

DEEL Levy Oversight Committee

AGENDA

Tuesday, January 12, 2016

4:00 – 5:30 p.m.

Boards and Commissions Room L280, City Hall
600 4th Avenue

Welcome and Introductions	Dwane Chappelle
Review and Approve 12/8/15 Minutes	Dwane Chappelle
Review Agenda	Dwane Chappelle
Annual Report Structure	Sid Sidorowicz Isabel Muñoz-Colón
Thank You and Adjourn	Dwane Chappelle, All

Attachments

Draft Minutes from 12/8/15 Meeting

Annual Report Structure PowerPoint

Next Meeting

February 9, 2016



DRAFT



DEEL LEVY OVERSIGHT COMMITTEE
Tuesday, December 8, 2015

MINUTES

MEMBERS PRESENT:

Elise Chayet, Greg Wong, Tim Burgess, Saadia Hamid, Hueiling Chan, Kevin Washington, Larry Nyland, Sandi Everlove, Lucy Gaskill-Gaddis.

OTHERS PRESENT:

Holly Miller (DEEL), Dwane Chappelle (DEEL), Donnie Grabowski (DEEL), Sid Sidorowicz (DEEL), Monica Liang-Aguirre (DEEL), Brian Goodnight (Council Central Staff), Christy Leonard (DEEL), Nate Van Duzer (CM Burgess staff), John Pehrson (Former LOC member), Rachel Schulkin (DEEL), Erica Johnson (DEEL), Kathryn Aisenberg (DEEL), Monica Oujidani (DEEL), Donnie Grabowski (DEEL), Leilani Dela Cruz (DEEL), Adam Petkun (DEEL), Cameron Clark (DEEL), Sara Rigel (PHSKC), Waslala Miranda (CBO), Lisa Jacobs (SEA), Joelle Gruber (3SI), Catherine Cornwall (CBO).

Holly Miller called the meeting to order. H. Miller introduced Dwane Chappelle as the new Acting Director of the Department of Education and Early Learning who will be starting in January 2016. H. Miller will be transitioning to Seattle Parks and Recreation. After this announcement introductions were made and the minutes from the October 13, 2015 LOC meeting were approved.

H. Miller reviewed the agenda which included the Seattle Preschool Program Enrollment Update and review of Seattle Preschool Program Revenues.

1. Seattle Preschool Program Timeline, presented by Holly Miller

2. System Development Update, presented by Erica Johnson

- **Outreach Efforts for 2015-16**
- **Operationalizing of SPP**
- **Quality Practice and Professional Development**
- **Culturally Responsive Pedagogy**

Kevin Washington asked if staff at Tableau could be helpful with creating the data system. Kathryn Aisenberg replied that DEEL currently has an open RFP for a data system, and that DEEL is aware of viable vendors that are likely going to respond to the RFP.

Lucy Gaskill-Gaddis asked what the expectations are of teachers in terms of training. H. Miller replied that some of the teachers have already been trained and we are in the process of determining which teachers still need training.

G. Wong asked if we have received feedback from teachers or staff in regards to how coaching is going. He asked if the coaching is helpful and if practices are improving. M. Liang-Aguirre replied that she has received positive feedback from providers with the level of coaching that they are receiving and that the coaching is rooted in student data to help teachers plan for their day. E. Johnson replied that coaching feedback will be part of the 3SI evaluation questionnaire at close out.

Sandi Everlove asked if data and reports are built into the evaluation, whether you actually see the specificity of the coach feedback and how well the teachers actually implement and act on the feedback that is given. K. Aisenberg replied that each teacher has a Quality Improvement Plan that they develop and is re-assessed three times a year. Each teacher has a plan based on their specific educational and professional development needs with clear goals of training and ongoing courses that are tracked and individualized on an ongoing basis. H. Miller replied that if a teacher receives feedback notes from a coach, the next time the coach is in the classroom they do an observation and if improvement is not made it could result in additional training or some type of support. S. Everlove stated that what she really wants to hear is that what's being documented and evaluated is actual change in behavior and practice in the teacher, not the amount of feedback that the teacher is receiving. Are we documenting in a way that is actually demonstrable of changes in teacher practice. H. Miller replied that the High/Scope program quality assessment is exactly that, and she explained that a teacher gets observed for a full day by an outside observer and is rated on the interaction of child and teacher.

