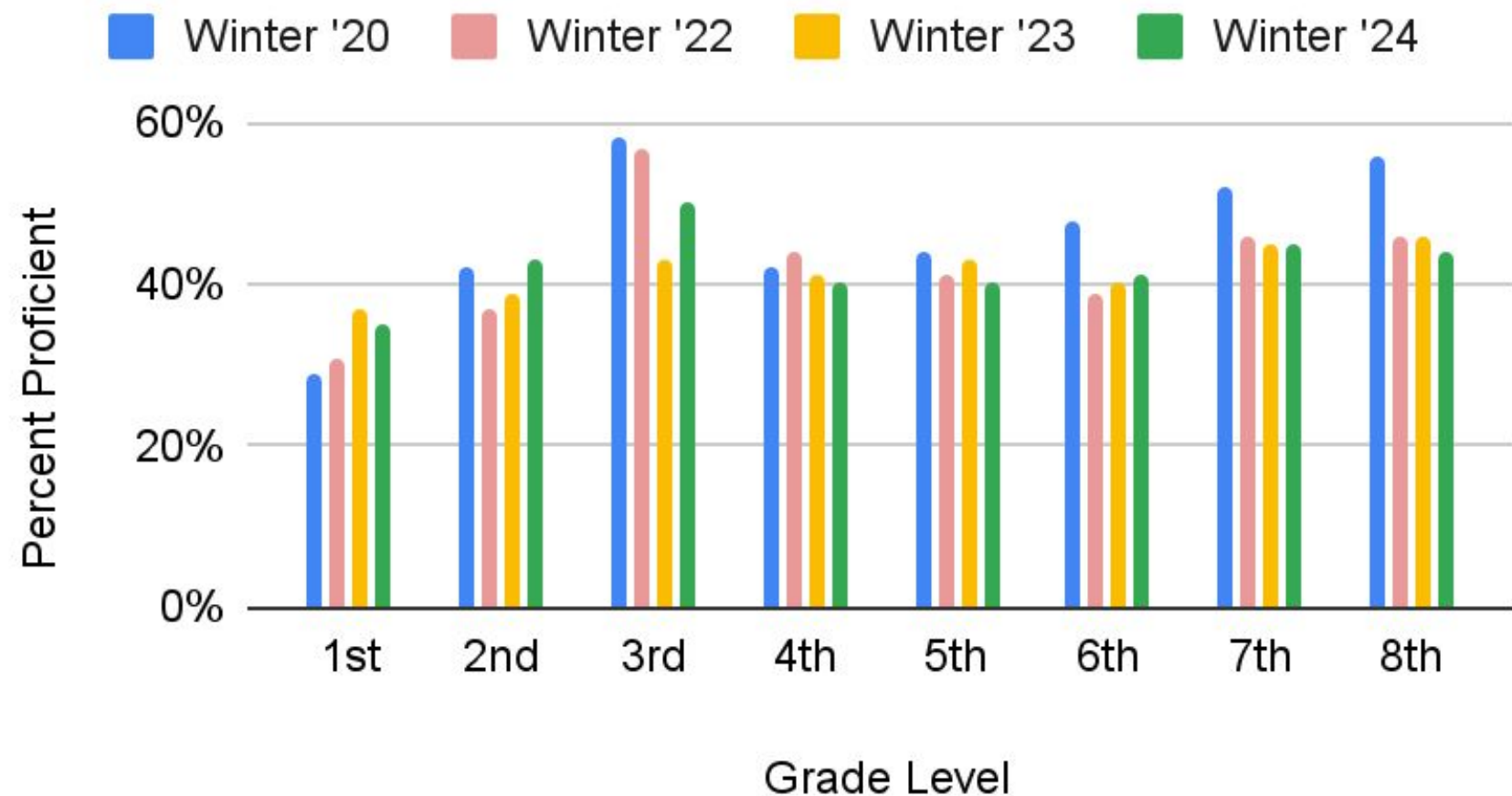
Students Assessed/Total: 13,731/21,356



2023-24 Fall to Winter iReady Reading Proficiency



iReady Reading Proficiency Winter 2020 to Winter 2024



How Have Relative Placements Changed From Winter to Winter?

Placement Distribution, Winter 21-22 to Winter 23-24



i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

**How are students
growing in reading?**



Define Typical and Stretch Growth

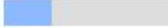








Typical Growth

The average growth of students at each grade and Placement Level.

Stretch Growth:

The growth recommended to put students who placed below grade level on a path to proficiency and students who placed on grade level on a path to advanced proficiency levels

VPS Reading Growth By Initial Placement K-8

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	 50%	41%	 28%	24%	35%	2,053/2,246
Early On Grade Level	 62%	38%	 35%	16%	46%	1,825/2,029
One Grade Level Below	 62%	32%	 42%	14%	40%	3,990/4,427
Two Grade Levels Below	 67%	37%	 33%	8%	48%	1,815/1,967
Three or More Grade Levels Below	 79%	45%	 32%	13%	48%	2,382/2,738

VPS Reading Growth By Multilingual Learners K-8

Choose to Show Results By

English Learner

Showing 1 of 3

Yes - English Learner	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	<div><div></div></div> 64%	34%	<div><div></div></div> 31%	9%	37%	2,128/2,739

VPS Reading Growth By Highly Capable Learners K-8

Yes - Gifted Eligibility	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Gifted Eligibility	<div><div></div><div>✓</div>100%</div>	51%	<div><div></div><div></div></div> 51%	32%	46%	364/377

VPS Reading Growth By Special Education Services K-8

Yes - Special Education	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	<div><div></div></div> 47%	31%	<div><div></div></div> 25%	11%	37%	1,702/2,017

