



DRAFT



**FAMILIES AND EDUCATION LEVY  
LEVY OVERSIGHT COMMITTEE  
Tuesday, May 14, 2013**

**MINUTES**

**MEMBERS PRESENT:** José Banda, Tim Burgess, Elise Chayet, Michael DeBell, Jerry DeGriek, Sandi Everlove, Cristina Gonzalez, Sheeba Jacob, Kevin Washington

**OTHERS PRESENT:** Kathryn Aisenberg (OFE), Leilani Dela Cruz (HSD), Sonja Griffin (OFE), Isabel Muñoz-Colón (OFE), Holly Miller (OFE), Alex Pedersen (Council staff), Adam Petkun (OFE), John Pehrson (LOC alumnus), Pegi McEvoy (SPS), Sara Rigel (Public Health), Sue Rust (OFE), Pat Sander (SPS), Sid Sidorowicz (OFE), Kristi Skanderup (Middle School), Kian Vesteinsson (Youth Commission), Emily Yette (Public Health)

The meeting was called to order at 4:03 p.m. Introductions were made. Tim Burgess welcomed all and noted that this is Kian's last meeting representing the Youth Commission since he is graduating from Garfield High School.

The minutes from the April 9 LOC meeting were approved. Holly Miller proposed one change to the LOC meeting schedule: cancel the June meeting and in July schedule site visits to two or three of the summer learning sites. No one objected.

H. Miller reviewed the agenda and said today's meeting focuses on the Mid-Year Report. This report is based on one semester's worth of indicator data and helps to inform OFE on potential course corrections for the next year. H. Miller then turned over the meeting to Adam Petkun.

A. Petkun provided a preview of what comprises the Mid-Year Report and said presenters will focus on data, lessons learned, course corrections, and next steps to improve Levy efforts. He said data are representative of mid-year targets and represent a short time period.

We continually think about how to set better targets. We encourage schools and providers to try something new, knowing that the targets will adjust over time. We track progress in terms of targets set and progress toward the larger outcomes of entering kindergarten ready to learn and graduating on time. Schools are thinking about why school attendance is down this year. We noticed a big jump in absences and suspected that the flu may have been a factor. We investigated by looking at county health data and saw that, as the flu season worsened, attendance changed dramatically, over 30% compared to last year.

**HEALTH INVESTMENTS**

A. Petkun handed the presentation over to Sara Rigel to discuss the health results. Health investments are on track for their end-of-school-year targets. Programs track on a monthly basis with close monitoring throughout the school year. School nursing services have already

exceeded their annual requirements for child immunizations and screening for behavioral risk factors. H. Miller said, when we first started the screening process, it was difficult to get done.

S. Rigel said this year health staff invited staff and counselors to help write each school's investment plan, reviewed the plan midway through the year and looked at alignment with other Levy-funded programs. They worked with the school health nurse to send out information to kids needing immunizations and places to get them. This worked well and health staff intend to meet with school and SBHC staff on a regular basis.

Kevin Washington asked why we are low on immunization rates. M. DeBell said a libertarian tendency on the part of some parents and high immigrant population are both factors. Pegi McEvoy said that families lose track of the immunization schedule and then need a reminder. K. Washington wondered if mobility issues were a factor. Sid Sidorowicz said the state is trying to reduce the number of immunization waivers.

Sandi Everlove asked how Health came up with their target for students screened by nurses. S. Rigel said the school nurse targets are based on history and are raised every year. The targets are significantly higher than in the past. She said they can look at changing the target and they have full support to do that.

T. Burgess said the Education Subcommittee of the Youth Commission described doing a survey among high school students and some students were not aware that there was a health clinic in their school. S. Rigel asked if only Garfield students were surveyed. K. Vesteinsson said they surveyed multiple schools, including Cleveland.

S. Rigel said all SBHCs are on target with no decline in service provision. Schools are reaching out with holistic and wraparound services. Public Health staff are involved in Student Intervention Teams. S. Everlove asked if the data are shared with staff at large at a school. S. Rigel said it varies by school. Sid mentioned the Health productivity reports.