3. Enrollment Update, presented by Kathryn Aisenberg

- **Enrollment Projections vs. Actuals**
- **SPP & Pathway Sites 2015-16**
- **Allocation of SPP Seats-Year 1**
- **Overview of DEEL Enrollment Process –Year 1**
- **Distribution of SPP Seats by Site**
- **Demographics of Current SPP Students**
- **Federal Poverty Level Status of SPP Students**
- **Income Diversity Across SPP Sites**
- **Child/Race Ethnicity Within Each Site**

K. Washington asked about the difficulty we were having in getting sites at the northern end of the city and if that's continuing to be the case, are we able to put anything in place to incentivize the north end programs? M. Liang-Aguirre replied that DEEL did a lot of recruitment before the RFI process opened and it was communicated clearly in the recruitment and RFI that we are looking for certain geographic areas and are hoping that programs will see this as an opportunity to partner with us.

G. Wong asked if DEEL could explain the process of how the rounds work. K. Aisenberg replied that the action plan guides the process, steps, and where priority is given. A formula is then applied that determines seat distribution. There is preference based on age, and middle school and elementary school enrollment areas. Students are assigned to sites, parents are notified, and are given a length of time to accept/decline their seats. Parents who have opted to decline their seats will be placed back in the wait pool in hopes of being placed at their preferred site. G. Wong asked if having several rounds is indicative of the fact that we did not have a large enough pool of people who accepted their assigned site. K. Aisenberg replied that timing was a key factor; our first round was in August, which is very late for lining up child care and the matching of family to site was another key element. S. Everlove asked if we know if there were people who did not have a plan for childcare or preschool, but when SPP came along it stimulated some to apply. K. Aisenberg replied that this was a first exposure to the preschool option for some.

G. Wong asked if we will be seeing a lower number of grandfathered students as we bring in more programs and will we see a demographic shift once we have a lower number of grandfathered students? K. Aisenberg replied that contractually all agencies are allowed to continue with their grandfathered students in the first year, thus you will always see grandfathered students as part of the distribution. What the racial composition will look like will be based on where the site is located in the city, the type of population the center was serving, and timing.

4. Financial Projections and Actuals, presented by Donnie Grabowski

- **SPP Revenues and Resources Overview**
- **SPP Expenditure Overview**
- **SPP School Readiness Overview**
- **SPP 15-16 SY School Readiness Revenues and Expenditures**
- **SPP Financial Issues and Solutions**

K. Washington asked if the underspend is on staff education, and since we rely on the education of staff to drive quality, are we harmed in the quality? H. Miller replied that it is an issue and the evaluation will be looking closer at this. S. Everlove asked if DEEL expects the lower education level of teachers to continue as we continue to ramp up and have more people in the SPP Pathway, or to stay the same. H. Miller replied that it depends on who the providers are and that DEEL hopes the district brings in a lot of classrooms with fully certificated teachers who are trained.

G. Wong asked: if DEEL sees the tuition shortfall continuing because the budget is based on the Berk model projections? With our priority on lower income kids, is the tuition threshold ever going to move beyond the 300% FPL mark or is that something we will have to address every year? H. Miller replied that as we geographically diversify it will change. K. Aisenberg replied that getting applications out well in advance to families will help to broaden our range of families. Sid Sidorowicz replied that the SPP top priority is not low income kids in the actual selection. It has been skewed that way in the way sites are selected, but the first priority in the SPP Action Plan is 4-year-olds regardless of income. As we move north it's possible that we will have more parents with a higher income.

K. Washington asked if DEEL is receiving support from the Washington Department or Early Learning (DEL) or Thrive in regards to the provider's capacity building. E. Johnson replied that DEEL is receiving a lot of support from DEL in regards to policy, licensing, and structural issues (facilities). K. Washington asked if DEEL is receiving support from DEL or Thrive in regards to teacher training. M. Liang-Aguirre replied that we have a strong partnership with DEL and their early achievers coaches.