VPS Reading Growth By Race & Ethnicity K-8

Multi	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	<div><div></div></div> 62%	41%	<div><div></div></div> 34%	21%	50%	58/73
Asian	<div><div></div></div> 70%	42%	<div><div></div></div> 40%	18%	45%	356/389
Black or African American	<div><div></div></div> 63%	36%	<div><div></div></div> 36%	17%	43%	372/464
Native Hawaiian or Other Pacific Islander	<div><div></div></div> 57%	30%	<div><div></div></div> 33%	9%	39%	424/530
Two or More Races	<div><div></div></div> 63%	39%	<div><div></div></div> 37%	17%	45%	1,234/1,401
White	<div><div></div></div> 67%	39%	<div><div></div></div> 37%	16%	44%	6,638/7,503
Yes - Hispanic or Latino	<div><div></div></div> 61%	36%	<div><div></div></div> 32%	12%	39%	2,972/3,910

Growth Success Stories: Washington, Fruit Valley, VITA

Team Review and Planning after iReady Window

- PLCs, Guiding Coalitions Plan for Tiered Instruction
 - Promote opportunity for unpacking iReady data
 - Celebrate student growth
 - Provide time for teams to make informed plans for instruction/intervention/extension



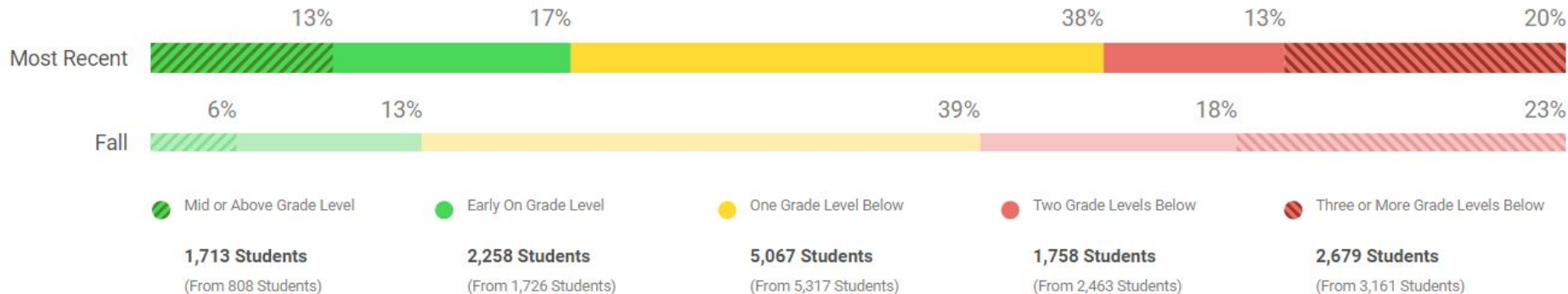
Student Math Learning



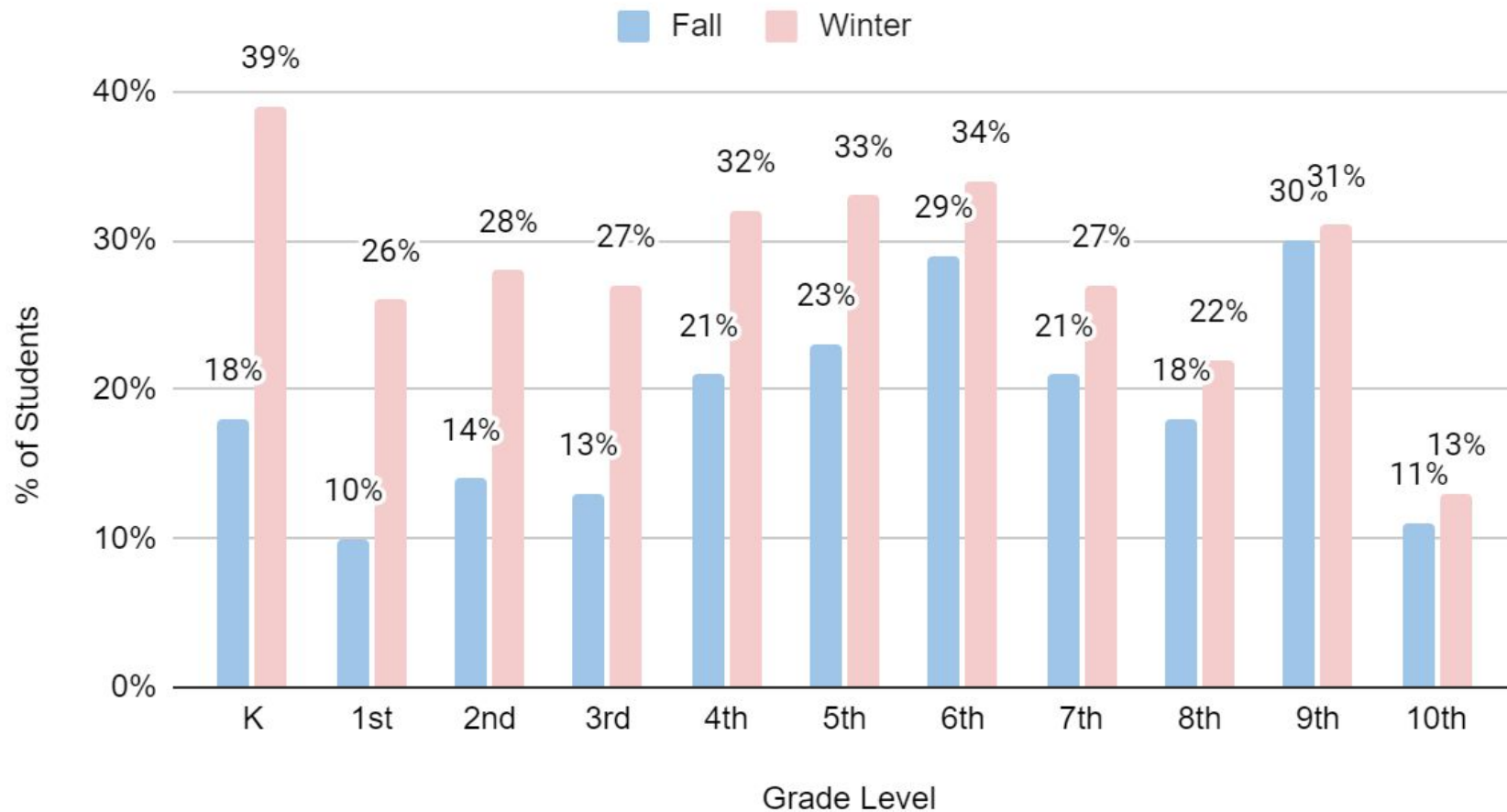
iReady Overall Math Placement, Winter 2023-24