## **EARLY LEARNING INVESTMENTS**

Sonja Griffin discussed assessments used in early learning. Teaching Strategies Gold is the tool used to assess PreK children in six domains aligned with the WaKIDS kindergarten assessment. Two of the domains are content based. The assessment is administered three times per year by trained preschool teachers. Final results are due by end of June. The fall assessment reflects what children know and are able to do when they enter preschool. The data shows that 39% of the children were able to exhibit the age-level skills for four-year olds. The winter assessment shows children's progress to date in each domain. The winter results show that Math and Social-Emotional development are two areas that we need to monitor and provide more focused training in. Overall most of the children are on track to meet the end-of-the-year targets. Seattle data is consistent with School district data, on the WaKIDS assessment conducted at the beginning of kindergarten. We will continue to work with providers to review the data and modify our strategies to ensure that children continue to make progress.

Non-English speaking children made significant gains from fall to winter. The rapid gains may have occurred in part because many ELL children are being exposed to their first English immersion experience. This effect may be enhanced by the rapid brain development that occurs from birth to age 5. Another factor may be that most of our preschools continue to

support the child's home language while they are acquiring English. Elise Chayet asked why the chart showed that ELL children had higher achievement than English speakers. S. Sidorowicz said these charts show measurements of growth and the ELL children made greater improvements. Comparing the rate of growth for English vs. non-English-speaking kids, we want to know if we are closing the achievement gap through our preschool interventions. We usually see at the end-of-year vocabulary test that the non-English speakers will have greater gains since they start at a lower level and have more room to grow.

John Pehrson asked if the data was for a 15-month time period. S. Griffin said no, it's for four months, October through January. The fall assessment is due by the end of October and the winter assessment by end of February. Final data is collected in May.

S. Everlove said the data is discouraging around math. S. Griffin replied that there's a conference the Black Child Development Institute is sponsoring and because of this data another session was added devoted to math. They are bringing a math specialist from South Shore Elementary School and the presentation is geared toward PreK. This is an example of how data drives professional development mid-course corrections. We are in the planning phase for the Early Learning Academy (ELA) and hope to target PreK through 3<sup>rd</sup> grade educators. The ELA will use data from this program year to inform topics and workshops that teachers will receive training in next year. We will use the proven evidence-based curriculum HighScope. PreK teachers will get certified as trainers to deepen and strengthen the professional development strand and make it much more robust. Nationwide we are moving toward better approaches to early learning. H. Miller said the strategy grew out of WaKIDS data. In other areas also, kids are entering kindergarten at an alarmingly low rate of proficiency. We are working with Child Care Resources on the ELA.

S. Sidorowicz said now that the state has adopted WaKIDS, it uses the Teaching Strategies Gold platform for putting in data in the same domains SEEC uses. In our data-sharing agreement with the district, we can look at WaKIDS data and differentiate how different groups of students are doing. S. Griffin said once we move forward with implementing HighScope, we should see even greater gains and achievement of outcomes for early learning.

## **ELEMENTARY INNOVATION AND FAMILY SUPPORT WORKER INVESTMENTS**

A. Petkun gave a brief tutorial on how to interpret the school charts by school year. He said the next presenter, Isabel Muñoz-Colón, will talk about elementary innovation sites and Family Support Workers.

I. Muñoz-Colón said there was a course correction adopted for stronger collaboration between elementary schools and early learning providers. If an elementary school has an early learning site in the building, OFE has asked schools to include the early learning staff in those meetings. This strengthens the PreK instruction at the schools. Jerry DeGriek asked if early learning staff are encouraged or required to attend. I. Muñoz-Colón said they are encouraged, and it depends on their schedule and their own professional development. South Shore is a perfect example. The school was providing math professional development to K-5 teachers and was excited to include PreK. In our site visits at other schools, we are asking them to include PreK providers in professional development.

There are limited mid-year indicators for elementary schools. There are more robust measures at the end-of-year such as MAP and MSP. In mid-year for elementary schools, it's attendance. We need to think about more content-driven measures. T. Burgess asked why we don't have a mid-year academic measure. I. Muñoz-Colón said MAP is not required three times per year and it's not going to be with us much longer.

As A. Petkun already showed, Beacon Hill bucked the district-wide attendance trend and came closest to hitting their target in "fewer than five absences." Among the other three schools, Madrona, Olympic Hills and Roxhill followed the trend of the district.