5. Lessons Learned and What's Next, presented by Monica Liang-Aguirre

- **Lessons Learned-Successes**
- **Lessons Learned-Challenges**
- **SPP Course Corrections for 2016-17**
- **SPP RFI Schedule for 2016-17**
- **Projections for 2016-17**

K. Washington asked if it was home or work that appeared to be most geographically convenient for parents. Rachel Schulkin replied that it was home.

T. Burgess thanked H. Miller for her leadership and announced that a new education chair will be starting in January 2016.

The meeting was adjourned at 5:35 p.m.



DEPARTMENT OF EDUCATION AND EARLY LEARNING

FAMILIES AND EDUCATION LEVY
2014-15 ANNUAL REPORT

CITY OF SEATTLE | LEVY OVERSIGHT COMMITTEE
JANUARY 12, 2016

TODAY'S AGENDA

1. Propose a new structure for annual reporting



2. Solicit feedback from LOC members



3. Determine structure for February meeting and future annual reports

February



GUIDING QUESTIONS

- What are you most interested in learning from an annual report?
- Does the proposed structure provide sufficient detail for you to get a sense of the relative success of the investments?
- Are the data presented easy to understand?
- Would you find value in links to more detailed results?

HISTORY OF ANNUAL REPORTING

TRADITION OF LENGTHY REPORTS, COMPLEX DATA ANALYSIS, AND LIMITED OPPORTUNITY FOR FEEDBACK

CHALLENGES TO COMPILING AN ANNUAL REPORT

- Creating one document that caters to multiple audiences
- Presenting numerous and varied results
- Providing meaningful context given variations within investment areas and across years
- Determining the appropriate type of results to share annually (i.e. progress towards individualized contract measures vs. impact evaluation)

PAST FEEDBACK RECEIVED FROM LOC

- Synthesize results to tell a “story”
- Provide specific examples of Levy funds in action
- Allow for more time to review and discuss results, lessons learned, and course corrections

OLD REPORT STRUCTURE

2013-14 Community-Based Family Support (CBFS) and Family Support

2013-14 SBHC Contract-Level Outcomes

On Track: ✓ Yes

Elementary Schools – Comparing

Achievement & Growth – MSD Math

High Schools – Achievement – Algebra I

How to Evaluate Annual Progress

Question #1: Did **new Innovation Elementary** schools meet their individualized goals?

1) Did their in

⇔ **Mixed**. New Cohort 2 investments met nearly all contract measures; some Cohort 1 investments struggled.

2) Are schools academ

3) Is th district goals?

	School	Indicators		Outcomes	
		Met or Exceeded 90% of Target		Met or Exceeded 90% of Target	
Cohort 1 (Year 2)	Beacon Hill	<div style="width: 33%;"></div>	1 of 3	<div style="width: 50%;"></div>	1 of 2
	Madrona K-8	<div style="width: 0%;"></div>	0 of 3	<div style="width: 100%;"></div>	1 of 2
	Olympic Hills	<div style="width: 33%;"></div>	1 of 3	<div style="width: 25%;"></div>	1 of 3
	Roxhill	<div style="width: 66%;"></div>	2 of 3	<div style="width: 0%;"></div>	0 of 2
Cohort 1 Overall		<div style="width: 33%;"></div>	4 of 12	<div style="width: 33%;"></div>	3 of 9
Cohort 2 (Year 1)	Graham Hill	<div style="width: 100%;"></div>	3 of 3	<div style="width: 66%;"></div>	2 of 2
	Highland Park	<div style="width: 100%;"></div>	3 of 3	<div style="width: 100%;"></div>	2 of 2
	South Shore Pk-8	<div style="width: 66%;"></div>	2 of 3	<div style="width: 0%;"></div>	0 of 2
	Wing Luke	<div style="width: 100%;"></div>	4 of 4	<div style="width: 100%;"></div>	2 of 2
Cohort 2 Overall		<div style="width: 92%;"></div>	12 of 13	<div style="width: 75%;"></div>	6 of 8
Investment Overall		<div style="width: 64%;"></div>	16 of 25	<div style="width: 53%;"></div>	9 of 17

Note: Pleas



In the past, we've shared lots of data and several nuanced reports that required a significant amount of time to explain and process.

In the proposed new reporting method, this information will still be available but it will not dominate our time with the LOC.