Overall Placement

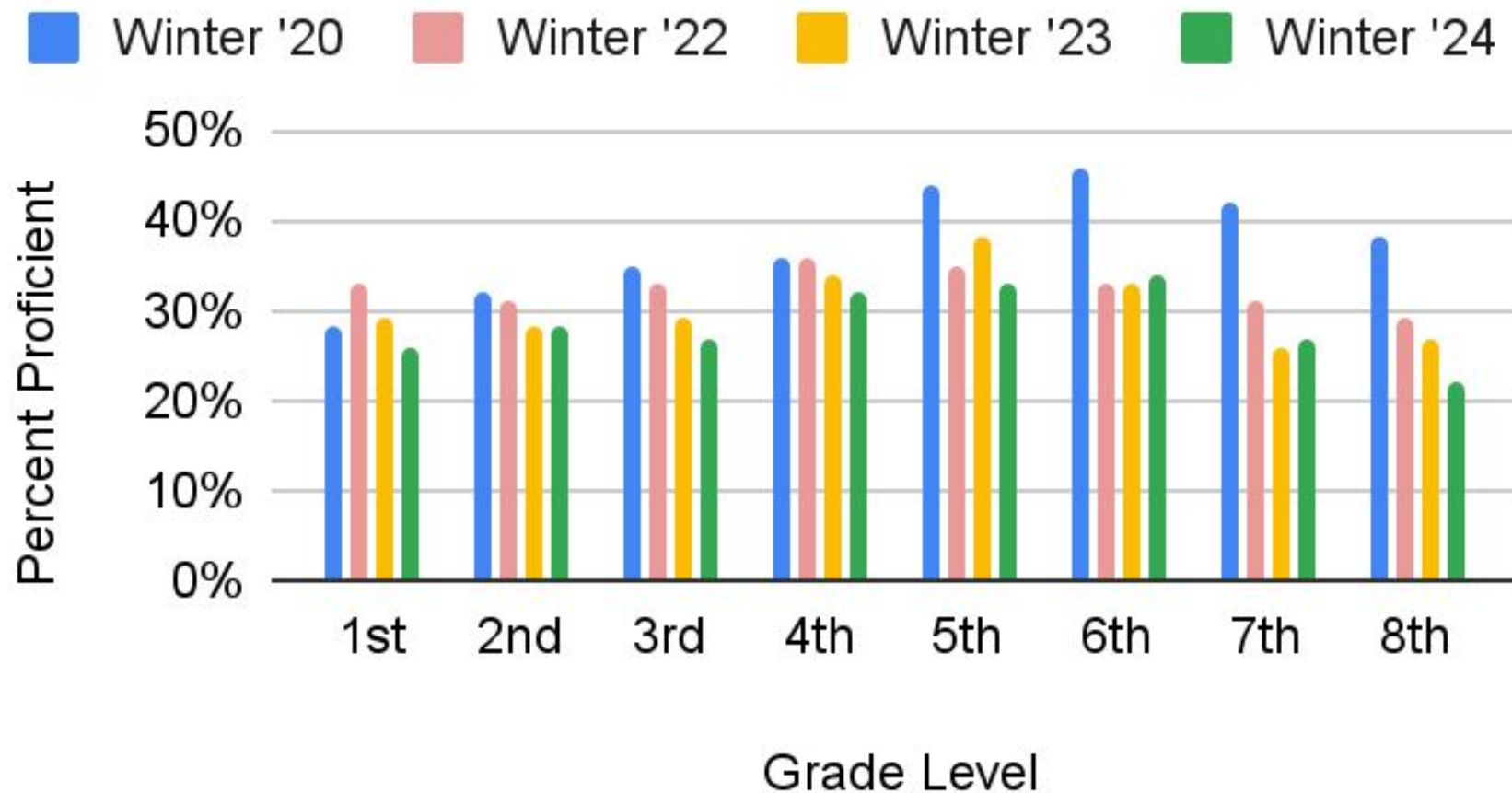
Students Assessed/Total: 13,475/21,352



2023-24 Fall to Winter iReady Math Proficiency

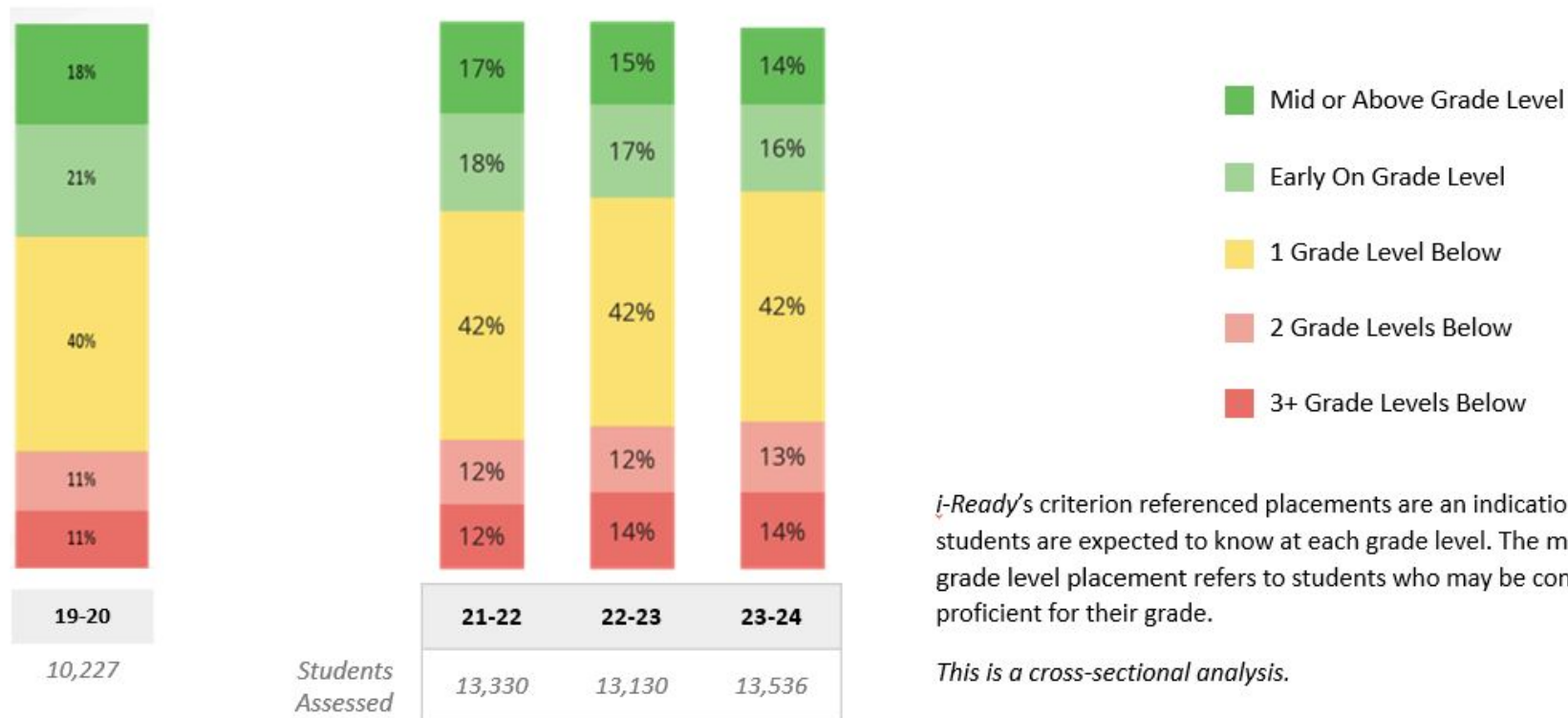


iReady Math Proficiency Winter 2020 to Winter 2024



How Have Relative Placements Changed From Winter to Winter?

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**How are students
growing in math?**



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Mid or Above Grade Level	<div><div></div></div> 37%	26%	<div><div></div></div> 23%	11%	18%	818/941
Early On Grade Level	<div><div></div></div> 35%	21%	<div><div></div></div> 23%	5%	41%	1,515/1,672
One Grade Level Below	<div><div></div></div> 46%	19%	<div><div></div></div> 32%	6%	30%	5,633/6,167
Two Grade Levels Below	<div><div></div></div> 57%	27%	<div><div></div></div> 33%	5%	53%	2,389/2,547
Three or More Grade Levels Below	<div><div></div></div> 67%	39%	<div><div></div></div> 30%	8%	53%	2,269/2,574

VPS Math Growth By Multilingual Learners K-8

Yes - English Learner	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	<div><div></div></div> 48%	25%	<div><div></div></div> 29%	5%	37%	2,348/2,739

VPS Math Growth By Highly Capable Learners K-8

Yes - Gifted Eligibility	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Gifted Eligibility	<div><div></div></div> 50%	24%	<div><div></div></div> 32%	10%	43%	366/377

VPS Math Growth By Special Education Services K-8

