



**DEEL LEVY OVERSIGHT COMMITTEE MEETING**  
**Tuesday, February 13, 2018**

**MINUTES**

**Members Present:** Lorena Gonzales, Saadia Hamid, Shouan Pan, Rachel Steward, Allison Wood, Greg Wong

**Others Present:** Michael Stone (Seattle Public Schools), Tisha Crumley (Seattle Public Schools), Sara Rigel (Public Health – Seattle and King County), Brian Goodnight (City Council), Melissa Lawrie (City of Seattle Budget Office), Dwane Chappelle (DEEL), Jolenta Coleman (DEEL), Veronica Gallardo (DEEL), Dana Harrison (DEEL), Long Phan (DEEL), Frances Robinson (DEEL), Marissa Rousselle (DEEL)

Dwane Chappelle welcomed everyone, introductions were made, and the agenda was approved.

Dana Harrison (Elementary School), Veronica Gallardo (K-12), Jolenta Coleman (Middle School), Long Phan (Summer Learning) presented the FEL Annual Report

See PowerPoint Presentation for details.

General Points:

- Over half of Seattle Public School (SPS) students attend a Levy-funded school
- High level of investment in SW and SE Seattle
- Innovation and Linkage models
  - o Innovation schools receive larger dollar amounts because they have larger Levy-focus student populations
  - o Linkage schools receive fewer dollars because they have fewer Levy-focus students and can use those dollars in more targeted ways
- Of four high schools served, three serve just ninth graders and one serves all four grades
- Families and Education Levy (FEL) serve more students of color than their proportion within SPS as a whole
- Performance Targets: DEEL continues to set higher and higher targets; policy advisors adjust targets annually and evaluate on the per contract level and aggregate level

## Questions/Comments:

- What's the Administrative overhead costs?
  - 5%
- How do you measure attendance in Middle School?
  - Five or fewer whole days missed in a semester. Schools pick their focus population (Latino/Black, L1/L2 on assessments, all students, etc.)
- DEEL's cohort analysis is very powerful, is this being shared back with schools and partners?
  - Tableau reports on progress are prepared twice a year for schools. DEEL staff member Ismael Fajardo is doing internal DEEL cohort analysis. We are trying to find out how long does it take to move a student from L1 --> L2 or L2 --> L3/L4 on assessments over the course of 3-4 years. The City Council is approving additional dollars for DEEL to increase number of grades investing in at Cleveland High School, which will allow DEEL to do a cohort analysis on this investment as well.
- Define "pass core courses."
  - DEEL pushed practice to be a C or better
- Do we have cohort analysis beyond these three middle school years?
  - Yes, but we selected this cohort because it's the only grade of students with three years of the new SBA.
- Can you give some practice-based examples of how closing gaps are achieved?
  - Ingraham student success centers have worked. The staff they hired look like the school's students and have formed great relationships with students and families
- How do we ensure that students who don't have an active health diagnosis are seen?
  - School-based health care centers (SBHCs) can serve *all* students because of Levy investments. Forty percent of students served have a "circumstantial diagnosis," but many can benefit from seeing providers. Services are universal. Most are Tier 2 interventions, so it's preventative, as opposed to Tier 3 interventions, though we do see some.
- Is there an existing practice or opportunity to incorporate family-based practice, especially for immigrant/refugee youth?
  - Youth 13 and older can self-consent for mental health, and any student at any age can consent to reproductive health care without parent consent, though we always seek parent involvement. Parents are more involved at elementary school level. i.e. Seattle World School clinic, serves middle and high school students; it was designed with an external entrance to the clinic so that parents and families could access the clinic without having to go through the schools and with a vision for external, non-traditional hour access.

## **Elementary School**

### **Questions/Comments:**

- Are there ways to show the absolute progress of Levy investments over time?
  - With the presentation as is, I honestly don't know if we're going up or down over time. If we're leveling out in results, then we need to course-correct. DEEL thinks this is challenging because the denominator is different between schools and the targets are different between schools.
- This data doesn't tell me if we're closing opportunity gaps or if we're preparing students for college. There's got to be a way that we can show that we've made progress.
- This presentation is in the weeds about the process:
  - How many students have shown up?
  - How was the achievement gap actually reduced?
  - How many of the students we have helped have graduate from high school or are college-ready? Cohort analysis might help.
  - How can we anchor our work in a person-centered way?
- 2011 Theory of Action: Small targeted investments should impact district-wide outcomes. FEL dollars represent three percent of SPS' annual budget.
- Who is tracking what strategies are working, and how can other schools use them?
  - We track the approaches used with semester-based tracking worksheets; however, we are challenged by the flexibility incorporated in the model and the difficulty in tracking all the different approaches.

## **Middle School**

### **Questions/Comments:**

- How are schools/principals selected to participate in Center for Education Leadership support? Should this be optional? Or a requirement of being a DEEL Innovation school (e.g., "in addition to funding, you also receive this wonderful leadership resource")?
  - They primarily self-select. School/organizational transformation is a hard thing to do. It takes some self-awareness to ask for support, and there is a fine balance between school readiness and what school staff are already working on with the SPS Central Office.
- Are there any examples of schools who exceeded expectations? And what strategies did they use?

- Hard to pin point the one thing that worked, e.g., Broadview Thompson hired an excellent case management/academic coordinator. I believe that increased instructional time with the right teachers in place helps.

## **High School**

### **Questions/Comments:**

- The focus is on 9th grade; supports do not extend in an intentional way into 10th, 11th, and 12th grades.
- Are there common focuses or interventions that every school is doing?
  - Academic case management/tutoring centers, plus the "X factor" of school leadership.
- Piloting the opportunity gap closing measure has helped.
- Sounds like Ingraham has made changes internally. What's the plan to sustain these?

They know last year's 9th grade cohort really well. Remains to be seen what was sustained into Semester 1 2017. Would need to expand the investment into other grades.

## **Summer**

### **Questions/Comments:**

- Investments open up beyond schools to include community-based organizations.
- 2500 students served in Summer 2017
- Summer 2017 \$400K to pilot culturally-responsive programming
- What's the duration of program and what will they do?
  - Programs are a minimum 120 hours over four to six weeks. They provide a mix of traditional academics and enrichment. There is flexibility in what programs can provide, and it's tailored to who they serve.

## **Meeting Adjourned**