For Olympic Hills, the attendance dip was significant. They didn't have someone on point for attendance, so they developed a structure and attendance team. We hope that this midcourse correction will improve their performance on attendance in the second semester. E. Chayet asked if any absence counts the same and I. Muñoz-Colón said absences are the same whether excused or unexcused.

T. Burgess asked what was learned from Beacon Hill that could be shared with other schools. I. Muñoz-Colón said they have a team in place focused on attendance. They have a large Latino and African American population so El Centro de la Raza and the family support worker reinforce to these families why attendance is so important. The worst attendance is in kindergarten, so they hit kindergarten hard, which is especially important for students that did not receive PreK services. Principal Kelly Aramaki leaves weekly phone messages. T. Burgess said this is a real success story and hopefully the District is sharing these successes. H. Miller said we now have an attendance requirement for early learning classrooms. M. DeBell said Beacon Hill has a school-based health services and flu is a factor. I. Muñoz-Colón noted that it's not just the flu. When a child has asthma, having someone onsite who can help the child manage it better will lead to better attendance. S. Rigel said Beacon Hill has Odessa Brown onsite to provide immediate access to health care.

K. Washington asked if similar work was done at the other elementary schools. I. Muñoz-Colón said Roxhill did a significant attendance campaign. Across the board schools focused on kindergarten students. T. Burgess noted that Beacon Hill's Levy plan included having El Centro as a partner. I. Muñoz-Colón said the Family Support Workers, in partnership with El Centro, worked together to monitor attendance and reach out to parents. T. Burgess said Beacon Hill has over 70% of students on free or reduced-price lunch, a high level of poverty. We know that attendance is a key indicator of future outcomes. I. Muñoz-Colón said another strategy is for teachers to write to the parents a quick note about what the student missed while absent.

Moving on, I. Muñoz-Colón said there are two forms of family support supported by the Levy. The Family Support Worker program is district-based. Chinese Information and Service Center (CISC) and Refugee Women's Alliance (ReWA) are doing community-based family support. The community-based family support investment is new to the Levy. Starting with the FSW program and comparing 2011-12 and 2012-13 first semester data, we saw a drop in performance. In the two new programs, CISC went beyond their target. ReWA fell slightly short and had a startup issue which has been worked out. K. Vesteinsson asked which schools these programs served and I. Muñoz-Colón responded Kimball, Beacon Hill, Maple, TOPS, Sand Point, Stevens, Bailey Gatzert, Hawthorne, and Dearborn Park. These are mostly schools on the Southeast side. The programs are active in multiple schools and drop-off sites.

K. Washington asked, for the six schools, are the two new support groups serving a total of 80 students? I. Muñoz-Colón said yes. Next school year we will bring online Seattle Indian Health Board which was recently awarded Levy funds for Native American students.

S. Everlove asked if the data will be disaggregated as we begin incorporating pre-school teachers into professional development. S. Griffin said for early learning data we can do that. We have data showing which kids participated in the Seattle Early Education Collaborative (SEEC) and are now in kindergarten. We can add if they got other Levy investments such as summer learning, preschool, and/or PCHP and whether these investments are making a difference.

### **MIDDLE AND HIGH SCHOOL INVESTMENTS**

Kathryn Aisenberg reported that middle and high schools had some agency in selecting their own indicators and outcomes from the pool of available options, which means that not all schools have the mid-year indicators for student attendance and passing courses. Another key difference between elementary schools and middle and high schools are the focus populations. At the middle school level, Innovation schools receiving larger investments such as Denny, Mercer and Washington, are focusing their Levy strategies on a larger group of students than Linkage Middle Schools. These latter schools, which receive smaller investments, use fewer strategies geared towards more targeted groups of students.

Madrona met or exceeded their passing core courses target, while Whitman saw a slight dip. All schools were close enough to earn performance pay.

Whitman has a very small number of focus students (N40) so they are not getting much investment funding. Based on Whitman's mid-year performance, we reviewed their data and asked ourselves: How can we refine our systems? What course corrections can we make to Whitman's strategies to improve results?