Yes - Special Education	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	<div><div></div></div> 48%	25%	<div><div></div></div> 29%	6%	38%	1,764/2,017

VPS Math Growth By Race & Ethnicity K-8

Multi	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	<div><div></div></div> 36%	26%	<div><div></div></div> 25%	4%	39%	57/73
Asian	<div><div></div></div> 50%	25%	<div><div></div></div> 31%	7%	39%	361/389
Black or African American	<div><div></div></div> 55%	25%	<div><div></div></div> 33%	5%	42%	391/464
Native Hawaiian or Other Pacific Islander	<div><div></div></div> 48%	23%	<div><div></div></div> 29%	3%	35%	432/530
Two or More Races	<div><div></div></div> 50%	26%	<div><div></div></div> 32%	7%	39%	1,261/1,401
White	<div><div></div></div> 50%	26%	<div><div></div></div> 32%	7%	41%	6,760/7,503
Yes - Hispanic or Latino	<div><div></div></div> 45%	23%	<div><div></div></div> 27%	5%	35%	3,351/3,910

Growth Success Stories: Mac and HBHS

Creating a culture of celebrating success.

Using Interim assessments to measure learning of standards & provide timely feedback

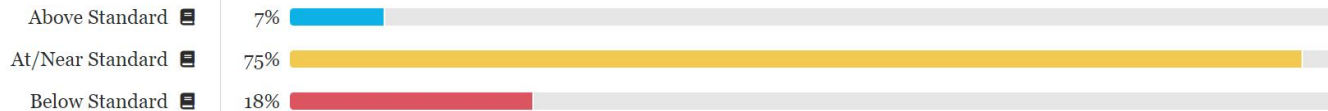


G11 High School MATH - Geometry Congruence (IAB)

Average Scale Score
for **404** results

2527 ± 8¹

Student Score Distribution



Hide Results ^

6	Communicating Reasoning / Target F	Easy	G-CO.A	76%	10%	8%	76%	6%
7	Communicating Reasoning / Target E	Difficult	G-CO.9	26%	25%	26%	23%	26%

**Next steps in supporting
learning**



Strategic Plan Goal E2: Prepare each student for the opportunities and demands of the next steps on their vision of a VPS graduate journey

