



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, May 13, 2014**

MINUTES

MEMBERS PRESENT: Stephan Blanford, Tim Burgess, Elise Chayet, Sandi Everlove, Lucy Gaskill-Gaddis, Cristina Gonzalez, Sheeba Jacob, Charles Knutson, Kevin Washington, Greg Wong

OTHERS PRESENT: Kathryn Aisenberg (OFE), Sonja Griffin (OFE), Ryan Lenea (Youth Commission), Sarah Lober (Youth Commission), Forrest Longman (CBO), Pegi McEvoy (SPS), Holly Miller (OFE), Kaetlin Miller (Public Health), Alex Pedersen (Council), Adam Petkun (OFE), Sara Rigel (Public Health), Sue Rust (OFE), Pat Sander (SPS), Cashel Toner (SPS), Jessica Knaster Wasse (Public Health), Sarah Wilhelm (Public Health)

The meeting was called to order at 4:06 PM by Tim Burgess. Introductions were made.

T. Burgess said he wanted to make sure all Levy Oversight Committee members received an invitation to attend the Mayor's press conference the Seattle Preschool Program on Thursday, May 15 at 11:30AM at Neighborhood House in West Seattle. Speakers will include Mayor Murray, Tim Burgess, SPS Superintendent José Banda, and Bette Hyde from the state Department of Early Learning. On Friday, May 16 at noon in City Council Chambers on 2nd Floor, City Hall, the committee as a whole will have a presentation from the Mayor's Office and begin deliberating on the Seattle Preschool Program. He said it's a fine plan, rock solid, and built on scientific evidence we have on what's needed in preschool to get kids prepared for a strong start. Before the end of June, he hopes the council will act to place a measure on the November 4 ballot to phase in the program. H. Miller said we will send you the Action Plan right after the press conference. Greg Wong asked whether the LOC will have a role. T. Burgess replied the LOC has a huge role to play going forward.

The minutes from April 8, 2014 were approved. Holly Miller reviewed the agenda. She said there is one item on the agenda: the Mid-Year Report for 2013-14. She said Adam, Kathryn, Isabel, and Sonja worked hard on it. Adam Petkun added the health team played a great role.

A. Petkun said the report has new features and covers lessons learned and course corrections.

Sonja Griffin talked about the Early Learning mid-year results. She said the Seattle Early Education Collaborative is a group of early learning providers, including Step Ahead providers, that has been instrumental in providing feedback for the Seattle Preschool Program/Preschool for All Plan. We got their insight on many of the elements. Step Ahead sites are heavily located in SW and SE Seattle. This was intentional; we wanted to start in that area and move to the north. As a result of the last Request for Investment process we did, we will have at least one site on the north end. **(NOTE: The north end site did not get final approval.)** There will be two additional sites for the 2015-16 SY, so that brings us to 23 sites. We will serve about 60 more children as well. Kevin Washington asked whether you have access to enough information on how many more locations there should be. S. Griffin said the Levy ramp-up schedule shows adds of 65 preschool children each year, and 2-4 locations or agencies. With the Seattle Preschool Program, a lot may change in the next 2-3 years. We have a plan of how we're going to ramp up. Outreach to the

north has been challenging. Lots of providers came to the information session but did not have the infrastructure or capacity to take on Step Ahead. Our standards are a bit higher than preschool licensing. Parent-Child Home Program, in addition to the 160 Levy-funded, can also reach an additional 340 kids through the partnership with United Way.

S. Griffin said the data show we are serving the children we're seeking to serve in Step Ahead programs. We were very purposeful in going out to recruit and enroll children from these primary populations. With the Seattle Preschool Program, we hope we'll see a continued increase in serving these groups and not lose any ground. If you go back to 2004, we've made a lot of ground. The attendance indicator is a predictor of later school success. The pattern or practice will continue into kindergarten. Compared to last year, we've made amazing improvement around children attending. It is a primary goal with Teaching Strategies Gold. Regarding the average attendance rate, Sandi Everlove asked what we know around health care with kids going into programs and mixing germs. Is 95% a realistic goal? H. Miller said there is not a lot of research on this. One study said to track attendance and aim high. We're plodding new ground. Sara Rigel said she doesn't have any data; we are looking at attendance as well. H. Miller said we will track how this goes over the years. S. Griffin said for the school readiness target, across all of the domains, we've made significant progress. The average is 25%. We've been working hard as we look at data from last year to ensure teachers are more intentional about their teaching. In the training with HighScope, there is on-site coaching. Each teacher has individual plan with his/her coach on how they can improve their practice. It's extremely rigorous and a lot of info to keep track of. It's a capacity issue for tracking data, reporting, and giving back to teachers in a timely manner with our partner agency.

