

January 20, 2015

Staples High School

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:

6:00 p.m., Staples High School, Room 1028, Conference room

ANTICIPATED EXECUTIVE SESSION: Security Matters/Personnel Matters

RESUME PUBLIC SESSION

PLEDGE OF ALLEGIANCE: Staples High School, Cafeteria B (Room 301), 7:30 p.m.

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: January 13, 2015

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

DISCUSSION:

- | | | |
|---|---------|--------------------------|
| 1. Literacy Coaches | (Encl.) | Ms. Droller |
| 2. National Executive Service Corps Short-Term Initiatives | (Encl.) | Ms. Aronow
Ms. Kleine |
| 3. Proposed 2015-16 Budget of the Superintendent of Schools | | Dr. Landon |

DISCUSSION/ACTION:

- | | | |
|--|---------|-----------|
| 1. Capital Expenditure Request: Mass Communications and Two-Way Radios | (Encl.) | Mr. Longo |
| 2. Five-Year Capital Forecast: July 1, 2015 – June 30, 2020 | (Encl.) | Mr. Longo |
| 3. Health and Medical Insurance: Revenues/Expenses Report | (Encl.) | Mr. Longo |

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT PUBLIC SCHOOLS

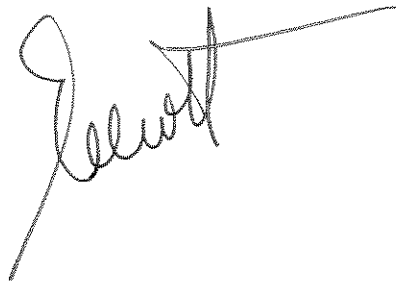
ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Literacy Coaches
Date: January 20, 2015

As a follow-up to our budget discussions at our all-day budget meeting on Wednesday, January 7, Julie Droller has prepared a presentation for the Board of Education that elaborates on our request to add a single Literacy Coach to each of our elementary schools and explains in detail the difference between a Literacy Coach, a Reading Specialist and our lone Elementary Math & Literacy Resource Teacher.

In anticipation of that presentation, Julie has prepared a Power Point presentation to supplement her comprehensive presentation at the regular meeting of the Board scheduled for January 20. She also has included for your perusal two important articles; namely, "Building Better Teachers" from The Atlantic monthly magazine and "Personal Best" from The New Yorker magazine. Each of those articles makes a compelling argument in support of our recommendation for the inclusion of literacy coaches in the Proposed 2015-16 Budget of the Superintendent of Schools.

A handwritten signature in cursive script, appearing to read "Elliott", with a long horizontal line extending to the right.



Julie Droller
Director, Elementary Education
Telephone: 203-341-1213
Email: jdroller@westport.k12.ct.us

TO: ELLIOTT LANDON
FROM: JULIE DROLLER *JD*
SUBJECT: LITERACY COACHES AT THE ELEMENTARY SCHOOLS
DATE: JANUARY 20, 2015

The 2015-2016 proposed budget includes the addition of a full time Literacy Coach at each of our elementary schools. (The actual budget request is for 3.2 FTE's, because 1 FTE is being funded from the IDEA grant, and we are reducing reading support by 0.8 FTE's.)

Over the past several years, we have implemented new curriculum and shifts in our instructional approaches to meet the rigorous demands of the Common Core Standards and the goals of our Westport 2025 initiative. We have invested significantly in high quality professional development for teachers, which has resulted in new understandings and changes in teachers' practice. Our teachers are working incredibly hard, trying to keep up with the numerous demands being placed on them in our efforts to meet educational mandates and our own commitment to continuous improvement. We need to do more to support them in meaningful and relevant ways.

In addition to the professional development we have provided, teachers must continue to receive follow-up training to advance their literacy instruction skills. Literacy coaches provide the necessary job-embedded, ongoing professional learning and at-the-elbow support to help teachers hone their craft of delivering high quality, differentiated literacy instruction.

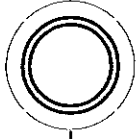
Current educational research studies by leading organizations (i.e., National Academy of Education, International Reading Association) agree that literacy coaching significantly affects the ability of teachers to improve their practice and benefit students through supporting high-quality instruction. Coaches raise student achievement by raising teachers' skills. The International Reading Association summarized coaching this way:

Coaching provides ongoing consistent support for the implementation and instruction components. It is nonthreatening and supportive - not evaluative. It gives a sense of how good professional development is. It also affords the opportunity to see it work with students. (Poglinco, Bach, Hovde, Rosenblum, Saunders, & Supovitz, 2003)

The roles and responsibilities of the Literacy Coach, which differ from those of the Reading Specialist and the Elementary Math and Literacy Resource Teacher, will be explained in detail this evening.

Literacy Coaching:

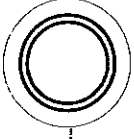
An Investment in Teachers = High Achievement for Students



**A PRESENTATION TO THE
WESTPORT BOARD OF EDUCATION**

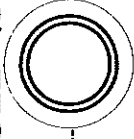
JANUARY 20, 2015

A Comprehensive Professional Development Plan



- Build teacher capacity to deliver high-quality literacy instruction and intervention, meeting CCSS and the goals of Westport 2025
- Expert literacy consultants lead the learning through workshops, demonstration and practice in lab site “classrooms”
- Job-embedded follow-up through targeted coaching on teachers’ focus areas

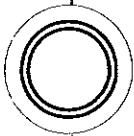
Built upon research-based best practice


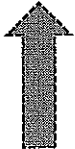


• What does the research say?

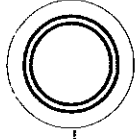
- ✦ Teachers are the most important factor in student achievement
(Rand Corporation)
- ✦ When teachers (and students) work toward crystal clear goals and are given specific feedback, results are staggering
(John Hattie)
- ✦ Professional development for teachers needs to be job-embedded and sustained over time - not only reliant on one-shot workshops
(Linda Darling-Hammond)

How does research inform our PD design?



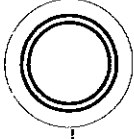
Components of Training 	Levels of Impact 	Awareness Plus Concept Understanding	Skill Attainment	Application/Problem Solving
Workshops Presentation of Theory	85%	15%	5-10%	
Modeling	85%	18%	5-10%	
Practice and Low Risk Feedback	85%	80%	10-15%	
Job-embedded Coaching	90%	90%	80-90%	

Literacy Support ~ Roles and Responsibilities



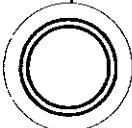
- Literacy Coach
- Reading Specialist
- Elementary Math & Literacy Resource
Teacher

Literacy Coach ~ Roles and Responsibilities



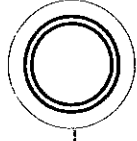
- Helps classroom teachers improve their instruction through job-embedded ongoing professional development
- Consults with teachers
- Models lessons, observes instruction, provides feedback
- Leads book study groups
- Delivers ongoing professional development workshops
- Administers and analyzes whole class assessments
- Participates in district-level meetings
- Supports new teachers
- Supports administrators and other staff members

Reading Specialist ~ Roles and Responsibilities



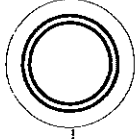
- Provides intensive reading support to Tier 2 and Tier 3 students using a continuum of models (push-in, pull out)
- Monitors and documents student progress
- Analyzes individual student data
- Collaborates with teachers through RTI process
- Provides early literacy support to kindergarten and 1st grade students
- Studies, pilots and analyzes research-based interventions; share best practices
- Communicates with parents about student progress and at-home strategies/support
- Participates in district-level data team meetings

Math & Literacy Resource Teacher ~ Role & Responsibilities



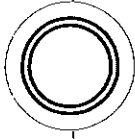
- Facilitates District Literacy and Math Team Meetings
- Coordinates curriculum-writing activities in literacy, math, social studies and science
- Provides resources to all teachers across the district
- Creates and maintains grade level pacing guides in all curricular areas
- Coordinates staff development workshops
- Coordinates district assessments; regularly updates assessment calendar
- Analyzes and interprets district-wide assessment data
- District administrator for literacy and math software

What This Looks Like in Practice



- Each grade level team would have two coaching cycles each year
- Each cycle lasts approximately eight weeks
- Gradual release of responsibility model
- In addition to formal coaching cycles, the coach:
 - Provides support for new teachers
 - Plans/provides professional development
 - Facilitates mini-cycles on teacher-selected topics
 - Consults with teachers (formally and informally)
 - Co-plans, discusses assessments, meets with teachers

[Sample School] Literacy Coaching Cycle



Cycle 1: Early Fall 2015

- 2nd Grade
- 3rd Grade
- 4th Grade

Interactive Read-aloud and Accountable Talk
Small Group Instruction
Small Group Instruction

Cycle 2: Late Fall 2015

- Kindergarten
- 1st Grade
- 5th Grade

Interactive Read-aloud and Accountable Talk
Conferring with Writers
Reading Workshop Mini-Lessons

Cycle 3: Winter 2016

- 2nd Grade
- 3rd Grade
- 4th Grade

Small Group Instruction
Conferring with Writers
Conferring with Readers

Cycle 4: Spring 2016

- Kindergarten
- 1st Grade
- 5th Grade

Conferring with Writers
Reading Workshop Mini-Lessons
Small Group Instruction

Each coaching cycle is approximately 8 weeks.

DRG/District Comparison

	# of Schools	Literacy Leadership	Literacy Coaches per school	Reading Specialists per school
Darien	5	Assistant Superintendent and K-5 Literacy Coordinator	1	1 Reading 1 General Interventionist
Greenwich	11	Assistant Superintendent and PreK-12 Humanities Coordinator	0.5	0.6 to 3
New Canaan	3	Assistant Superintendent, K-5 Reading Coordinator, K-5 Writing Coordinator	1	2.5 Reading 1.0 Writing
Easton/Redding	2	Assistant Superintendent and K-5 Literacy Coordinator	1.5	1.5
Ridgefield	6	Assistant Superintendent and K-5 Literacy Coordinator	1	1
Westport	5	Director of Elementary Education, Elementary Principal	0	2 (2.5 at LLS, 2.3 at SES)
Wilton	2	Director of Elementary Education, Language Arts Instructional Leader	3	3



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Building Better Teachers

MASTERING THE CRAFT DEMANDS TIME TO COLLABORATE—JUST WHAT AMERICAN SCHOOLS DON'T PROVIDE.

By Sara Mosle

Teaching dwarfs every other profession that requires a college degree. Nationwide, 3.7 million schoolteachers serve grades K–12—more than all the doctors, lawyers, and engineers in the country combined. Teacher shortages, once chronic, abated during the recession, when layoffs were widespread, but will soon return with a vengeance. Fully half of all teachers are Baby Boomers on the brink of retirement. Among novice teachers, who constitute an increasingly large proportion of the remaining workforce, between 40 and 50 percent typically quit within just five years, citing job dissatisfaction or more-alluring prospects. Given this drain at both ends of the teaching pipeline, schools will likely need to hire more than 3 million new teachers by 2020. That is an enormous talent hole to fill.