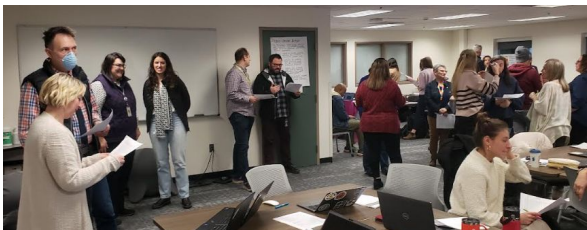
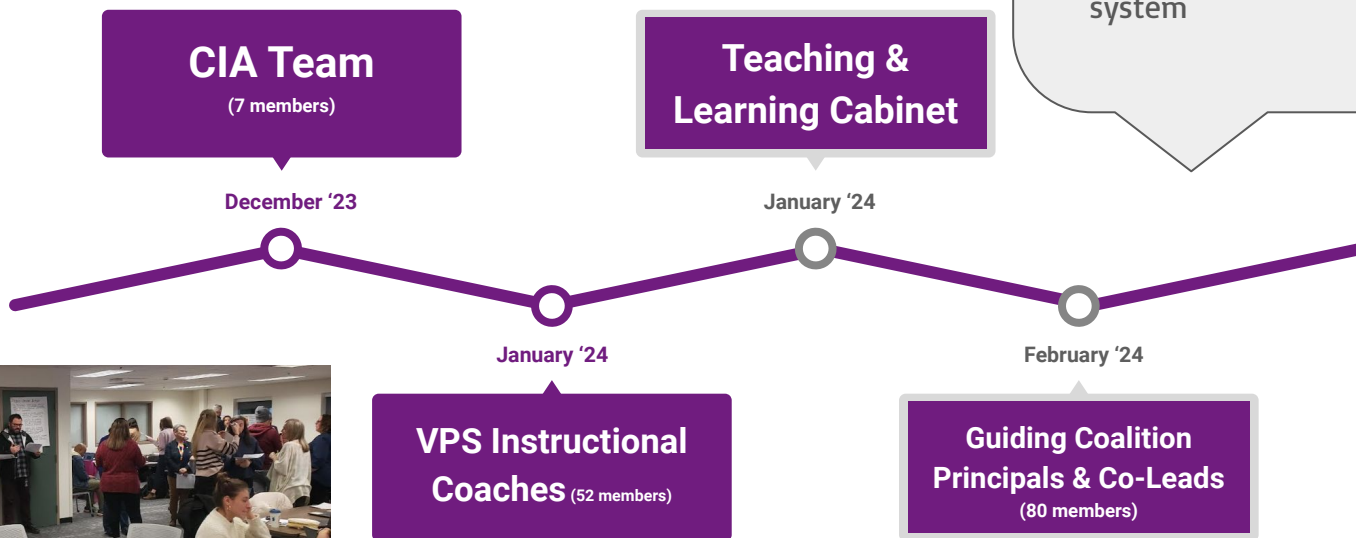
E2b: Ensure an evidence-based core curriculum and a balanced system of assessment for each student.



Balanced System of Assessment

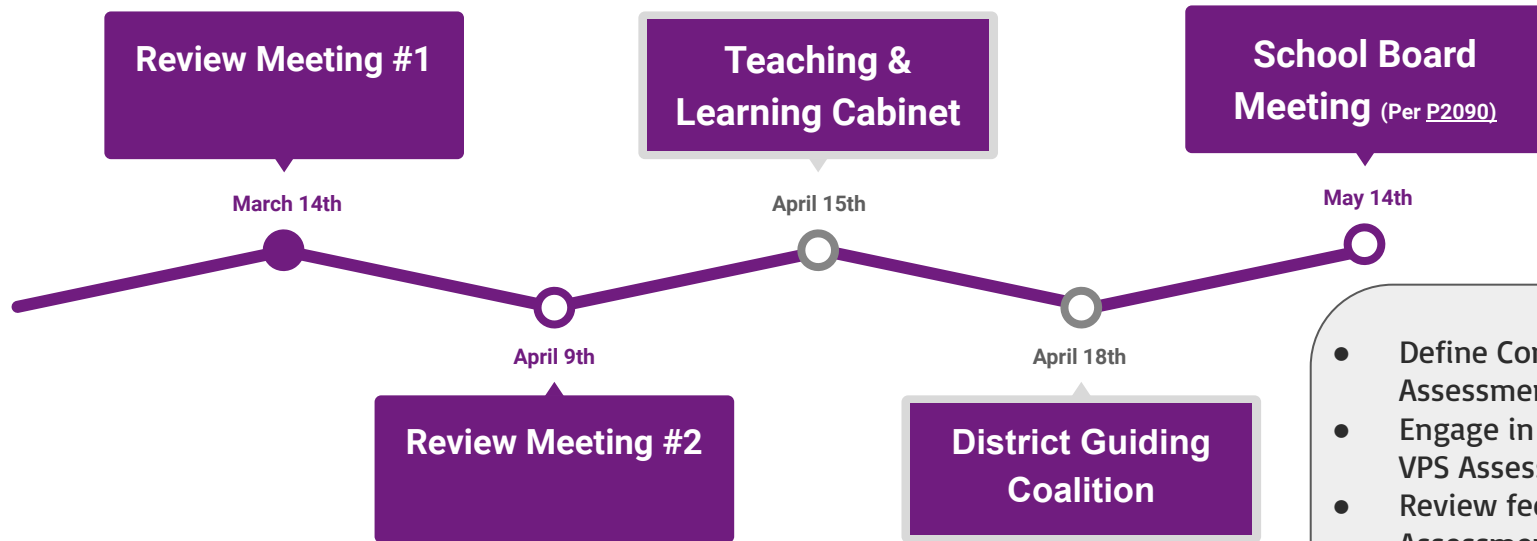
Assessment Review Part 1

- Shared understanding of a data culture & conditions for using data
- Review purpose of assessment types; facilitate inventory of current state
- Develop prioritized list of strengths and needs for assessment practices from informed voices across our system



Balanced System of Assessment Part 2 (37 participants)

Smaller group reviews current state and inventory data to make informed recommendations for a proposed Comprehensive Assessment Plan for VPS.



- Define Comprehensive Assessment System
- Engage in historical timeline of VPS Assessments
- Review feedback from Assessment Review meetings, to identify strengths & priorities
- At the end of our meetings: create a comprehensive assessment plan, prioritized over next 3 years



Strategic Plan Goal E2: Prepare each student for the opportunities and demands of the next steps on their vision of a VPS graduate journey

E2c: Refine Multi-tiered systems of support to ensure each student has the necessary learning experiences and access to thrive.



MTSS Systems

Goal #1 What is MTSS?