Midcourse corrections: How can we prepare even more children for school? Last fall we launched the Early Learning Academy with High Scope as the training focus. The first cohort completed training this week. We just came back from the High Scope International Conference. We are on the right track. They have a model preschool onsite where we observed teachers using High Scope with high fidelity. It's amazing what children can learn. Children can plan their day, spend time working, reflect on that, and make their own midcourse corrections (plan, do, review). We are seeing evidence of our preschool teachers completing the training. They will go back and try it out at their preschools. Teachers are also doing "plan, do, review." They reflect with their peers and make tweaks. Seattle Channel will be there on Thursday taping our class. Stephan Blanford asked whether High Scope is BA or MA with teachers and S. Griffin said they are BA degreed.

The Health Department submitted a proposal requesting a move to a universal developmental screener. We successfully launched the Ages and Stages Questionnaire (ASQ). The challenge is we don't have a database to hold and analyze data and report out. OFE, Health, and HSD are discussing whether to invest in a database or license for ASQ. An outcome we were hoping to see by the end of this year is whether we would see children make greater gains once we identified those below the cutoff scores. S. Everlove asked if the ASQ is only used by educators. S. Rigel said it is also used by pediatrician offices, Head Start, and parents. It is new for Step Ahead.

Isabel Muñoz-Colón talked about Elementary Innovation and Community-Based Family Support. OFE will run another RFI process to fill the last two slots for Elementary Innovation and put additional schools in the queue. She reviewed the demographic information about students we serve which shows the Seattle School District overall and then the breakdown by each school. We serve more Asian, African American and Hispanic students proportionally than the District as a whole.

I. Muñoz-Colón reviewed the next two charts. For First Semester Indicator Result Summary, the chart shows change from previous year's performance for both the school and the district overall. The red coding means they declined and the blue means they well exceeded the target. Charles Knutson said the district averages

around 72%. Are you doing a deeper dive? I. Muñoz-Colón said yes. A. Petkun added that the appendix goes school by school and shows more trend data. I. Muñoz-Colón said this dashboard has the performance of schools clearly displayed. S. Everlove asked about the percent of students who are mobile and how that factors in. I. Muñoz-Colón said we don't have a mobility measure.

S. Blanford said he was at Beacon Hill International School and saw a huge number of signs saying "we very close to not meeting our attendance target, so please show up for school." It changes the school culture, trying to nudge kids and families in realizing they need to be in school. I. Muñoz-Colón added that this year it was extremely difficult for schools and community-based organizations to get accurate attendance from the school district system. They got different sets of numbers depending on the report they pulled. Part of the issue getting data was the migration to Power Schools. A lot of our schools tracked their attendance data by hand. K. Washington asked if the cross mapping between the old system and the new system was locked down now. I. Muñoz-Colón said the district's Department of Technical Services (DOTS) is still finding glitches, so we may get updates. K. Aisenberg said we did an analysis to see how large the data differences were, and felt confident to award the funds. DOTS is working through business requirements. Everyone is working very hard. K. Washington said, given 1st semester information is squirrely, are they getting this nailed down this semester so for next school year, the data is accurate. G. Wong said MAP scores got adjusted a few years ago. Do we have a policy on how to treat assessment data that changes? I. Muñoz-Colón said we adjusted the targets based on average change in the district's performance. We will have the same issue this year with MSP. Next year we will get Common Core results.