Yet the United States has, if anything, too many teacher-training programs. Each year, some 1,400 of them indiscriminately churn out twice as many graduates as schools can use. Program quality varies widely, so many would-be teachers don't suit schools' needs. In a scathing 2006 report, Arthur Levine, a former president of Columbia University's Teachers College, accused many education schools of being little more than a "cash cow" for their hosting institution. Among the problems he highlighted were exceedingly "low admission standards," a "curriculum in disarray," and faculties "disconnected" from the realities of the classroom.

Once hired, many teachers are left to sink or swim. In recent years, several states have adopted controversial accountability measures, known as "value added" metrics, with a view toward winnowing out poor performers who haven't produced student improvement on standardized tests; helping teachers hone their craft has seldom made it onto the agenda. But perhaps we're finally ready to focus attention on the far bigger and more important question of how to attract and retain the top teachers we want.

This spring, the Obama administration announced plans to begin rating teacher-training programs. Consensus on what makes an effective teacher, however, remains elusive. Student achievement does not correlate strongly with teachers' years of experience in the classroom (beyond the initial few) or

with the caliber of their preparation—whether they have acquired certification, earned a master’s degree in education, or aced state licensing exams. Even particular personality traits, such as an extroverted willingness to ham it up in the classroom, appear irrelevant. The conundrum doesn’t daunt Elizabeth Green, a co-founder of GothamSchools (a news Web site originally devoted to covering New York City schools that has recently expanded to other cities and been rechristened Chalkbeat). Her book, *Building a Better Teacher*, couldn’t be better timed.

At the heart of Green’s exploration is a powerfully simple idea: that teaching is not some mystical talent but a set of best practices that can be codified and learned through extensive hands-on coaching, self-scrutiny, and collaboration. Yet her account suggests that implementing this vision may entail a bigger transformation than she quite realizes.

Green begins by profiling an array of educators who have been inspired by Deborah Ball, now the dean of the University of Michigan School of Education. In the early 1980s, she was a charismatic math teacher in East Lansing, Michigan, who developed a successful approach to teaching even very young children sophisticated concepts in math. Instead of relying on rote memorization or repetitive skills practice, Ball shepherded children through in-depth discussions of a single mathematical conjecture—for example, do two odd integers always add up to an even number? The students, steered along by their teacher, deliberated together to derive proofs for their various hypotheses. Some of the most exhilarating parts of Green’s book are the detailed descriptions of precisely how, and why, these lessons succeed. Ball helped other teachers adopt her techniques not through the usual education-school lectures, but through rigorous apprenticeship: mutual observation of lessons, followed by intensive dissection of what worked and what didn’t.

Green likens the approach to the Japanese practice of *jogyokenkyu*. “Lesson study” is the main form of teacher training in Japan, where colleagues routinely sit in on one another’s classes and then scrutinize a single session for hours, extracting general guidance for future instruction. Japan substantially outperforms America in math on international tests, and Green clearly believes *jogyokenkyu* is a crucial factor in the country’s success. She recounts how some of Ball’s ideas were adopted by the state of California in the mid-1980s but never had a chance to catch on: Teachers were expected to absorb the new policies, outlined in a state “manifesto,” and then revamp lesson plans on their own, with little or no training or ongoing support. Some educators didn’t even see the guidelines—all but ensuring the reforms would fail. The rollout of the Common Core State Standards appears to be replicating this dispiriting pattern in many places.

At first, Green decides that Teach for America and some charter-school leaders are now following in Ball’s and Japan’s footsteps—albeit with plenty of stumbling. She focuses on Doug Lemov, an entrepreneurial-minded educator who started a charter school in Boston in the mid-1990s and later became a managing director and teacher trainer with the Uncommon Schools charter network. As part of his job, he began compiling an inventory of effective teaching techniques. The taxonomy became a book, *Teach Like a Champion*, and a cause célèbre within the charter movement; videos of sample lessons circulated like samizdat literature. There’s technique No. 2, “Right Is Right”: teachers refuse to accept students’ half-baked responses to questions and insist on well-formulated, and eventually correct, replies. Technique No. 32 is “SLANT,” which stands for “Sit up, Listen, Ask and answer questions, Nod your head, and Track the speaker,” a formula for eliciting attention from students. But

the motions of following a lesson, Green soon discovers, aren't necessarily a sign of genuine engagement.

The taxonomy includes plenty of useful, even commonsense, advice. Yet Green reveals how, in practice, Lemov's early acolytes in the charter world became obsessed with a disciplinary approach that dictated no talking in hallways, silent lunches, and skyrocketing suspensions for even minor infractions. What at first appeared to be a huge success—Lemov's school initially posted impressive test scores—turns out to be a more complicated story. Green finds that out of some 55 students who started at the school in seventh grade, only 11 made it to their senior year, an astounding rate of attrition. A later class began with 100 sixth-grade students and was winnowed to 30 by graduation.

Japanese "lesson study," she observes, was premised on the notion that "children needed structured opportunities to talk in order to learn." Lemov banked on a rather different principle: that "learning first required the foundational ability to be quiet and listen." As Green concludes, Lemov had built a vocabulary that Deborah Ball might admire for describing precisely what teachers should do in the classroom, but applied it to "a sort of teaching that she didn't do." Green ends up saluting Ball and Japan for getting the balance between classroom discipline and student engagement right.

But Green's account cries out for a look at the bigger picture. She is absolutely correct about the importance of self-critical reflection and collaboration. What she is not the first, or I'm sure the last, to miss are the structural obstacles to importing such an apprentice-style ethos into American teachers' experience. As it happens, an administrator introduced lesson study as part of the staff's professional development at a school where I've worked. There was just one problem: we teachers—juggling tutoring before and after school, supervising clubs, or coaching sports—had only one period a week to meet as a group. It would be generous to say lesson study didn't work; it never got off the ground. There typically isn't time in American teachers' workdays for this kind of collaborative enterprise.

That lack of time is an American anomaly, and it is key. Since 2000, the Organization for Economic Cooperation and Development has been overseeing tests of 15-year-olds every three years among its members. The PISA exams, as they're called, show that American students' performance is barely above average in reading and trails substantially in math. The tests also record other information about classroom instruction around the world, and American researchers, policy makers, and pundits have pored over the results for clues to improving our schools. For example, the United States falls roughly in the middle of the pack when it comes to class size. Countries with far larger classes than we have, such as South Korea, outperform us. So do countries, like Finland, with smaller ones. Not surprisingly, some reformers have concluded that reduced class size isn't the secret to student success.

But class size is a crude measure of a more important, encompassing concept that is worth attending to: teacher workload. How much time do teachers spend on classroom instruction, and how much time do they have outside of class to devote to the other considerable, less visible aspects of the job: lesson planning, paper grading, conferring with students, calling parents, meeting with colleagues to discuss methods and goals. Here, the PISA results are not ambiguous. Every single country that outperforms us has significantly smaller teacher workloads. Indeed, on the scale of time devoted by teachers to in-class instruction annually, the United States is off the charts. We spend far more hours in the classroom on average, twice and nearly three times more in some cases, than teachers in any other

OECD country save Chile. Finnish high-school teachers, for example, clock 553 hours in the classroom each year. In Japan, home of *jogyokenkyu*, that number is 500. In the U.S., it's 1,051. (Figures for elementary and middle school show roughly the same skew.)

In practice, this means that most teachers in this country have zero time to work together on new pedagogical approaches and share feedback in the way Green advocates in her book. They rarely have an opportunity to watch other teachers teach, the single best kind of training, in my experience; they're too busy in their own classrooms (not to mention outside them).

A big problem with American education, in other words, is how we conceive of the job. Green is right: there's much about teaching that isn't instinctive, and as her book usefully shows, learning how to perfect the art is demanding. It is high time to correct a common misimpression: teaching isn't the relatively leisurely occupation many people imagine, enviously invoking a nine-to-three school day and long summer vacations, which in reality seldom exist. We think of no other white-collar profession in terms of a single dimension of job performance. We don't, for example, regard lawyers as "working" only during the hours they're actually presenting a case before a judge; we recognize the amount of preparation and subsequent review that goes into such moments. If teaching is such a plum post, we might ask ourselves why attrition rates are so high.

In closing, Green decides to teach a lesson herself and is thrilled to find that it goes well, thanks to so many of the techniques she learned in her reporting—and, it's worth noting, thanks to plenty of planning. She recounts spending hours getting ready for this one lesson, selecting readings, conferring with a seasoned teacher, and rehearsing how she would present the material to the class. All this, and she wasn't grading a single paper or speaking to parents or meeting individually with students. Such work constitutes a large portion of what teachers do each day. It's why the job, done right, is so hard and burns teachers out so fast.

The goal isn't to lighten teachers' load but to redistribute it. At one point, Deborah Ball remarks that what she loves about teaching is that it is so hard—by which she means intellectually challenging and rewarding. Teaching is all-consuming, and that absorption is part of the joy of the job. But if teaching is to be a profession of the mind (as well as of the heart) that retains top talent and delivers results on the same level that other countries boast, the people who spend hours with our children in the classroom also need what they currently don't get: the hours with peers and mentors that are essential to improving their craft.

This article available online at:

<http://www.theatlantic.com/magazine/archive/2014/09/building-better-teachers/375066/>

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Personal Best

Top athletes and singers have coaches. Should you?

By Atul Gawande

No matter how well trained people are, few can sustain their best performance on their own. That's where coaching comes in. I've been a surgeon for eight years. For the past couple of them, my performance in the operating room has reached a plateau. I'd like to think it's a good thing—I've arrived at my professional peak. But mainly it seems as if I've just stopped getting better.

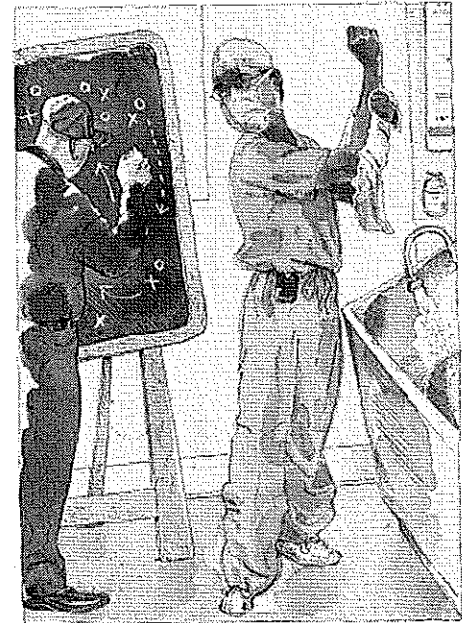
During the first two or three years in practice, your skills seem to improve almost daily. It's not about hand-eye coordination—you have that down halfway through your residency. As one of my professors once explained, doing surgery is no more physically difficult than writing in cursive. Surgical mastery is about familiarity and judgment. You learn the problems that can occur during a particular procedure or with a particular condition, and you learn how to either prevent or respond to those problems.

Say you've got a patient who needs surgery for appendicitis. These days, surgeons will typically do a laparoscopic appendectomy. You slide a small camera—a laparoscope—into the abdomen through a quarter-inch incision near the belly button, insert a long grasper through an incision beneath the waistline, and push a device for stapling and cutting through an incision in the left lower abdomen. Use the grasper to pick up the finger-size appendix, fire the stapler across its base and across the vessels feeding it, drop the severed organ into a plastic bag, and pull it out. Close up, and you're done. That's how you like it to go, anyway. But often it doesn't.