Lead: Andre Hargunani

22 members

Goal #2 Data & Meeting Structures

Leads:
Lucy Estrada Guzman
Charlotte Pellens
Jami Phelps

23 members

Goal #3 Defining Tier 1 Instruction

Leads:
Kris Janati (Literacy)
Brian Graham (Math)
Kirsten Copeland (SEL)

21, 18, 16 members

Synergy MTSS Modules
MTSS Plans, CICO,
Majors/Minors, EWS

February

Facilitate focus work groups

March

Facilitate focus work groups

April

Finalize drafts & receive final feedback from strategic groups: G.C. & T&L Cabinet

May 7th

Facilitate learning and implementation with K12 District Leadership.

MTSS: Tier One Literacy

MTSS Team Work: Tier One Instructional Practices

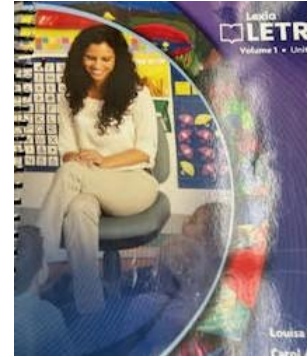
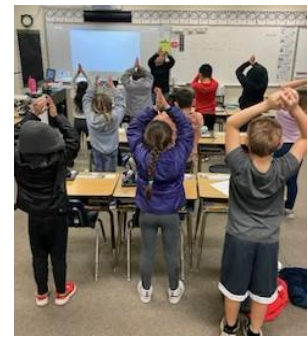
- Essential Question: How to we promote rigor and engagement, while we maximize time in core literacy instruction?

Ongoing Professional Learning of Evidence-Based Literacy Instruction

- Instructional Coaches
- $\frac{2}{3}$ Elementary Principals (LETRS)
- Next year: Completion of Evidence-based Literacy Instruction training at remaining sites
- Literacy Routines

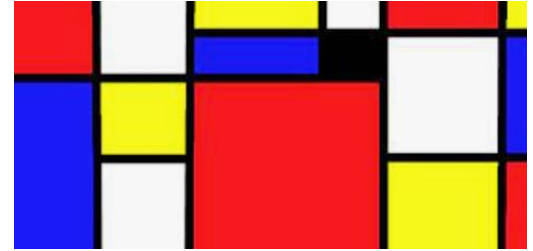
March is Reading Month

- *Right to Read* Free Screening: March 20 @ Roosevelt Elementary & March 28 @ Felida Elementary, 4:30-6:30 pm
- Tier One Literacy Routine Open Door days for teachers, March 11-20



MTSS: Tier One Math Instruction

- What does teaching and learning look like in VPS math lessons?
Student Actions - Teacher Actions - The Environment
- Instructional Look-For's - training for principals
- Math Fellows - investing in teacher leadership
- A focus on STUDENT ENGAGEMENT: Launch - Explore - Discuss
- A focus on essential standards and common formative assessments
- Coherence with UDL, WIDA, and 5D-CEL



Dashboard Preview





VPS Strategic Plan Dashboard

Our mission

Inspiring Learning.
Growing Community.
Each Student, Every Day.



We build on our VPS Core Values

Our schools prioritize and deliver daily.



Safety



Belonging



Listen to our students share their core values



Vancouver Public Schools Strategic Data Dashboard



[Home](#) [Indicators](#) [Strategy](#)

Select Dashboard ▼

Student Success

Graduation Rates

86.0%

Graduated in four years

[View Data](#)

3rd Grade Reading Proficiency

50.0%

% of student on grade level

[View Data](#)

High Growth In Math

27.6%

Smarter Balanced High Growth

[View Data](#)

School Environment

Attendance

62.7%

Belonging

66.0%

Discipline Rate

6.4%

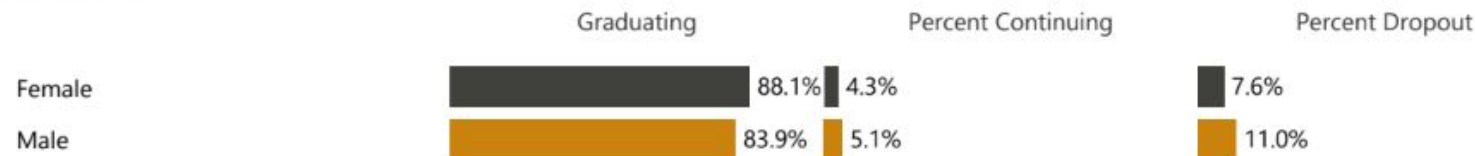
Vancouver School District

2022-23

All Students



Gender



Federal Race/Ethnicity



Vancouver Public Schools Strategic Data Dashboard



[Home](#) [Indicators](#) [Strategy](#)

Select Dashboard ▼

Student Centered Experience

Design learning experiences that motivate each student to realize their potential and love for learning. Students see themselves represented, supported and loved through engaging instruction, curriculum, and our high expectations for their ongoing success towards our vision of a VPS graduate and beyond.

Goal E1. Develop/sustain a culture of belonging, safety, and positive student-staff relationships.

15%

E1. Develop/sustain a culture of belonging, safety, and positive student-staff relationships

Strategies

30%

E1a. Increase access and inclusion for underserved and marginalized students.

Strategies

45%

E1b. Strengthen access to necessary support systems for each student to thrive in our school communities.

Strategies

10%

E1c. Strengthen support provided to students and families for transitions through grade levels, schools and graduation.

Strategies

60%

E1d. Ensure student behavioral expectations are clear and discipline outcomes are equitable.