Conversely, Madrona exceeded their first semester passing core courses target. What's particularly interesting is that Madrona observed an improvement in target students' homework and course completion rates in December/January and realized there was a student incentive for participation in basketball. They worked with the YMCA to develop an off-season intramural basketball league to continue the high passing core courses rates observed during the basketball season. This is a thoughtful look at what's working and we give credit to Madrona.

On the Attendance measure, you will see seven schools had the measure "percent of students with fewer than five absences in the first semester." Hamilton is a good example of a school that was motivated by its mid-year performance data to make immediate course corrections. In a follow-up by leadership they surveyed students to find out which adults they have a strong connection to and then helped cultivate a relationship with that person to provide support and incentives for meeting individualized attendance goals.

Kristi Skanderup said the middle schools had been focusing on MSP. The attendance and grade measures are new which takes a shift in approach. Attendance is a complex issue with many potential causes. Figuring out the intervention is tied to understanding the underlying problem(s). With attendance there's often not one easy solution, but rather a more complicated web of issues that need to be resolved. Last year Aki was not Levy-funded but

decided to invest heavily in the Mayor's Attendance Campaign and was able to win a national attendance award for their efforts. They had to totally shift the school's focus and resources to increasing student attendance which meant something else wasn't happening.

K. Aisenberg said Mercer has a tiered system of intervention using a different approach which takes a great deal of work and the strategies are more challenging.

S. Everlove asked whether schools are looking at both excused and unexcused absences and the reason, such as a student staying home to take care of a sibling. K. Aisenberg responded yes, the Levy is concerned with total absences, both excused and unexcused, as research indicates that total days absent is an indicator of academic performance.

Cristina Gonzalez said it's interesting that in linkage middle schools, the percent of white students is higher than the district average. K. Aisenberg said Linkage middle schools are unique in that every school is eligible to apply for some amount of Levy funds. The Linkage middle schools receive smaller investments because they serve a smaller percent of the district's focus students.

J. DeGriek asked if there is a correlation between better attendance, test scores, and grades. H. Miller mentioned Mary Beth Celio's research and report.

S. Jacob acknowledged the basketball league approach and asked if other schools are replicating that. A. Petkun said another organization approved by the Levy is Seattle Scores which works through soccer.

## **HIGH SCHOOL INVESTMENTS**

Franklin does not have any first semester measures and so was not included in the mid-year report. T. Burgess asked why we allowed Franklin not to report and K. Aisenberg said they are still held accountable but chose indicators and outcomes that are solely end of year measures (e.g., MAP, EOC, on-time grade promotion). S. Sidorowicz said some schools opted to pick semester-based indicators to earn performance pay funds in the first semester that they could then invest in second semester. K. Skanderup said ideally schools are looking at data and using it to determine which measures are most appropriate given student needs.

Interagency Academy, due to the population served and unique mobility issues, has slightly different measures than the other high schools. K. Aisenberg also noted the challenge in setting targets for Interagency given the first year participating in the Levy and tracking certain data points. They have now done a lot around data collection and how to analyze to inform their program course corrections. You can see the unique indicators for Interagency in their charts.

K. Aisenberg said Ingraham met their first semester target for passing courses. Additionally, West Seattle did a thorough job monitoring data for passing courses. They rolled out a protocol that students could be graded incomplete and then make up the work within a specified period of time. Additionally, West Seattle increased the number of Saturday School tutoring sessions to support students on the brink of passing their courses. The data here reflect the initial cut at the end of the semester. Revised data will be available at the end of year. We give West Seattle credit for carefully monitoring their data and being nimble enough

to make strategy adjustments as needed to best serve their students. This is a system that Ingraham is looking at replicating.

K. Washington said, as mentioned in the West Seattle site visit, they were looking at kids involved in school vs. those who were more disconnected. K. Aisenberg said if the student is behind in first semester, it can affect morale leading the student to give up or to become a discipline issue. We need to look at what impact we can have, how students perform, and if there are correlations we can identify.

T. Burgess asked for more information on what happened at Interagency Academy.

K. Aisenberg said their math course is delivered by an instructor whereas language arts courses are computer based. Students can accumulate credits in a short amount of time. They started advisory programs and case management so adults monitored students' progress.