I. Muñoz-Colón said Wing Luke focused on their kindergarten students. Across the board kindergarten has poor attendance. They are trying new things at Olympic Hills. Cristina Gonzalez asked if you have a sense on schools not getting 100% performance pay is impacting them. I. Muñoz-Colón said it's low, less than \$1,000. Sheeba Jacob asked why there was a wide range of targets. I. Muñoz-Colón said we base their targets on where they started. What was their baseline data? There are incremental increases. A large number of schools are doing K-5 focus students whereas at South Shore and Wing Luke they are focusing on other populations. G. Wong asked if there is something that overlaps all of the different indicators for a particular school. K. Aisenberg said that's something we will do for the end-of-year report when we have all of the data.

I. Muñoz-Colón gave thanks to Carmela Dellino, the elementary school consultant. She really hit the ground running with the level of service she's providing to our elementary schools. We are entering into conversations with Cashel Toner at SPS about what we can do to provide more data for our teachers. For example, we are taking advantages of a study the University of Washington is doing to get more assessment information to kindergarten teachers.

We are working with Highland Park and are putting together an EXCEL training to use data and do basic analysis on interventions provided to students. It will be videotaped to ensure other principals have access to the training, not just Levy schools. We serve a lot of English Language Learner kids. Thanks to Carmela and Veronica, our schools got to be part of the pilot of ELL professional development. S. Everlove asked how often the UW is doing the CLASS observation. I. Muñoz-Colón said once a year. They will follow a group of Step Ahead kids through the 3rd grade. S. Everlove asked if they already fed data to teachers, and I. Muñoz-Colón said the schools will get their data and training.

I. Muñoz-Colón said we have completely phased in the Community-Based Family Support investment with the addition of Seattle Indian Health Board. SIHB is working with a lot of schools due to the nature of the population they are serving. They have to use a different intervention for their students. The Native American students are thinly spread throughout the district. The largest population of Native American kids is in Highland Park where they have nine. Most schools have one or two students. Chinese Information and

Service Center is continuing to meet their targets. ReWA struggled this year. They had a hard time accessing the attendance data. In addition, they have a new program manager. His focus has been on the instructional part of services they provide. We are working with him to think about strategies they can use to improve attendance. SIHB is still trying to get access to seven of their students' data.

I. Muñoz-Colón reviewed the CBFS issues and actions taken. ReWA developed an MOU with partner schools and is going out into the community with workshops to do better outreach to parents. Across the board ReWA and CISC are trying to improve instruction. An SIHB course correction is expanding recruitment outside of West Seattle. Each group has asked to meet together and talk about challenges. We hope to provide professional development for them. We will all meet once in the summer and then quarterly. H. Miller said the Family Support Program is doing similar work.

Jessica Knaster Wasse said the Family Support Program race/ethnicity is predominantly African America or Black. Among FSWs, their race/ethnicity is a nice match with the students they are serving. They did not meet their first semester target and had some of the same issues that plagued other areas. They got to 57%. Issues and actions taken include the 2012 UW evaluation which was implemented and they worked hard to improve professional development. They changed the performance evaluation process to move away from a compliance-based system. A new rubric was implemented April 2014. I. Muñoz-Colón said Kevin sent us a great volunteer who's going to help with developing the new database program.

K. Aisenberg said Middle School Innovation added two schools and additional funds were allotted to Denny, Mercer and Washington for 2nd year. For Middle School Linkage, we are in all but three middle schools. The Levy serves 95% of the district's middle school students in some capacity. When we look at the special populations of English Language Learners and Special Education, the ELL students are slightly underrepresented.

There are two semester one indicators: attendance and passing courses. The absence of data made it impossible to monitor. Targets were a high benchmark. Madison and Aki had challenges of resources. Hamilton and McClure have a solid system in place. They held a four-day camp over spring break, with an average of 27 kids attending each day. They made it a fun, engaging process, and representatives from Sound Mental Health were also there.

For issues and actions taken, the Levy funded 34 principals and teachers to attend the Sound Grading Conference in December. We are collaborating with the district to pilot a standards-based grading system in three middle schools next year.

For High School Innovation, Cleveland High joined us this year. We have the five high schools now for the remainder of Levy. Attendance continues to be a struggle for most high schools. Cleveland exceeded its target. Ingraham missed its target and declined from last year. K. Aisenberg's concern is West Seattle whose progress has stagnated and performance is below district averages.