Strategies

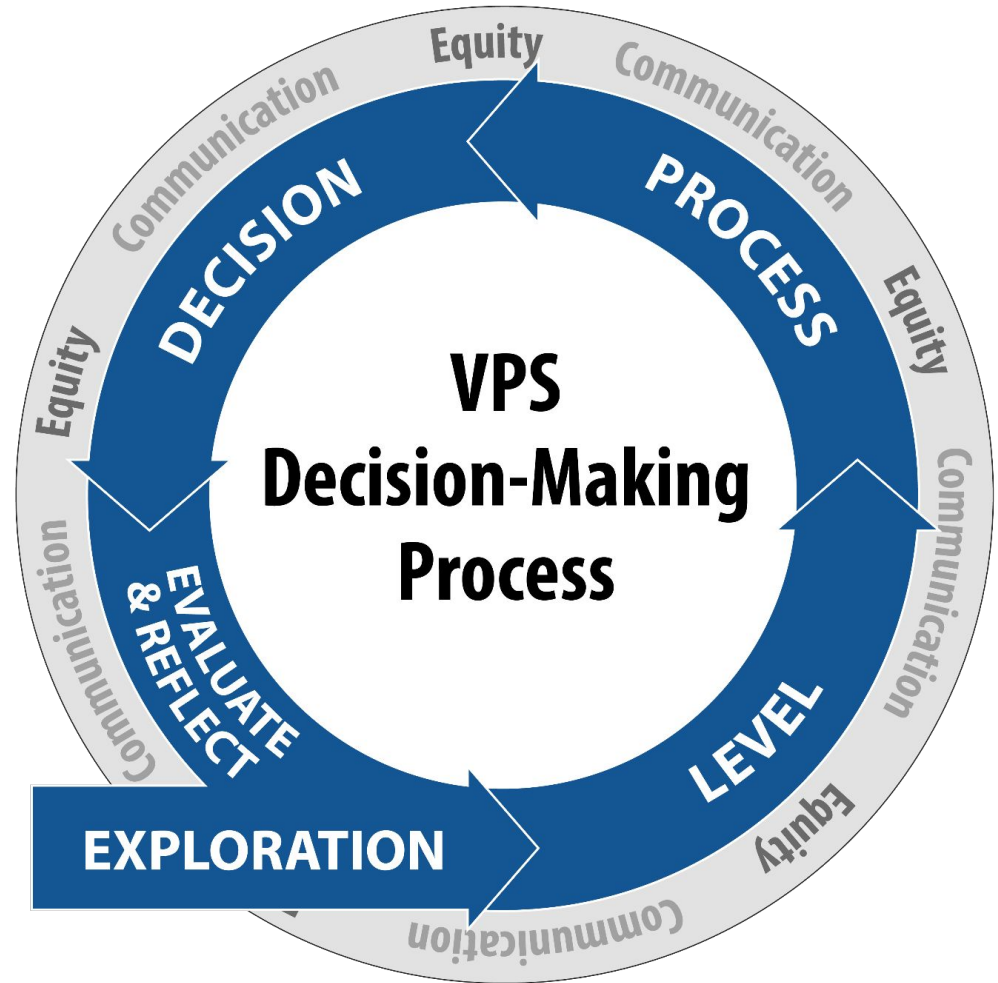
Goal E1A. Increase access and inclusion for underserved and marginalized students.

Strategies	Timeline
Universal Design for Learning (UDL) Implementation <ul style="list-style-type: none">3 Year Implementation Plan	See 3 year implementation plan
<ul style="list-style-type: none">Cultural Competency, Diversity, Equity & Inclusion (CCDEI) Professional Development<ul style="list-style-type: none">All staff will receive training in the Dignity Framework	Certificated staff training August 2023 Classified training TBD
<ul style="list-style-type: none">Intercultural Development Inventory (IDI) Professional Development<ul style="list-style-type: none">Qualifying SeminarSample IDP - Minimization	October 2023: Equity Facilitators trained Nov '23 - June '24: Facilitators support Coaches on IDP
<ul style="list-style-type: none">Inclusionary Practices Grant	Sept 2023-June 2024
<ul style="list-style-type: none">Culturally Responsive Education (CRE) and Applied Algebra	Sept-Dec 2023