K. Skanderup added they also started awarding students credit in 0.1 increments when they got to a certain place which gave them a sense of accomplishment. It was a motivating factor and students felt like they were making progress.

Pat Sander said they are also working with online courses. Doing a blended learning model is proving successful. K. Aisenberg said blended learning is key. Students can take assessments, opt out of different units, and be challenged at the right level. P. Sander added the online learning creates a social network so students can seek peer assistance. S. Everlove asked if students can do online courses at home or only on-site, and K. Aisenberg said the courses are on a Web-based platform.

K. Aisenberg said all three schools struggled with attendance, partly due to the flu season. Attendance is an important indicator of the student's ability to learn content. When West Seattle saw a dip in attendance, they increased Saturday attendance and tracked the students to make sure they were getting support to make up the work. She added that historically there is a dip in attendance in second semester.

## **IMPROVEMENTS AND CHALLENGES**

I. Muñoz-Colón said one challenge for elementary schools was moving the Community Learning Centers from separately funded entities to being direct sub-contracts of the school. The benefit is that now there is a closer partnership between the schools and the community-based organizations as principals and organization leaders clearly articulate goals to achieve, services to provide, and measures to evaluate progress. OFE is continuing to explore opportunities to support schools' partnerships with community partners and to share best practices. In June, OFE will conduct two workshops to improve communication: one in coordination with SPS to present the new process for CBOs to access data and the other focusing on disseminating best practices among schools partnering with a key Levy-funded organization. OFE looks forward to conducting additional opportunities for knowledge sharing and professional development during the upcoming school year.

Other challenges enumerated included: 1) ensuring Levy-funded health organizations have access to student data to ensure they can evaluate program effectiveness and better coordinate student health support, 2) supporting schools with the implementation of Common Core state standards and assessments, 3) clarifying and streamlining the district's process for CBOs to access student data, and 4) working with the district to identify common

elementary assessments to improve schools' progress monitoring efforts and to ensure common methods for evaluating the effectiveness of schools' strategies and interventions.

K. Aisenberg identified several key efforts undertaken by OFE to address these challenges including: 1) collaborating with SPS data team members Nicole Turner and Susan Wright to revise SPS' reports, 2) establishing standing monthly meetings with key SPS leadership, and 3) participating in the district's assessments discussions (K. Aisenberg participated on the MAP task force which met from February to May 2013).

I. Muñoz-Colón commented that the assessment landscape is changing greatly with the arrival of Smarter Balanced (Common Core assessment) and hopefully OFE will have access to other assessments besides MAP which will show student growth data for elementary school students. Currently, there is a lack of common assessments for kindergarten through second grade. T. Burgess remarked that the key element is not so much which testing instrument is used, but that we receive student data. K. Aisenberg agreed and stated that, as Washington state and the rest of the country move to the more rigorous Common Core standards, the assessment landscape will change significantly and districts should have different tools available.

C. Gonzalez asked whether there were opportunities for less experienced CBOs to partner with more established CBOs, as well as whether OFE foresees any challenges to implementation in the more distant future. H. Miller noted the transition to the Common Core State Standards would be a major focus for SPS. Additionally, working with SPS and community group leaders to help CBOs access data remains an important priority. C. Gonzales followed up to ask whether the Community Center for Education Results (CCER) is exploring how to leverage Levy funds. H. Miller replied to say that Levy efforts are aligned with CCER's Road Map. P. McEvoy added that it might help to share the success stories from other CBOs that successfully navigated the RFQ process after failing to be approved in their first attempt. H. Miller mentioned that Powerful Schools is an example of a group that has become very sophisticated in the way that it utilizes data. She explained that OFE continues to provide assistance to organizations to learn how to use data, and it would like to help CBOs share their work with others.

T. Burgess highlighted the creative courses corrections at Madrona (basketball) and Interagency (partial credit) as an example of how the district gets a lot of things right. S. Everlove remarked that OFE might try to help disseminate these lessons to bring them to scale across the district.

T. Burgess drew the meeting to a close. S. Sidorowicz announced details concerning the July tours of Summer Learning sites would be forthcoming. The meeting was adjourned at 5:40 pm.