Even before you start, you need to make some judgments. Unusual anatomy, severe obesity, or internal scars from previous abdominal surgery could make it difficult to get the camera in safely; you don't want to poke it into a loop of intestine. You have to decide which camera-insertion method to use—there's a range of options—or whether to abandon the high-tech approach and do the operation the traditional way, with a wide-open incision that lets you see everything directly. If you do get your camera and instruments inside, you may have trouble grasping the appendix. Infection turns it into a fat, bloody, inflamed worm that sticks to everything around it—bowel, blood vessels, an ovary, the pelvic sidewall—and to free it you have to choose from a variety of tools and techniques. You can use a long cotton-tipped instrument to try to push the surrounding attachments away. You can use electrocautery, a hook, a pair of scissors, a sharp-tip dissector, a blunt-tip dissector, a right-angle dissector, or a suction device. You can adjust the operating table so that the patient's head is down and his feet are up, allowing gravity to pull the viscera in the right direction. Or you can just grab whatever part of the appendix is visible and pull really hard.

Once you have the little organ in view, you may find that appendicitis was the wrong diagnosis. It might be a tumor of the appendix, Crohn's disease, or an ovarian condition that happened to have inflamed the nearby appendix. Then you'd have to decide whether you need additional equipment or personnel—maybe it's time to enlist another surgeon.

Over time, you learn how to head off problems, and, when you can't, you arrive at solutions with less fumbling and more assurance. After eight years, I've performed more than two thousand operations.



Three-quarters have involved my specialty, endocrine surgery—surgery for endocrine organs such as the thyroid, the parathyroid, and the adrenal glands. The rest have involved everything from simple biopsies to colon cancer. For my specialized cases, I've come to know most of the serious difficulties that could arise, and have worked out solutions. For the others, I've gained confidence in my ability to handle a wide range of situations, and to improvise when necessary.

As I went along, I compared my results against national data, and I began beating the averages. My rates of complications moved steadily lower and lower. And then, a couple of years ago, they didn't. It started to seem that the only direction things could go from here was the wrong one.

Maybe this is what happens when you turn forty-five. Surgery is, at least, a relatively late-peaking career. It's not like mathematics or baseball or pop music, where your best work is often behind you by the time you're thirty. Jobs that involve the complexities of people or nature seem to take the longest to master: the average age at which S. & P. 500 chief executive officers are hired is fifty-two, and the age of maximum productivity for geologists, one study estimated, is around fifty-four. Surgeons apparently fall somewhere between the extremes, requiring both physical stamina and the judgment that comes with experience. Apparently, I'd arrived at that middle point.

It wouldn't have been the first time I'd hit a plateau. I grew up in Ohio, and when I was in high school I hoped to become a serious tennis player. But I peaked at seventeen. That was the year that Danny Trevas and I climbed to the top tier for doubles in the Ohio Valley. I qualified to play singles in a couple of national tournaments, only to be smothered in the first round both times. The kids at that level were playing a different game than I was. At Stanford, where I went to college, the tennis team ranked No. 1 in the nation, and I had no chance of being picked. That meant spending the past twenty-five years trying to slow the steady decline of my game.

I still love getting out on the court on a warm summer day, swinging a racquet strung to fifty-six pounds of tension at a two-ounce felt-covered sphere, and trying for those increasingly elusive moments when my racquet feels like an extension of my arm, and my legs are putting me exactly where the ball is going to be. But I came to accept that I'd never be remotely as good as I was when I was seventeen. In the hope of not losing my game altogether, I play when I can. I often bring my racquet on trips, for instance, and look for time to squeeze in a match.

One July day a couple of years ago, when I was at a medical meeting in Nantucket, I had an afternoon free and went looking for someone to hit with. I found a local tennis club and asked if there was anyone who wanted to play. There wasn't. I saw that there was a ball machine, and I asked the club pro if I could use it to practice ground strokes. He told me that it was for members only. But I could pay for a lesson and hit with him.

He was in his early twenties, a recent graduate who'd played on his college team. We hit back and forth for a while. He went easy on me at first, and then started running me around. I served a few points, and the tennis coach in him came out. You know, he said, you could get more power from your serve.

I was dubious. My serve had always been the best part of my game. But I listened. He had me pay attention to my feet as I served, and I gradually recognized that my legs weren't really underneath me when I swung my racquet up into the air. My right leg dragged a few inches behind my body, reducing my power. With a few minutes of tinkering, he'd added at least ten miles an hour to my serve. I was serving harder than I ever had in my life.

Not long afterward, I watched Rafael Nadal play a tournament match on the Tennis Channel. The camera flashed to his coach, and the obvious struck me as interesting: even Rafael Nadal has a coach. Nearly every elite tennis player in the world does. Professional athletes use coaches to make sure they are as good as they can be.

But doctors don't. I'd paid to have a kid just out of college look at my serve. So why did I find it inconceivable to pay someone to come into my operating room and coach me on my surgical technique?

What we think of as coaching was, sports historians say, a distinctly American development. During the nineteenth century, Britain had the more avid sporting culture; its leisure classes went in for games like cricket, golf, and soccer. But the aristocratic origins produced an ethos of amateurism: you didn't want to seem to be trying too hard. For the Brits, coaching, even practicing, was, well, unsporting. In America, a more competitive and entrepreneurial spirit took hold. In 1875, Harvard and Yale played one of the nation's first American-rules football games. Yale soon employed a head coach for the team, the legendary Walter Camp. He established position coaches for individual player development, maintained detailed performance records for each player, and pre-planned every game. Harvard preferred the British approach to sports. In those first three decades, it beat Yale only four times.

The concept of a coach is slippery. Coaches are not teachers, but they teach. They're not your boss—in professional tennis, golf, and skating, the athlete hires and fires the coach—but they can be bossy. They don't even have to be good at the sport. The famous Olympic gymnastics coach Bela Karolyi couldn't do a split if his life depended on it. Mainly, they observe, they judge, and they guide.

Coaches are like editors, another slippery invention. Consider Maxwell Perkins, the great Scribner's editor, who found, nurtured, and published such writers as F. Scott Fitzgerald, Ernest Hemingway, and Thomas Wolfe. "Perkins has the intangible faculty of giving you confidence in yourself and the book you are writing," one of his writers said in a *New Yorker* Profile from 1944. "He never tells you what to do," another writer said. "Instead, he suggests to you, in an extraordinarily inarticulate fashion, what you want to do yourself."

The coaching model is different from the traditional conception of pedagogy, where there's a presumption that, after a certain point, the student no longer needs instruction. You graduate. You're done. You can go the rest of the way yourself. This is how elite musicians are taught. Barbara Lourie Sand's book "Teaching Genius" describes the methods of the legendary Juilliard violin instructor Dorothy DeLay. DeLay was a Perkins-like figure who trained an amazing roster of late-twentieth-century virtuosos, including Itzhak Perlman, Nigel Kennedy, Midori, and Sarah Chang. They came to the Juilliard School at a young age—usually after they'd demonstrated talent but reached the limits of what local teachers could offer. They studied with DeLay for a number of years, and then they graduated, launched like ships leaving drydock. She saw her role as preparing them to make their way without her.

Itzhak Perlman, for instance, arrived at Juilliard, in 1959, at the age of thirteen, and studied there for eight years, working with both DeLay and Ivan Galamian, another revered instructor. Among the key things he learned were discipline, a broad repertoire, and the exigencies of technique. "All DeLay's students, big or little, have to do their scales, their arpeggios, their études, their Bach, their concertos, and so on," Sand writes. "By the time they reach their teens, they are expected to be practicing a minimum of five hours a day." DeLay also taught them to try new and difficult things, to perform without fear. She expanded their sense of possibility. Perlman, disabled by polio, couldn't play the violin standing, and DeLay was one of the few who were convinced that he could have a concert career. DeLay was, her biographer observed, "basically in the business of teaching her pupils how to think, and to trust their ability to do so effectively." Musical expertise meant not needing to be coached.

Doctors understand expertise in the same way. Knowledge of disease and the science of treatment are always evolving. We have to keep developing our capabilities and avoid falling behind. So the training inculcates an ethic of perfectionism. Expertise is thought to be not a static condition but one that doctors must build and sustain for themselves.

Coaching in pro sports proceeds from a starkly different premise: it considers the teaching model naïve about our human capacity for self-perfection. It holds that, no matter how well prepared people are in their formative years, few can achieve and maintain their best performance on their own. One of these views, it seemed to me, had to be wrong. So I called Itzhak Perlman to find out what he thought.

I asked him why concert violinists didn't have coaches, the way top athletes did. He said that he didn't know, but that it had always seemed a mistake to him. He had enjoyed the services of a coach all along.

He had a coach? "I was very, very lucky," Perlman said. His wife, Toby, whom he'd known at Juilliard, was a concert-level violinist, and he'd relied on her for the past forty years. "The great challenge in performing is listening to yourself," he said. "Your physicality, the sensation that you have as you play the violin, interferes with your accuracy of listening." What violinists perceive is often quite different from what audiences perceive.

"My wife always says that I don't really know how I play," he told me. "She is an extra ear." She'd tell him if a passage was too fast or too tight or too mechanical—if there was something that needed fixing. Sometimes she has had to puzzle out what might be wrong, asking another expert to describe what she heard as he played.

Her ear provided external judgment. "She is very tough, and that's what I like about it," Perlman says. He doesn't always trust his response when he listens to recordings of his performances. He might think something sounds awful, and then realize he was mistaken: "There is a variation in the ability to listen, as well, I've found." He didn't know if other instrumentalists relied on coaching, but he suspected that many find help like he did. Vocalists, he pointed out, employ voice coaches throughout their careers.

The professional singers I spoke to describe their coaches in nearly identical terms. "We refer to them as our 'outside ears,'" the great soprano Renée Fleming told me. "The voice is so mysterious and fragile. It's mostly involuntary muscles that fuel the instrument. What we hear as we are singing is not what the audience hears." When she's preparing for a concert, she practices with her vocal coach for ninety minutes or so several times a week. "Our voices are very limited in the amount of time we can use them," she explains. After they've put in the hours to attain professional status, she said, singers have about twenty or thirty years to achieve something near their best, and then to sustain that level. For Fleming, "outside ears" have been invaluable at every point.

So outside ears, and eyes, are important for concert-calibre musicians and Olympic-level athletes. What about regular professionals, who just want to do what they do as well as they can? I talked to Jim Knight about this. He is the director of the Kansas Coaching Project, at the University of Kansas. He teaches coaching—for schoolteachers. For decades, research has confirmed that the big factor in determining how much students learn is not class size or the extent of standardized testing but the quality of their teachers. Policymakers have pushed mostly carrot-and-stick remedies: firing underperforming teachers, giving merit pay to high performers, penalizing schools with poor student test scores. People like Jim Knight think we should push coaching.