24-25 Budget Update



2024-25 Budget Development Process



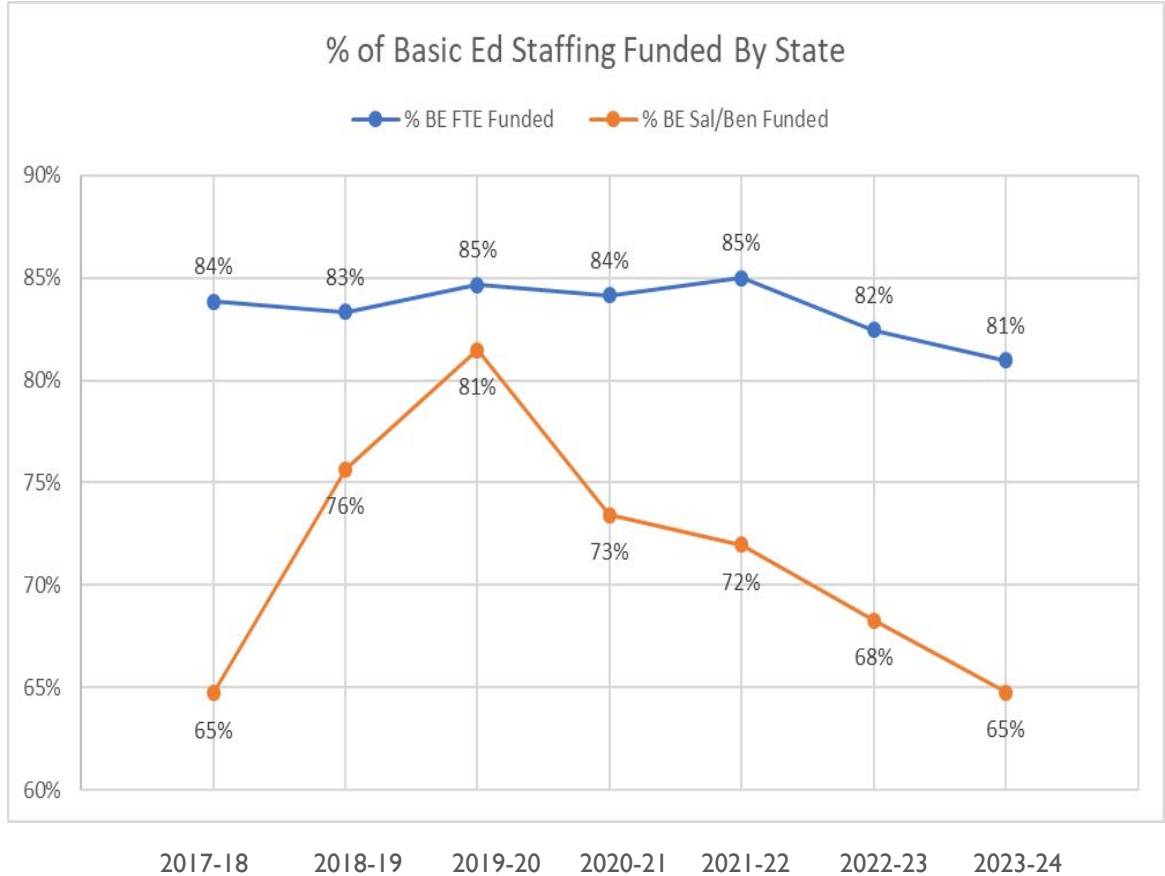
24-25 BUDGET TIMELINE

Sep 23	Budget update at board meeting, all staff meetings
Oct 23	Budget committee; enrollment information; all staff meetings
Nov 23	Budget committee, board director check-ins; Staff Advisory engagement activities
Dec 23	Reduction target established by school board; staff survey; labor leader meetings focused on possible reduction begin
Jan 24	Budget website updated, message to staff/community; labor leader meetings; Staff Advisory engagement activities
Feb 24	Resolution to develop a reduction plan approved by school board, labor leader meetings, message to staff/community survey launched, scenarios developed based on input/feedback, drafts shared with board for feedback/questions; Staff and Family Advisory Q&A
Mar 24	Draft reduction plan published and shared, consideration at March 12 meeting; if plan approved begin staff notification process

Exploration

Why are we in this situation?

- **Increased Basic Education Staffing Costs**
 - Gap between cost per staff member and funding from state
 - Gap between # of staff needed to operate and allocation from state
- **Increased Other Costs**
 - Increased Insurance and utilities costs (\$1.2M more than funding last year)
 - Special Education costs (\$12.3M more than funding last year)
 - Substitute costs (\$6.7M more than funding last year)
 - Transportation costs (\$600K more than funding last year)
- **Increased Student Need** - consistent feedback that more staff are needed
- **Student Enrollment** - overall decline since 2018



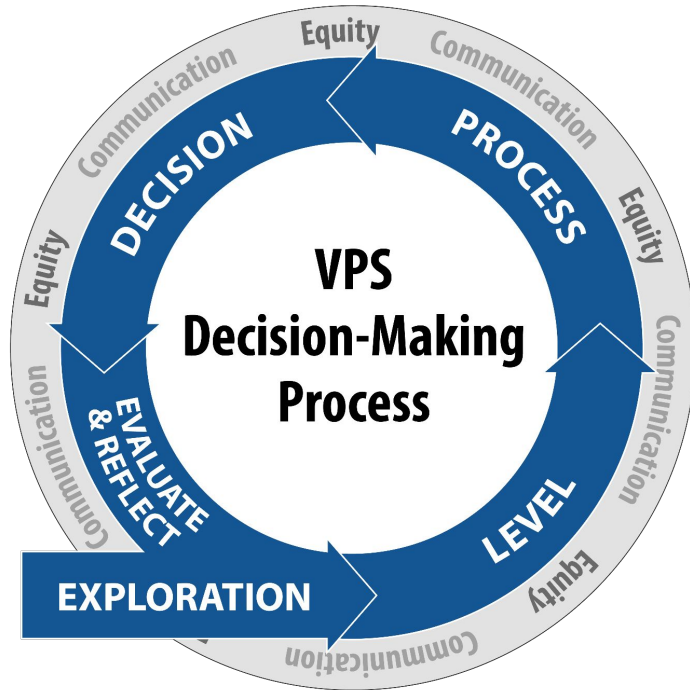
VANCOUVER
PUBLIC
SCHOOLS
FUNDING
GAP FROM
THE STATE

Exploration

Why are we in this situation?

Three options within school board control for these two factors (85% of our budget)

1. Delay as long as possible - ***strategy already deployed, used COVID relief funds and fund balance reserves to save positions, maintain staffing model.***
2. Lower the cost per staff member (collective bargaining).
3. Reduce the number of staff (for consideration this evening).



Exploration Level Process

Decision - March 12
Evaluate and Reflect

Resolution Details

How do we get to an 8-10% reduction?

Vancouver Public Schools Overview of Basic Ed Staff Reductions	FTE Reduction	% of existing staff in this category	Estimated Savings
Administrative/Central Office Staff (excluding Teachers On Special Assignment (TOSAs))	19.1 FTE	22.4%	\$3.4M
All central office administrators on the Management Salary Schedule will be furloughed for 9 days; superintendent salary reduction (15.2%)	1.4 FTE		
Building-Based Administrative Staff	9.5 FTE	12.4%	\$1.8M
Central Office Based Non-Admin. Certificated Positions Teachers on Special Assignment (TOSAs)	33.2 FTE	82.6%	\$3.5M
Building-Based Non-Admin. Certificated Positions		12.5%	\$15.4M
Elementary Teachers	49.9 FTE		
Secondary Teachers	63.4 FTE		
Counselors	10.3 FTE		
Teacher Librarians	9.0 FTE		
Classified Non-Administrative Positions		12.9%	\$5.9M
Basic Ed Funded paraprofessionals	4.5 FTE		
Secretaries/Clerks	16.4 FTE		
Custodial/Maintenance/Grounds/Warehouse positions	29.0 FTE		
Technology support staff	7.8 FTE		
Safety	4.0 FTE		
Community Schools	4.5 FTE		
Non Staff Reductions			
Targeted Reductions in Basic Ed. funded materials, supplies, and operating costs (MSOCs) and Extra-Curriculars			\$5.0M
TOTAL REDUCTION	261.8 FTE*		\$35M

*Retirements, resignations, and leaves will be applied first, then reduction in force will be implemented per collective bargaining agreements.

Next Steps

- Working through reduction in force process in collective bargaining agreements, contract status and years of service.
- Distribute staffing based on enrollment and student need.
- Build schedules based on forecasting.
- Place staff in positions.
- Potential recall of reduced staff if there are openings.

❏ Advocacy at the state level needed.