Passing Courses data is slightly more positive. K. Aisenberg reminded everyone that at the high school level, one strategy they implement is to give students an additional six weeks to make up incomplete work. West Seattle's and Ingraham's final data should have a slight bump as they implement that strategy.

K. Aisenberg covered the issues and actions taken for high schools. They have a 3-tier intervention system and the majority of students are in Tier 1. The Tier 3 students are those who are really struggling and make up 3-5% of the student population. We are currently conducting a needs analysis for Tier 3 students. For reading support for 9th graders entering with low reading levels, we funded three days of professional development focused on nonfictional reading. It was clear that three days is not enough. S. Everlove asked,

for Tier 1, 2, and 3 interventions, are they the same as response to RTI (response to instruction)? K. Aisenberg said there are now multi-tiered systems of support. S. Jacob asked if Common Core will help students coming in way below grade level. K. Aisenberg said they are reading for understanding at that level, for example complex scientific text, so it is extremely challenging for low reading level students. Some teachers are phenomenal. They need to address text at three different reading levels since there is a diverse set of learners in classrooms. K. Washington asked, since you've already identified this deficit, are we also looking back further in the chain to identify issues. K. Aisenberg said, now that the data flow has started to open again, we can look at from which schools those students came from.

For common issues across K-12, K. Aisenberg said we are optimistic this summer with the leadership of Clover Codd, Eric Anderson, and DOTS. We are planning for more substantial report modifications and changes a couple of years out. Attendance requires a lot of resources to change. How much time and effort should school invest in attendance at the cost of other strategies? What balance do we want schools to strike? Given the funding level and resources at the school, what are its best strategies? K. Washington said he had a question for Stephan. Give that we are in some respects, a velvet-covered 2x4 around the attendance piece, there ought to be inside the building some interest. If kids are there we can teach them, if not, we can't. Is there a driving force? S. Blanford said he has been in his position for six months. That is part of the school culture issue. He has talked with a lot of teachers who are grappling with resources to get kids in schools. It is a matter of striking the appropriate balance. Pegi McEvoy said this is part of their score card right now and part of their strategic planning. She said it might be helpful for SPS to come back and talk to the LOC about what they are doing districtwide. S. Blanford said it's an artificial construct to focus on attendance. We need to focus on student engagement. What are the barriers to be eliminated? We do self-reflection on our pedagogical practices. We have to do some work on that. It's a heavy lift. K. Aisenberg said that leads to the last strategy: After-School Academic Programming. We will work with key providers for next year so after-school has a fun, engaging feel. Elise Chayet asked for the definition of absenteeism. K. Aisenberg said it includes both excused and unexcused absences. E. Chayet asked if we include expulsions and suspensions, and K. Aisenberg said we do. H. Miller said the Mary Beth Celio cohort study was agnostic about excused/unexcused. E. Chayet said the strategy would be different for each.

S. Rigel gave a quick highlight and summary of Health. She said most of the Health targets are on a year-long trajectory. Interagency Academy is broken out by semester and they have slightly different targets which they have come close to meeting. The two highlights picked out of the Mid-Year Report were development of a successful elementary school-based health service model with limited funding/staffing and Mental Health highlights which are more intense and complex. Lucy Gaskill-Gaddis asked whether the 1-hour per month group consult was with a provider group and S. Rigel said yes. The kids with the most need are benefiting the most.

A. Petkun said there's not much news about summer learning since it's in the summer. He said for the July meeting, we will go on a site visit to 2 or 3 sites.

S. Blanford asked the two youth commission advisors whether they had any thoughts on attendance as one of our strategies. Ryan Lenea said there are a lot of seniors in his class. He goes on a lot of escapades, missing class for good reasons such as this committee, college campus visits, etc. K. Aisenberg asked him to put on his 9th grade hat since the Levy is focused on first-time 9th graders. H. Miller told him he could think about it and come back. R. Lenea said he would ask his classmates. S. Blanford said an informal survey would be great.

The meeting was adjourned at 5:35 PM.