California researchers in the early nineteen-eighties conducted a five-year study of teacher-skill development in eighty schools, and noticed something interesting. Workshops led teachers to use new skills in the classroom only ten per cent of the time. Even when a practice session with demonstrations and personal feedback was added, fewer than twenty per cent made the change. But when coaching was introduced—when a colleague watched them try the new skills in their own classroom and provided suggestions—adoption rates passed ninety per cent. A spate of small randomized trials confirmed the effect. Coached teachers were more effective, and their students did better on tests.

Knight experienced it himself. Two decades ago, he was trying to teach writing to students at a community college in Toronto, and floundering. He studied techniques for teaching students how to write coherent sentences and organize their paragraphs. But he didn't get anywhere until a colleague came into the classroom and coached him through the changes he was trying to make. He won an award for innovation in teaching, and eventually wrote a Ph.D. dissertation at the University of Kansas on measures to improve pedagogy. Then he got funding to train coaches for every school in Topeka, and he has been expanding his program ever since. Coaching programs have now spread to hundreds of school districts across the country.

There have been encouraging early results, but the data haven't yet been analyzed on a large scale. One thing that seems clear, though, is that not all coaches are effective. I asked Knight to show me what makes for good coaching.

We met early one May morning at Leslie H. Walton Middle School, in Albemarle County, Virginia. In 2009, the Albemarle County public schools created an instructional-coaching program, based in part on Knight's methods. It recruited twenty-four teacher coaches for the twenty-seven schools in the semi-rural district. (Charlottesville is the county seat, but it runs a separate school district.) Many teacher-coaching programs concentrate on newer teachers, and this one is no exception. All teachers in their first two years are required to accept a coach, but the program also offers coaching to any teacher who wants it.

Not everyone has. Researchers from the University of Virginia found that many teachers see no need for coaching. Others hate the idea of being observed in the classroom, or fear that using a coach makes them look incompetent, or are convinced, despite assurances, that the coaches are reporting their evaluations to the principal. And some are skeptical that the school's particular coaches would be of any use.

To find its coaches, the program took applications from any teachers in the system who were willing to cross over to the back of the classroom for a couple of years and teach colleagues instead of students. They were selected for their skills with people, and they studied the methods developed by Knight and others. But they did not necessarily have any special expertise in a content area, like math or science. The coaches assigned to Walton Middle School were John Hobson, a bushy-bearded high-school history teacher who was just thirty-three years old when he started but had been a successful baseball and tennis coach, and Diane Harding, a teacher who had two decades of experience but had spent the previous seven years out of the classroom, serving as a technology specialist.

Nonetheless, many veteran teachers—including some of the best—signed up to let the outsiders in. Jennie Critzer, an eighth-grade math teacher, was one of those teachers, and we descended on her first-period algebra class as a small troupe—Jim Knight, me, and both coaches. (The school seemed eager to have me see what both do.)

After the students found their seats—some had to search a little, because Critzer had scrambled the assigned seating, as she often does, to “keep things fresh”—she got to work. She had been a math teacher at Walton Middle School for ten years. She taught three ninety-minute classes a day with anywhere from twenty to thirty students. And she had every class structured down to the minute.

Today, she said, they would be learning how to simplify radicals. She had already put a “Do Now” problem on the whiteboard: “Simplify $\sqrt{36}$ and $\sqrt{32}$.” She gave the kids three minutes to get as far as they could, and walked the rows of desks with a white egg timer in her hand as the students went at it. With her blond pigtails, purple striped sack dress, flip-flops, and painted toenails, each a different color, she looked like a graduate student headed to a beach party. But she carried herself with an air of easy command. The timer sounded.

For thirty seconds, she had the students compare their results with those of the partner next to them. Then she called on a student at random for the first problem, the simplified form of $\sqrt{36}$. “Six,” the girl said.

“Stand up if you got six,” Critzer said. Everyone stood up.

She turned to the harder problem of simplifying $\sqrt{32}$. No one got the answer, $4\sqrt{2}$. It was a middle-level algebra class; the kids didn’t have a lot of confidence when it came to math. Yet her job was to hold their attention and get them to grasp and apply three highly abstract concepts—the concepts of radicals, of perfect squares, and of factoring. In the course of one class, she did just that.

She set a clear goal, announcing that by the end of class the students would know how to write numbers like $\sqrt{32}$ in a simplified form without using a decimal or a fraction. Then she broke the task into steps. She had the students punch $\sqrt{32}$ into their calculators and see what number they got (5.66). She had them try explaining to their partner how whole numbers differed from decimals. (“Thirty seconds, everyone.”) She had them write down other numbers whose square root was a whole number. She made them visualize, verbalize, and write the idea. Soon, they’d figured out how to find the factors of the number under the radical sign, and then how to move factors from under the radical sign to outside the radical sign.

Toward the end, she had her students try simplifying $\sqrt{20}$. They had one minute. One of the boys who’d looked alternately baffled and distracted for the first half of class hunched over his notebook scratching out an answer with his pencil. “This is so easy now,” he announced.

I told the coaches that I didn’t see how Critzer could have done better. They said that every teacher has something to work on. It could involve student behavior, or class preparation, or time management, or any number of other things. The coaches let the teachers choose the direction for coaching. They usually know better than anyone what their difficulties are.

Critzer’s concern for the last quarter of the school year was whether her students were effectively engaged and learning the material they needed for the state tests. So that’s what her coaches focussed on. Knight teaches coaches to observe a few specifics: whether the teacher has an effective plan for instruction; how many students are engaged in the material; whether they interact respectfully; whether they engage in high-level conversations; whether they understand how they are progressing, or failing to progress.

Novice teachers often struggle with the basic behavioral issues. Hobson told me of one such teacher, whose students included a hugely disruptive boy. Hobson took her to observe the boy in another teacher’s classroom, where he behaved like a prince. Only then did the teacher see that her style was the problem. She let students speak—and shout, and interrupt—without raising their hands, and go to the bathroom without asking. Then she got angry when things got out of control.

Jennie Critzer had no trouble maintaining classroom discipline, and she skillfully used a variety of what teachers call “learning structures”—lecturing, problem-solving, cooperative learning, discussion. But the coaches weren’t convinced that she was getting the best results. Of twenty kids, they noticed, at least four seemed at sea.

Good coaches know how to break down performance into its critical individual components. In sports, coaches focus on mechanics, conditioning, and strategy, and have ways to break each of those down, in turn. The U.C.L.A. basketball coach John Wooden, at the first squad meeting each season, even had his players practice putting their socks on. He demonstrated just how to do it: he carefully rolled each sock over his toes, up his foot, around the heel, and pulled it up snug, then went back to his toes and smoothed out the material along the sock’s length, making sure there were no wrinkles or creases. He had two purposes in doing this. First, wrinkles cause blisters. Blisters cost games. Second, he wanted his players to

learn how crucial seemingly trivial details could be. “Details create success” was the creed of a coach who won ten N.C.A.A. men’s basketball championships.

At Walton Middle School, Hobson and Harding thought that Critzer should pay close attention to the details of how she used cooperative learning. When she paired the kids off, they observed, most struggled with having a “math conversation.” The worst pairs had a girl with a boy. One boy-girl pair had been unable to talk at all.

Élite performers, researchers say, must engage in “deliberate practice”—sustained, mindful efforts to develop the full range of abilities that success requires. You have to work at what you’re not good at. In theory, people can do this themselves. But most people do not know where to start or how to proceed. Expertise, as the formula goes, requires going from unconscious incompetence to conscious incompetence to conscious competence and finally to unconscious competence. The coach provides the outside eyes and ears, and makes you aware of where you’re falling short. This is tricky. Human beings resist exposure and critique; our brains are well defended. So coaches use a variety of approaches—showing what other, respected colleagues do, for instance, or reviewing videos of the subject’s performance. The most common, however, is just conversation.

At lunchtime, Critzer and her coaches sat down at a table in the empty school library. Hobson took the lead. “What worked?” he asked.

Critzer said she had been trying to increase the time that students spend on independent practice during classes, and she thought she was doing a good job. She was also trying to “break the plane” more—get out from in front of the whiteboard and walk among the students—and that was working nicely. But she knew the next question, and posed it herself: “So what didn’t go well?” She noticed one girl who “clearly wasn’t getting it.” But at the time she hadn’t been sure what to do.

“How could you help her?” Hobson asked.

She thought for a moment. “I would need to break the concept down for her more,” she said. “I’ll bring her in during the fifth block.”

“What else did you notice?”

“My second class has thirty kids but was more forthcoming. It was actually easier to teach than the first class. This group is less verbal.” Her answer gave the coaches the opening they wanted. They mentioned the trouble students had with their math conversations, and the girl-boy pair who didn’t talk at all. “How could you help them be more verbal?”

Critzer was stumped. Everyone was. The table fell silent. Then Harding had an idea. “How about putting key math words on the board for them to use—like ‘factoring,’ ‘perfect square,’ ‘radical?’” she said. “They could even record the math words they used in their discussion.” Critzer liked the suggestion. It was something to try.

For half an hour, they worked through the fine points of the observation and formulated plans for what she could practice next. Critzer sat at a short end of the table chatting, the coaches at the long end beside her, Harding leaning toward her on an elbow, Hobson fingering his beard. They looked like three colleagues on a lunch break—which, Knight later explained, was part of what made the two coaches effective.

He had seen enough coaching to break even their performance down into its components. Good coaches, he said, speak with credibility, make a personal connection, and focus little on themselves. Hobson and

Harding “listened more than they talked,” Knight said. “They were one hundred per cent present in the conversation.” They also parcelled out their observations carefully. “It’s not a normal way of communicating—watching what your words are doing,” he said. They had discomfiting information to convey, and they did it directly but respectfully.

I asked Critzer if she liked the coaching. “I do,” she said. “It works with my personality. I’m very self-critical. So I grabbed a coach from the beginning.” She had been concerned for a while about how to do a better job engaging her kids. “So many things have to come together. I’d exhausted everything I knew to improve.”

She told me that she had begun to burn out. “I felt really isolated, too,” she said. Coaching had changed that. “My stress level is a lot less now.” That might have been the best news for the students. They kept a great teacher, and saw her get better. “The coaching has definitely changed how satisfying teaching is,” she said.

I decided to try a coach. I called Robert Osteen, a retired general surgeon, whom I trained under during my residency, to see if he might consider the idea. He’s one of the surgeons I most hoped to emulate in my career. His operations were swift without seeming hurried and elegant without seeming showy. He was calm. I never once saw him lose his temper. He had a plan for every circumstance. He had impeccable judgment. And his patients had unusually few complications.

He specialized in surgery for tumors of the pancreas, liver, stomach, esophagus, colon, breast, and other organs. One test of a cancer surgeon is knowing when surgery is pointless and when to forge ahead. Osteen never hemmed or hawed, or pushed too far. “Can’t be done,” he’d say upon getting a patient’s abdomen open and discovering a tumor to be more invasive than expected. And, without a pause for lament, he’d begin closing up again.

Year after year, the senior residents chose him for their annual teaching award. He was an unusual teacher. He never quite told you what to do. As an intern, I did my first splenectomy with him. He did not draw the skin incision to be made with the sterile marking pen the way the other professors did. He just stood there, waiting. Finally, I took the pen, put the felt tip on the skin somewhere, and looked up at him to see if I could make out a glimmer of approval or disapproval. He gave me nothing. I drew a line down the patient’s middle, from just below the sternum to just above the navel.

“Is that really where you want it?” he said. Osteen’s voice was a low, car-engine growl, tinged with the accent of his boyhood in Savannah, Georgia, and it took me a couple of years to realize that it was not his voice that scared me but his questions. He was invariably trying to get residents to think—to think like surgeons—and his questions exposed how much we had to learn.

“Yes,” I answered. We proceeded with the operation. Ten minutes into the case, it became obvious that I’d made the incision too small to expose the spleen. “I should have taken the incision down below the navel, huh?” He grunted in the affirmative, and we stopped to extend the incision.

I reached Osteen at his summer home, on Buzzards Bay. He was enjoying retirement. He spent time with his grandchildren and travelled, and, having been an avid sailor all his life, he had just finished writing a book on nineteenth-century naval mapmaking. He didn’t miss operating, but one day a week he held a teaching conference for residents and medical students. When I explained the experiment I wanted to try, he was game.

He came to my operating room one morning and stood silently observing from a step stool set back a few feet from the table. He scribbled in a notepad and changed position once in a while, looking over the anesthesia drape or watching from behind me. I was initially self-conscious about being observed by my

former teacher. But I was doing an operation—a thyroidectomy for a patient with a cancerous nodule—that I had done around a thousand times, more times than I've been to the movies. I was quickly absorbed in the flow of it—the symphony of coordinated movement between me and my surgical assistant, a senior resident, across the table from me, and the surgical technician to my side.

The case went beautifully. The cancer had not spread beyond the thyroid, and, in eighty-six minutes, we removed the fleshy, butterfly-shaped organ, carefully detaching it from the trachea and from the nerves to the vocal cords. Osteen had rarely done this operation when he was practicing, and I wondered whether he would find anything useful to tell me.

We sat in the surgeons' lounge afterward. He saw only small things, he said, but, if I were trying to keep a problem from happening even once in my next hundred operations, it's the small things I had to worry about. He noticed that I'd positioned and draped the patient perfectly for me, standing on his left side, but not for anyone else. The draping hemmed in the surgical assistant across the table on the patient's right side, restricting his left arm, and hampering his ability to pull the wound upward. At one point in the operation, we found ourselves struggling to see up high enough in the neck on that side. The draping also pushed the medical student off to the surgical assistant's right, where he couldn't help at all. I should have made more room to the left, which would have allowed the student to hold the retractor and freed the surgical assistant's left hand.

Osteen also asked me to pay more attention to my elbows. At various points during the operation, he observed, my right elbow rose to the level of my shoulder, on occasion higher. "You cannot achieve precision with your elbow in the air," he said. A surgeon's elbows should be loose and down by his sides. "When you are tempted to raise your elbow, that means you need to either move your feet"—because you're standing in the wrong position—"or choose a different instrument."

He had a whole list of observations like this. His notepad was dense with small print. I operate with magnifying loupes and wasn't aware how much this restricted my peripheral vision. I never noticed, for example, that at one point the patient had blood-pressure problems, which the anesthesiologist was monitoring. Nor did I realize that, for about half an hour, the operating light drifted out of the wound; I was operating with light from reflected surfaces. Osteen pointed out that the instruments I'd chosen for holding the incision open had got tangled up, wasting time.

That one twenty-minute discussion gave me more to consider and work on than I'd had in the past five years. It had been strange and more than a little awkward having to explain to the surgical team why Osteen was spending the morning with us. "He's here to coach me," I'd said. Yet the stranger thing, it occurred to me, was that no senior colleague had come to observe me in the eight years since I'd established my surgical practice. Like most work, medical practice is largely unseen by anyone who might raise one's sights. I'd had no outside ears and eyes.

Osteen has continued to coach me in the months since that experiment. I take his observations, work on them for a few weeks, and then get together with him again. The mechanics of the interaction are still evolving. Surgical performance begins well before the operating room, with the choice made in the clinic of whether to operate in the first place. Osteen and I have spent time examining the way I plan before surgery. I've also begun taking time to do something I'd rarely done before—watch other colleagues operate in order to gather ideas about what I could do.

A former colleague at my hospital, the cancer surgeon Caprice Greenberg, has become a pioneer in using video in the operating room. She had the idea that routine, high-quality video recordings of operations could enable us to figure out why some patients fare better than others. If we learned what techniques made the difference, we could even try to coach for them. The work is still in its early stages. So far, a handful of surgeons have had their operations taped, and begun reviewing them with a colleague.

I was one of the surgeons who got to try it. It was like going over a game tape. One rainy afternoon, I brought my laptop to Osteen's kitchen, and we watched a recording of another thyroidectomy I'd performed. Three video pictures of the operation streamed on the screen—one from a camera in the operating light, one from a wide-angle room camera, and one with the feed from the anesthesia monitor. A boom microphone picked up the sound.

Osteen liked how I'd changed the patient's positioning and draping. "See? Right there!" He pointed at the screen. "The assistant is able to help you now." At one point, the light drifted out of the wound and we watched to see how long it took me to realize I'd lost direct illumination: four minutes, instead of half an hour.

"Good," he said. "You're paying more attention."

He had new pointers for me. He wanted me to let the residents struggle thirty seconds more when I asked them to help with a task. I tended to give them precise instructions as soon as progress slowed. "No, use the DeBakey forceps," I'd say, or "Move the retractor first." Osteen's advice: "Get them to think." It's the only way people learn.

And together we identified a critical step in a thyroidectomy to work on: finding and preserving the parathyroid glands—four fatty glands the size of a yellow split pea that sit on the surface of the thyroid gland and are crucial for regulating a person's calcium levels. The rate at which my patients suffered permanent injury to those little organs had been hovering at two per cent. He wanted me to try lowering the risk further by finding the glands earlier in the operation.

Since I have taken on a coach, my complication rate has gone down. It's too soon to know for sure whether that's not random, but it seems real. I know that I'm learning again. I can't say that every surgeon needs a coach to do his or her best work, but I've discovered that I do.

Coaching has become a fad in recent years. There are leadership coaches, executive coaches, life coaches, and college-application coaches. Search the Internet, and you'll find that there's even Twitter coaching. ("Would you like to learn how to get new customers/clients, make valuable business contacts, and increase your revenue using Twitter? Then this Twitter coaching package is perfect for you"—at about eight hundred dollars for a few hour-long Skype sessions and some e-mail consultation.) Self-improvement has always found a ready market, and most of what's on offer is simply one-on-one instruction to get amateurs through the essentials. It's teaching with a trendier name. Coaching aimed at improving the performance of people who are already professionals is less usual. It's also riskier: bad coaching can make people worse.

The world-famous high jumper Dick Fosbury, for instance, developed his revolutionary technique—known as the Fosbury Flop—in defiance of his coaches. They wanted him to stick to the time-honored straddle method of going over the high bar leg first, face down. He instinctively wanted to go over head first, back down. It was only by perfecting his odd technique on his own that Fosbury won the gold medal at the 1968 Mexico City Olympics, setting a new record on worldwide television, and reinventing high-jumping overnight.

Renée Fleming told me that when her original voice coach died, ten years ago, she was nervous about replacing her. She wanted outside ears, but they couldn't be just anybody's. "At my stage, when you're at my level, you don't really want to go to a new person who might mess things up," she said. "Somebody might say, 'You know, you've been singing that way for a long time, but why don't you try this?' If you lose your path, sometimes you can't find your way back, and then you lose your confidence onstage and it really is just downhill."

The sort of coaching that fosters effective innovation and judgment, not merely the replication of technique, may not be so easy to cultivate. Yet modern society increasingly depends on ordinary people taking responsibility for doing extraordinary things: operating inside people's bodies, teaching eighth graders algebraic concepts that Euclid would have struggled with, building a highway through a mountain, constructing a wireless computer network across a state, running a factory, reducing a city's crime rate. In the absence of guidance, how many people can do such complex tasks at the level we require? With a diploma, a few will achieve sustained mastery; with a good coach, many could. We treat guidance for professionals as a luxury—you can guess what gets cut first when school-district budgets are slashed. But coaching may prove essential to the success of modern society.

There was a moment in sports when employing a coach was unimaginable—and then came a time when not doing so was unimaginable. We care about results in sports, and if we care half as much about results in schools and in hospitals we may reach the same conclusion. Local health systems may need to go the way of the Albemarle school district. We could create coaching programs not only for surgeons but for other doctors, too—internists aiming to sharpen their diagnostic skills, cardiologists aiming to improve their heart-attack outcomes, and all of us who have to figure out ways to use our resources more efficiently. In the past year, I've thought nothing of asking my hospital to spend some hundred thousand dollars to upgrade the surgical equipment I use, in the vague hope of giving me finer precision and reducing complications. Avoiding just one major complication saves, on average, fourteen thousand dollars in medical costs—not to mention harm to a human being. So it seems worth it. But the three or four hours I've spent with Osteen each month have almost certainly added more to my capabilities than any of this.

Talk about medical progress, and people think about technology. We await every new cancer drug as if it will be our salvation. We dream of personalized genomics, vaccines against heart disease, and the unfathomed efficiencies from information technology. I would never deny the potential value of such breakthroughs. My teen-age son was spared high-risk aortic surgery a couple of years ago by a brief stent procedure that didn't exist when he was born. But the capabilities of doctors matter every bit as much as the technology. This is true of all professions. What ultimately makes the difference is how well people use technology. We have devoted disastrously little attention to fostering those abilities.

A determined effort to introduce coaching could change this. Making sure that the benefits exceed the cost will take work, to be sure. So will finding coaches—though, with the growing pool of retirees, we may already have a ready reserve of accumulated experience and know-how. The greatest difficulty, though, may simply be a profession's willingness to accept the idea. The prospect of coaching forces awkward questions about how we regard failure. I thought about this after another case of mine that Bob Osteen came to observe. It didn't go so well.

The patient was a woman with a large tumor in the adrenal gland atop her right kidney, and I had decided to remove it using a laparoscope. Some surgeons might have questioned this decision. When adrenal tumors get to be a certain size, they can't be removed laparoscopically—you have to do a traditional, open operation and get your hands inside. I persisted, though, and soon had cause for regret. Working my way around this tumor with a ten-millimetre camera on the end of a foot-and-a-half-long wand was like trying to find my way around a mountain with a penlight. I continued with my folly too long, and caused bleeding in a blind spot. The team had to give her a blood transfusion while I opened her belly wide and did the traditional operation.

Osteen watched, silent and blank-faced the entire time, taking notes. My cheeks burned; I was mortified. I wished I'd never asked him along. I tried to be rational about the situation—the patient did fine. But I had let Osteen see my judgment fail; I'd let him see that I may not be who I want to be.

This is why it will never be easy to submit to coaching, especially for those who are well along in their career. I'm ostensibly an expert. I'd finished long ago with the days of being tested and observed. I am supposed to be past needing such things. Why should I expose myself to scrutiny and fault-finding?

I have spoken to other surgeons about the idea. "Oh, I can think of a few people who could use some coaching" has been a common reaction. Not many say, "Man, could I use a coach!" Once, I wouldn't have, either.

Osteen and I sat together after the operation and broke the case down, weighing the decisions I'd made at various points. He focussed on what I thought went well and what I thought didn't. He wasn't sure what I ought to have done differently, he said. But he asked me to think harder about the anatomy of the attachments holding the tumor in.

"You seemed to have trouble keeping the tissue on tension," he said. He was right. You can't free a tumor unless you can lift and hold taut the tissue planes you need to dissect through. Early on, when it had become apparent that I couldn't see the planes clearly, I could have switched to the open procedure before my poking around caused bleeding. Thinking back, however, I also realized that there was another maneuver I could have tried that might have let me hold the key attachments on tension, and maybe even freed the tumor.

"Most surgery is done in your head," Osteen likes to say. Your performance is not determined by where you stand or where your elbow goes. It's determined by where you decide to stand, where you decide to put your elbow. I knew that he could drive me to make smarter decisions, but that afternoon I recognized the price: exposure.

For society, too, there are uncomfortable difficulties: we may not be ready to accept—or pay for—a cadre of people who identify the flaws in the professionals upon whom we rely, and yet hold in confidence what they see. Coaching done well may be the most effective intervention designed for human performance. Yet the allegiance of coaches is to the people they work with; their success depends on it. And the existence of a coach requires an acknowledgment that even expert practitioners have significant room for improvement. Are we ready to confront this fact when we're in their care?

"Who's that?" a patient asked me as she awaited anesthesia and noticed Osteen standing off to the side of the operating room, notebook in hand.

I was flummoxed for a moment. He wasn't a student or a visiting professor. Calling him "an observer" didn't sound quite right, either.

"He's a colleague," I said. "I asked him along to observe and see if he saw things I could improve."

The patient gave me a look that was somewhere between puzzlement and alarm.

"He's like a coach," I finally said.

She did not seem reassured.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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To: Members of the Board of Education
From: Elliott Landon
Subject: National Executive Service Corps (NESC) Recommended Short-Term Initiatives
Date: January 20, 2015

You will find appended to this memorandum documentation from the NESC productivity and efficiency study. The recommended short-term initiatives have been suggested by the NESC representatives for inclusion in the 2015-16 proposed budget of the Board of Education. Those short-term initiatives are summarized as:

1. **Reduce** number of **WPS Goals**
2. **Streamline** BOE and Other Stakeholder **Information Requests**
3. Implement **Staff Wellness Program**
4. Provide **Dialectical Behavior Therapy** training
5. **Realign School Schedules**
6. Assign **Bus Monitors** only to special needs students
7. Increase **Security** at each WPS facility
8. **Restore** Elementary School Refurbishment funding
9. **Eliminate** redundant Insurance Premiums

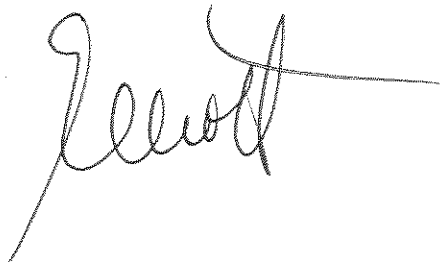
Items #1 and #2 would have the effect of increasing administrator and teacher productivity without increasing expenditures.

Items #5 and #9 have been ongoing and will result in decreased budgetary expenditures.

Item #6 will result in expenditure decreases.

Items #3, #4, #7, and #8 will result in expenditure increases.

This item appears on the Board of Education meeting agenda of January 20 for discussion purposes only.



NESC Westport Public Schools Report

Table 1: Initiatives to be implemented in 2015-2016 budget

1 <u>Reduce number of WPS Goals</u>	
Description	Reduce the number of goals of WPS.
Justification	The current list of WPS goals should be reviewed with the objective of reducing the number of active goals, expediting those with larger payback, and adjusting the expected completion dates of those that remain. This will also result in a more balanced workload for WPS staff, enabling them to devote the appropriate time to the priorities that support the Mission.
Classified as	Large \$ impact and improved staff effectiveness : Easy to implement
Reference	Idea 52/Group D
2 <u>Streamline BOE and Other Stakeholder Information Requests</u>	
Description	Stakeholders, including the BOE, should streamline their requests for information. Moving forward, topics to be presented at BOE meetings should follow a preset schedule according to a structured annual calendar. Additional requests for information/presentation would be handled by exception by two nominees, one representing the BOE and the other representing the Administration.
Justification	Creating a structured calendar of presentations makes for a predictable annual workload and allows staff adequate time to plan and create the presentations. Filtering requests for additional information ensures that only value-added requests are forwarded to staff for additional work.
Classified as	Zero \$ impact and improved staff effectiveness: Easy to implement
Reference	Idea 91/Group D and an Observation
3 <u>Implement Staff Wellness program</u>	
Description	Introduce a wellness program for all WPS staff.
Justification	Wellness programs have been shown to improve colleagues' health, their attendance and engagement.
Classified as	Moderate \$ impact and improved staff effectiveness: Easy to implement
Reference	Idea 85/Group D
4 <u>Provide Dialectical Behavior Therapy training</u>	
Description	Additional training and consultation will be provided to pupil services staff members at the high school in the implementation of "Dialectical Behavior Therapy". This will support general and special education students who are at risk for emotional and behavioral issues.
Justification	Short-term expense associated with training in DBT will identify and support at risk students at an earlier stage, teaching them skills to cope and be successful in the public school setting, thereby potentially reducing the need for outplacement.
Classified as	Increase the budget (Investment): Easy to implement
Reference	Idea 6/Group B

NESC Westport Public Schools Report

Table 1: Initiatives to be implemented in 2015/2016 budget (*continued*)

5 <i>Realign School Schedules</i>		
Description	Modify and align Middle School schedules and ELS special area class schedules.	
Justification	MS proposal allows sharing of staff, while the ELS will facilitate the scheduling of literacy and math blocks. Both proposals have the potential to improve productivity and redeploy existing staff.	
Classified as	Large \$ impact: Difficult to implement at the elementary level since it would require a reduction of both physical education and music.	
Reference	Idea 50/Group A and Idea 51/Group A	
6 <i>Assign Bus Monitors only to special needs students</i>		
Description	Bus Monitors would be provided to those students who require them by reason of their Individualized Education Program while the no monitors would be provided on school buses that serve the general education students	
Justification	Bus monitors were introduced for all school buses following a tragic accident that occurred more than 10 years ago. Today, school buses include safety systems that address the underlying root cause of the accident. It is also worth noting that not every school bus transporting general education students has a monitor, which begs the question "why some, and not all?" Finally, all other districts in Connecticut have eliminated bus monitors.	
Classified as	Large \$ impact: Difficult to implement	
Reference	Idea 100/Group A	
7 <i>Increase Security at each WPS facility</i>		
Description	WPS has an ongoing commitment to improve the security of students and staff. These efforts would be enhanced by the provision of a dedicated security person at each building, which would have the added benefit of enabling the secretaries to focus on their other responsibilities and to ensure all doors have cameras and have security protocols.	
Justification	Ideas enhance ongoing activities to improve the security and safety of the schools. This was a significant recommendation contained in the Kroll Report.	
Classified as	Increase the budget: Easy to implement	
Reference	Idea 87/Group G & Idea 88/Group G	
8 <i>Restore Elementary School Refurbishment funding and develop Maintenance Schedule</i>		
Description	Restore the elementary building refurbishment fund for nonrecurring maintenance including building, HVAC, electrical, plumbing, painting, etc., and develop preventative maintenance schedule for all key property and equipment assets.	
Justification	There were multiple suggestions that school maintenance activities were being sacrificed in order to save money in the short term and that there would be long-term consequences.	
Classified as	Increase the budget: Easy to implement	
Reference	Idea 66/Group B & Idea 67/Group C and an Observation	
9 <i>Eliminate redundant Insurance Premiums</i>		
Description	Parents already pay medical insurance that covers the cost of athletic injuries. School should not be paying a premium to cover the same risk but rather use some of these funds to institute an athletic safety program.	
Justification	Eliminate redundant insurance premiums and use some of the freed-up funds to promote safety awareness education at each of the athletic programs.	
Classified as	Moderate \$ impact: Difficult to implement	
Reference	Idea 63/Group A	

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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To: Members of the Board of Education
From: Elliott Landon
Subject: Capital Expenditure Request / Mass Communications and Two-Way Radios
Date: January 15, 2015

Please find appended to this memorandum the results of competitive bidding for the above-referenced security projects. This capital expenditure request has the full support of the Westport Police Department and the Westport Fire Department and, consistent with the high priority security recommendations made by Kroll, is of the utmost necessity for protecting the well-being of students and staff who are in our schools.

The first of these requests, "Installation of a Mass Notification System, Bid #15-012-BOE," is based on the lowest responsible bid in the amount of **\$480,630** submitted by All-Brite Electric, a well-known and respected company for the quality of its work. This expenditure will be offset by reimbursement from a State grant in the amount of approximately **\$86,982**, for a net expenditure of no more than **\$393,648**.

"Installation of a Two-Way Radio System, Bid #15-015-BOE," the second request, provided us with the lowest responsible bid in the amount of **\$262,484**, provided by a single vendor, Utility Communications, another highly reliable and respected company. This expenditure will be offset by reimbursement from a State grant in the amount of approximately **\$54,360**, for a net expenditure of no more than **\$208,124**.

Elio Longo, who has worked closely with representatives of our Westport police and fire departments in putting this security capital project out to bid, will provide the Board with additional information as may be necessary at the Board of Education executive session and meeting scheduled for Tuesday, January 20.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the Superintendent of Schools to request of the Board of Finance a school security appropriation in the amount of \$480,630 for Installation of a Mass Notification System and \$262,484 for Installation of a Two-Way Radio System, and

Be It Further Resolved, if approved by the Board of Finance, authorization for the Superintendent of Schools to request of the Representative Town Meeting financing approved by the Board of Finance.



**Installation of a Mass Notification System
Bid #15-012-BOE**

Bid Results

All-Brite Electric	Power & Network Solutions	Omni Data
\$ 457,743	\$ 487,000	\$ 512,869

	Units
Emergency Lockdown Buttons	30
Addressable Monitoring Modules	30
Exterior High Output Weatherproof Fire Alarm Speakers	229
Ceiling Mount Fire Alarm Speakers	189
Multi Output Fire Alarm Digital Amplifiers	19
Multi Input Speaker Modules	25
Digital Voice Message Center	8
Configuration/Programming/Testing	8
Training/Warranties	8
Labor/Wiring/Installation	

Lowest Bid	\$ 457,743
5% contingency	\$ 22,887
Request	\$ 480,630

State Grant:	\$ (86,982)
Projected. Reim.	

**Installation of Two Way Radio System
Bid #15-015-BOE**

Bid Results

Utility
Communications
\$ 249,985

	Units
Motorola Repeaters	10
Motorola Duplexers	10
Motorola Preselectors	10
Portable radios	190
Control station radios	3
Dispatch console add-ons	2

Motorola Repeaters
Motorola Duplexers
Motorola Preselectors
Portable radios
Control station radios
Dispatch console add-ons
Battery backups/Cables/Wall mount kits
Labor/Wiring/Installation/Warranties

Lowest Bid	\$ 249,985
5% contingency	\$ 12,499
Request	<u><u>\$ 262,484</u></u>

State Grant:	\$ (54,360)
Projected. Reim.	

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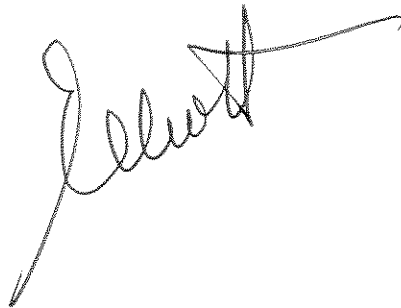
To: Members of the Board of Education
From: Elliott Landon
Subject: Five-Year Capital Forecast / July 1 2015 – June 30 2020
Date: January 20, 2015

At our January 13 meeting, Elio Longo presented to the Board of Education the above-referenced capital forecast and there were significant discussions held with regard to its content.

The report, as seen in the attachment to this memorandum, is being presented to the Board at the meeting of January 20 for further discussion and approval.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the document entitled, "Westport Public Schools Five Year Capital Forecast 2015-16 Through 2019-20," a copy of which shall be appended to the Minutes of the Meeting of January 20, 2015.

A handwritten signature in black ink, appearing to read "Elliott", with a long, sweeping horizontal stroke extending to the right.

**WESTPORT PUBLIC SCHOOLS
FIVE YEAR CAPITAL FORECAST
2015-2016 THROUGH 2019-2020**

FISCAL YEAR	DESCRIPTION	ESTIMATE	SUB-TOTAL	In Capital (Year)
2015-2016	<p>Saugatuck Elementary School (may need to be addressed in 2014-2015; directly related to solar panel installation/Green Task Force). Flat Roof (replace 65,000 sq. ft. and add drains) - 1994</p> <p>Bedford Middle School **Utility Grade Energy and Economic Initiatives Building Mgt System Energy Upgrade Indoor Lighting Upgrades Outdoor Lighting Upgrades Resurface Gym Floor (urgent repair moved from year 2019-2020)</p> <p>Coleytown Middle School **Utility Grade Energy and Economic Initiatives Upgrade to high efficiency condensing boilers Replace boiler circulating pumps and install Variable Frequency Drives Replace Auditorium HVAC Unit and upgrade energy controls Add Variable Frequency Drives to air handling units, pumps and fans Replace HVAC in locker rooms and gym units, add cooling to locker rooms Building Mgt System Energy Upgrade Outdoor Lighting Upgrades</p> <p>Staples High School Upgrade Boys Gym Locker Room Area (lockers, flooring) **Upgrade Boys Gym Locker Room Area fixtures Upgrade Pool General Area and Bleachers (tile, trim, paint, seating) Upgrade Boys and Girls Pool Locker Room Area (lockers, flooring) **Upgrade Boys and Girls Pool Locker Room Area fixtures</p> <p>Long Lots Elementary School ** Replacement of Windows, Window Coverings and Exterior Doors ** Project being considered for Town/BOE Energy Performance Contracting Initiative</p>	<p>\$1,000,000</p> <p>\$500,085</p> <p>\$81,523</p> <p>\$1,300,168</p> <p>\$225,000</p> <p>\$500,000</p> <p>\$375,000</p> <p>\$1,500,000</p>	<p>\$1,000,000</p> <p>\$500,085</p> <p>\$81,523</p> <p>\$1,300,168</p> <p>\$1,100,000</p> <p>\$1,500,000</p>	<p>2008</p> <p>2014</p> <p>2012</p> <p>2014 2008</p> <p>2011</p> <p>2011</p> <p>2008</p> <p>2008</p> <p>2008</p> <p>2000</p>
Total Fiscal Year 2015-2016			\$5,481,776	

**WESTPORT PUBLIC SCHOOLS
FIVE YEAR CAPITAL FORECAST
2015-2016 THROUGH 2019-2020**

FISCAL YEAR	DESCRIPTION	ESTIMATE	SUB-TOTAL	In Capital (Year)
2016-2017	<p>Coleytown Elementary School Replace Pitched Asphalt 3-Tab Shingled Roof (1986)</p> <p>Long Lots Elementary School Locker Room to Classroom Conversion (3 closets, 2 showers plus main room to 3 classrooms, 2 common rooms, boys & girls bathroom)</p> <p>Coleytown Middle School Repave Parking Lower Lot and Replace Curbing</p> <p>Staples High School Roof Replacement Fieldhouse Area A</p> <p>**Energy and Economic Initiatives Replace 2 Pool Boilers with High Efficiency Condensing Add VFDs to 2 Boiler Pumps for Pool Boilers Downsize Domestic Hot Water Storage Tank Replace 2 Building D0 Boilers with High Efficiency Condensing Add VFDs to 2 Boiler Circulating Pumps for Building D0 Boilers Replace Pool Locker Room and Lobby Area HVAC Units Provide New Pool Area Dectron HVAC Dehumidification System Add CO2 and Dual Enthalpy Controls to Building Management System Outdoor Lighting Upgrades</p> <p>** Project being considered for Town/BOE Energy Performance Contracting Initiative</p>	<p>\$165,000</p> <p>\$1,400,000</p> <p>\$110,000</p> <p>\$610,000</p> <p>\$2,045,256</p>	<p>\$165,000</p> <p>\$1,400,000</p> <p>\$110,000</p> <p>\$2,655,256</p>	<p>2011</p> <p>2006</p> <p>2008</p> <p>2013</p> <p>2014 2005</p> <p>2011</p>
Total Fiscal Year 2016-2017			\$4,330,256	

WESTPORT PUBLIC SCHOOLS
 FIVE YEAR CAPITAL FORECAST
 2015-2016 THROUGH 2019-2020

FISCAL YEAR	DESCRIPTION	ESTIMATE	SUB-TOTAL	In Capital (Year)
2017-2018	Long Lots Elementary School **Replace & Upgrade Auditorium House Lighting ***Energy and Economic Initiatives Boiler Replacement - 1955 (H.B. Smith) 1973 (Weil McLain) Add VFDs to Boiler Circulating Pumps Install Air Conditioning in Cafeteria Add CO2 Controls to Building Management System Indoor Lighting Upgrades Outdoor Lighting Upgrades Staples High School Field House Floor Resurface ** Project being considered for Town/BOE Energy Performance Contracting Initiative	\$100,000 \$1,098,137	\$100,000 \$1,098,137	2011 2014 2005 2011 2005
	Total Fiscal Year 2017-2018	\$1,370,449	\$1,370,449	

WESTPORT PUBLIC SCHOOLS
 FIVE YEAR CAPITAL FORECAST
 2015-2016 THROUGH 2019-2020

FISCAL YEAR	DESCRIPTION	ESTIMATE	SUB-TOTAL	In Capital (Year)
2019-2020	Coleytown Elementary School Replace Classroom Casework	\$730,000	\$730,000	2006
	Long Lots Elementary School Casework Replacement	\$670,000	\$670,000	2008
	King's Highway Elementary School **Energy and Economic Initiatives Replace 2 Boilers with High Efficiency Condensing Upgrade Building Management System Outdoor Lighting Upgrades	\$796,944	\$796,944	2014 2000
	Saugatuck Elementary School **Energy and Economic Initiatives Add CO2 Controls to Building Management System Outdoor Lighting Upgrades	\$135,569	\$135,569	2014
	** Project being considered for Town/BOE Energy Performance Contracting Initiative			
	Total Fiscal Year 2019-2020		\$2,332,513	
FIVE YEAR TOTAL (2015-2016 THROUGH 2019-2020)			\$16,374,590	

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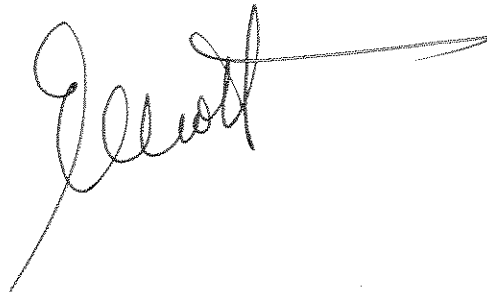
To: Members of the Board of Education
From: Elliott Landon
Subject: Health and Medical Insurance - Revenues and Expenses
Date: January 20, 2015

You will find appended to this memorandum two financial reports concerning the above-referenced matter as prepared by Elio Longo:

1. Health Insurance – Consultant Comparative Analysis – FY 2014-15
2. Medical Health Insurance Fund – FY 2014-15 Projections – Claims Cash Draw Data as of December 31, 2014

Pursuant to the request of the Board of Finance, the first of the financial reports is a bridge document between the budget data of January 22, **2014** prepared for the Board of Education, the original Segal & Co. projections, and the tie to the Lockton projections.

The second report demonstrates a “net position end of year projection” in our health insurance accounts of \$1,123,544, well within the Board policy for a health insurance reserve between 5% and 9%.

A handwritten signature in cursive script, appearing to read "Elliott Landon", with a long horizontal line extending to the right.

**Medical Health Insurance Fund
FY 14-15 Projections
Claims Cash Draw Data as of December 31, 2014**

	Aug-14	Jan-15
Cash receipts		
General Fund Budget from line 210	\$ 14,501,700	\$ 14,501,700
Other Fund Contributions	85,000	85,000
Employee Contributions (Active)	2,433,811	2,416,297
Flex Spending Accounts		
Cobra Participants	26,008	18,446
Retirees under 65	365,701	365,701
State Teachers Retirement (TRB)	146,824	160,000
Life Insurance Premiums	25,000	25,000
Retirees over 65	421,847	421,847
Other Contributions (FMLA, Retiree Life, etc.)		
Total cash receipts	18,005,891	17,893,991

Cash disbursements		
Medical	10,751,572	10,558,130
Prescription	1,988,348	1,837,958
Dental	1,007,255	1,052,170
Flex Spending Accounts		
Contribution to HSA	478,224	467,143
Medical Administrative	164,426	160,617
Network Access Fee	681,912	666,112
Individual Stop-Loss	53,903	53,401
Dental Administrative	2,981	2,981
FSA Administrative	45,000	45,000
Consulting Fee	112,258	128,205
ACA Related Fees		
PCORI Fee	1,694	1,694
Retirees over 65	675,000	688,985
Total cash disbursements	17,289,829	16,821,286
Change in cash balance	716,062	1,072,705

Beginning cash balance	930,839	930,839
Ending cash balance (deficit)-projection	1,646,901	2,103,544
Less: Incurred but not reported claims (carrying FY14)	(906,233)	(980,000)
Net Position (Deficit) end of year-projection	738,668	1,123,544
	5.4%	8.4%

	Claims Cash Draw Against Insurance Fund Account			Other	Flex	Variance
	Medical/Rx	Dental	Other			
Jul 2014	\$ 940,672	\$ 94,171	\$ 6,419	\$ -	\$ -	\$ -
Aug 2014	\$ 1,551,384	\$ 93,150	\$ 396	\$ -	\$ -	\$ 302,834
Sept 2014	\$ 1,237,176	\$ 110,586	\$ 6,691	\$ 119	\$ -	\$ 3,825
Oct 2014	\$ 680,049	\$ 58,580	\$ 7,686	\$ 1,156	\$ -	\$ (147,385)
Nov 2014	\$ 698,992	\$ 71,691	\$ 7,137	\$ -	\$ -	\$ (84,379)
Dec 2014	\$ 894,181	\$ 89,593	\$ 9,540	\$ -	\$ -	\$ (21,989)
Jan 2015						
Feb 2015						
Mar 2015						
Apr 2015						
May 2015						
Jun 2015						
Total	\$ 10,041,262	\$ 1,041,262	\$ 1,041,262	\$ -	\$ -	\$ 302,834
Avg. Monthly Claims	\$ 1,644,530	\$ 1,343,095	\$ 1,343,095	\$ -	\$ -	\$ 3,825
Total	\$ 1,354,572	\$ 1,346,921	\$ 1,346,921	\$ -	\$ -	\$ (84,379)
Total	\$ 757,581	\$ 1,115,213	\$ 1,115,213	\$ -	\$ -	\$ (21,989)
Total	\$ 983,254	\$ 1,093,220	\$ 1,093,220	\$ -	\$ -	\$ (21,989)
Total	\$ 6,559,319	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 5,992,854	\$ 527,812	\$ 37,880	\$ 1,275	\$ -	\$ (209,749)
YTD/Estimate	46.9%	50.2%	n/a	n/a	n/a	n/a
Theoretical YTD Spend Rate	50.0%	50.0%	n/a	n/a	n/a	n/a
variance %	-4.7%	0.2%	0.2%	0.2%	0.2%	0.2%
variance \$	\$ (211,396)	\$ -	\$ 1,653	\$ -	\$ -	\$ -

Health Insurance - Consultant Comparative Analysis FY2014 - 2015

	SEVAL PROJECTIONS						LOCKTON PROJECTIONS							
	BUDGET DATA Jan-22-2014	Revised Mar-14-2014	Variance % Jan-to-Mar	Variance \$ Jan-to-Mar	Var.	Var.	Aug-29-2014	Variance % Jan-to-Aug	Variance \$ Jan-to-Aug	Var.	Jan-13-2015	Variance % Jan-to-Jan	Variance \$ Jan-to-Jan	Var.
SELF-FUNDED CLAIMS														
Medical	\$ 11,099,800	\$ 11,138,200	-4.4%	\$ (38,400)	F	\$ 13,856,400	-2.6%	\$ (1,124,425)	F	\$ 13,482,258	-8.4%	\$ (1,236,142)	F	\$ (11,127)
Prescription Drug	\$ 2,050,100	\$ 1,899,700	-3.0%	\$ (150,400)	F	\$ 1,899,600	-3.3%	\$ (150,400)	F	\$ 1,899,600	-8.1%	\$ (1,414,670)	F	\$ (47,426)
Dental	\$ 974,500	\$ 926,300	-4.9%	\$ (48,200)	F	\$ 916,600	-3.9%	\$ (57,900)	F	\$ 916,600	8.0%	\$ 77,670	U	\$ 58,019
EXPENSES														
Contribution to HSA Creditable for Assets	\$ 2,671,105	\$ 2,693,150	0.7%	\$ 22,045	F	\$ 2,693,150	-3.5%	\$ (110,200)	F	\$ 2,693,150	-4.5%	\$ (127,057)	F	\$ (105,611)
Medical Administrative	\$ 482,800	\$ 482,800	0.0%	\$ 0	F	\$ 482,800	1.1%	\$ 48,280	F	\$ 482,800	-10.7%	\$ (51,900)	F	\$ (170,000)
Medical Assistance	\$ 165,000	\$ 165,000	0.0%	\$ 0	F	\$ 165,000	-0.8%	\$ (13,500)	F	\$ 165,000	7.9%	\$ 13,483	F	\$ 13,483
Network Access Fee	\$ 755,000	\$ 749,700	-0.7%	\$ (5,300)	F	\$ 749,700	-0.8%	\$ (5,300)	F	\$ 749,700	-1.0%	\$ (8,000)	F	\$ (10,000)
Individual Stop-Loss (\$225,000)	\$ 46,000	\$ 46,000	0.0%	\$ 0	F	\$ 46,000	-0.6%	\$ (2,700)	F	\$ 46,000	-12.0%	\$ (10,788)	F	\$ (15,000)
Dental Administrative	\$ 4,000	\$ 4,000	0.0%	\$ 0	F	\$ 4,000	-52.4%	\$ (2,100)	F	\$ 4,000	14.6%	\$ 6,601	F	\$ (9,021)
IRA Admin	\$ 25,000	\$ 25,000	0.0%	\$ 0	F	\$ 25,000	0.0%	\$ 0	F	\$ 25,000	90.0%	\$ 20,000	U	\$ -
Consulting Fee	\$ 117,400	\$ 112,000	-4.6%	\$ (5,400)	F	\$ 112,000	-4.5%	\$ (5,400)	F	\$ 112,000	3.2%	\$ 10,805	U	\$ 15,947
ACA Related Fees	\$ 25,400	\$ 25,400	0.0%	\$ 0	F	\$ 25,400	-100.0%	\$ -	F	\$ 25,400	-100.0%	\$ -	F	\$ -
CIT Vaccination Assessment	\$ -	\$ -	0.0%	\$ 0	F	\$ -	0.0%	\$ 0	F	\$ -	0.0%	\$ 0	F	\$ -
POOL Fee	\$ -	\$ -	0.0%	\$ 0	F	\$ -	0.0%	\$ 0	F	\$ -	0.0%	\$ 0	F	\$ -
EMPLOYEE CONTRIBUTIONS														
Advant	\$ (2,989,200)	\$ (2,727,350)	8.8%	\$ 261,850	U	\$ (2,693,300)	-2.2%	\$ 271,900	U	\$ (2,693,300)	-4.1%	\$ (2,725)	U	\$ 11,900
COBRA Premiums	\$ (7,400)	\$ (7,400)	0.0%	\$ 0	F	\$ (7,400)	2.8%	\$ 198,300	F	\$ (7,400)	2.1%	\$ (69,797)	F	\$ 7,514
Retirees under 65	\$ (848,800)	\$ (848,800)	0.0%	\$ 0	F	\$ (848,800)	-41.8%	\$ (353,800)	F	\$ (848,800)	43.7%	\$ 369,498	F	\$ 7,581
Retirees under 65 (708 contributions)	\$ -	\$ -	0.0%	\$ 0	F	\$ -	-97.5%	\$ (76,475)	F	\$ -	-37.5%	\$ 69,029	F	\$ (31,178)
SUBTOTAL COST	\$ 14,592,200	\$ 14,544,900	-3.0%	\$ (47,300)	F	\$ 13,926,000	-4.5%	\$ (656,200)	F	\$ 13,271,857	-8.7%	\$ (1,410,443)	F	\$ (283,428)
SUBTOTAL COST PLUS MARGIN	\$ 15,316,000	\$ 15,316,000	0.0%	\$ 0	F	\$ 14,678,800	-4.2%	\$ (637,200)	F	\$ 14,678,800	-14.0%	\$ (2,441,143)	F	\$ (283,428)

	Aug-29-2014	Variance % Jan-to-Aug	Variance \$ Jan-to-Aug	Var.	Jan-13-2015	Variance % Jan-to-Jan	Variance \$ Jan-to-Jan	Var.
Medical	\$ 13,856,400	-2.6%	\$ (1,124,425)	F	\$ 13,482,258	-8.4%	\$ (1,236,142)	F
Prescription Drug	\$ 1,899,600	-3.3%	\$ (150,400)	F	\$ 1,899,600	-8.1%	\$ (1,414,670)	F
Dental	\$ 916,600	-3.9%	\$ (57,900)	F	\$ 916,600	8.0%	\$ 77,670	U
Contribution to HSA Creditable for Assets	\$ 2,693,150	-3.5%	\$ (110,200)	F	\$ 2,693,150	-4.5%	\$ (127,057)	F
Medical Administrative	\$ 482,800	1.1%	\$ 48,280	F	\$ 482,800	-10.7%	\$ (51,900)	F
Medical Assistance	\$ 165,000	-0.8%	\$ (13,500)	F	\$ 165,000	7.9%	\$ 13,483	F
Network Access Fee	\$ 749,700	-0.8%	\$ (5,300)	F	\$ 749,700	-1.0%	\$ (8,000)	F
Individual Stop-Loss (\$225,000)	\$ 46,000	-0.6%	\$ (2,700)	F	\$ 46,000	14.6%	\$ 6,601	F
Dental Administrative	\$ 4,000	-52.4%	\$ (2,100)	F	\$ 4,000	90.0%	\$ 20,000	U
IRA Admin	\$ 25,000	0.0%	\$ 0	F	\$ 25,000	3.2%	\$ 10,805	U
Consulting Fee	\$ 112,000	-4.5%	\$ (5,400)	F	\$ 112,000	3.2%	\$ 10,805	U
ACA Related Fees	\$ 25,400	-100.0%	\$ -	F	\$ 25,400	-100.0%	\$ -	F
CIT Vaccination Assessment	\$ -	0.0%	\$ 0	F	\$ -	0.0%	\$ 0	F
POOL Fee	\$ -	0.0%	\$ 0	F	\$ -	0.0%	\$ 0	F
Advant	\$ (2,693,300)	-2.2%	\$ 271,900	U	\$ (2,693,300)	-4.1%	\$ (2,725)	U
COBRA Premiums	\$ (7,400)	2.8%	\$ 198,300	F	\$ (7,400)	2.1%	\$ (69,797)	F
Retirees under 65	\$ (848,800)	-41.8%	\$ (353,800)	F	\$ (848,800)	43.7%	\$ 369,498	F
Retirees under 65 (708 contributions)	\$ -	-97.5%	\$ (76,475)	F	\$ -	-37.5%	\$ 69,029	F
SUBTOTAL COST	\$ 13,926,000	-4.5%	\$ (656,200)	F	\$ 13,271,857	-8.7%	\$ (1,410,443)	F
SUBTOTAL COST PLUS MARGIN	\$ 14,678,800	-4.2%	\$ (637,200)	F	\$ 14,678,800	-14.0%	\$ (2,441,143)	F

Budget changes made by Administration:
 Est. BOE subsidy for Retirees over 65 Parts A & B \$ 200,000
 Est. of other funds contribution \$ (85,000)
 Proposed BOE Current Services \$ 35,431,000
 Est. Increase due to enrollment positions \$ 79,200
 Est. Increase due to change to program \$ 1,080,000
 BOE Proposed Account 210 Appropriation \$ 35,805,200

Budget changes made BOE (final adopted):
 Do not fund recommended CPA \$ (713,700)
 Revised down health claims projection \$ (882,800)
 BOE Adopted Account 210 appropriation \$ 34,567,700

Medical Waivers
 Life & LTD Premium

Tie to Lockton:
 \$ 382,800
 \$ (651,882) F
 \$ 30,000
 \$ 245,798
 \$ 23,485,658
 \$ 160,000
 \$ 33,613,655