A NEW APPROACH TO ANNUAL REPORTING

Annual Presentation to LOC & Other Stakeholder Groups

Purpose: Inform committee members and stakeholders of previous year's performance results and work completed

Audience: LOC Members & Stakeholders

Description:

- Overview of Levy goals and programs funded
- Showcase of specific activities supported
- Summary of performance results from previous school year
- Discussion of important changes/corrections implemented
- Discussion of promising practices, concerns, and course corrections

Annual At-A-Glance

Purpose: Communicate Levy-funded work completed during the previous school year to the public

Audience: General Public

Description:

- Overview of Levy goals
- Summary of programs funded
- Showcase of specific activities supported

Annual At- A-Glance Report

School-Based Health Centers (SBHCs)

SBHCs offer on-site health services in 26 Seattle school buildings (elementary through high school) staffed by a team of health professionals providing safe, age-appropriate, culturally competent care, including:

- Medical care
- Mental health services
- Health surveillance and preventive services
- Social services
- Youth development services



In 2014-2015, Seattle SBHCs implemented several new strategies to enhance their impact and improve student outcomes, including:

- Increasing the use of the most effective contraceptive methods, Long Acting Reversible Contraception (LARC), to prevent teen pregnancy;
- Increasing the use of standardized mental health assessment and progress monitoring to measurably reduce depression and anxiety symptoms
- Improving mental health care coordination at Interagency Academy to provide seamless, timely services to high risk youth.
- Supporting elementary school social emotional learning initiatives to reduce student discipline issues

In 2014-2015, the top 3 reasons that students came to the health center were **depression/anxiety, oral health issues, and contraceptive care.**

Voices from the Classroom



Chelsea* was very anxious and had a lot of fear about being away from her mother. She was withdrawn and timid at school and had somatic symptoms like stomachaches, which often got in the way of her school attendance.

After a half year of counseling, Chelsea disclosed to her mother that her father had sexually abused her. With the counselor's support, her mother reported the incident to

child protective services and the police.

Chelsea has since continued to show great progress in therapy and in school. She now has an active social life, is confident, draws healthy boundaries, and knows how to keep herself safe.

Her mom is incredibly proud and believes that the support her daughter has gotten from the SBHC is the main reason she has healed and grown so much.

ANNUAL AT-A-GLANCE

Audience

- General Public

Content

- Overview of Levy goals
- Summary of programs funded
- Showcase of specific activities supported and highlights from last year
- Impact Stories

Annual Presentation Agenda Proposal

- Levy Investment Overview
- Critical Changes
- Levy Implementation Highlights
 - Key initiatives in previous school year
 - Impact Stories
- Summary of Results
 - Performance on Outcomes and Indicators
 - Course Corrections
- RSJI Analysis
- Closing

AGENDA ITEMS FOR 2016

- Early Learning
- Student Health Services
- Innovation Schools
- Summer Learning Programs



CRITICAL CHANGES

ATTENDANCE EXAMPLE

ATTENDANCE CALCULATION: WHAT CHANGED

OLD METHODOLOGY

- Assumed all schools had a six period day and converted number of periods missed into either zero, half, or full-day absence (i.e. 0-1 periods missed = 0 days absent)
- Rounded periods which resulted in a lower degree of accuracy
- Caused data reported to be different depending on how report was pulled

NEW METHODOLOGY

- Does not assume a universal six period day
- Divides each period missed by the periods scheduled for that day for enhanced accuracy
- Ensures that SPS data systems use same methodology for attendance reports

ATTENDANCE CALCULATION: ADDRESSING IMPACT

- **Impact on schools:**

- Unable to run attendance reports for several months during attendance conversion
- Had to revise attendance tracking protocols and train staff to ensure time missed accurately recorded in PowerSchool
- Required new communication to parents “Every minute matters”

- **How did we address change in attendance calculation?**

- Collaborated with the District to distribute FAQ to schools explaining calculation change and impact on schools
- Reset contract targets based on revised baseline data using new methodology



SUMMARY OF RESULTS

EXAMPLE OF PROPOSED STRUCTURE

METHODS FOR COMMUNICATING RESULTS

PROPOSED REPORT STRUCTURE: HIGH LEVEL SUMMARY

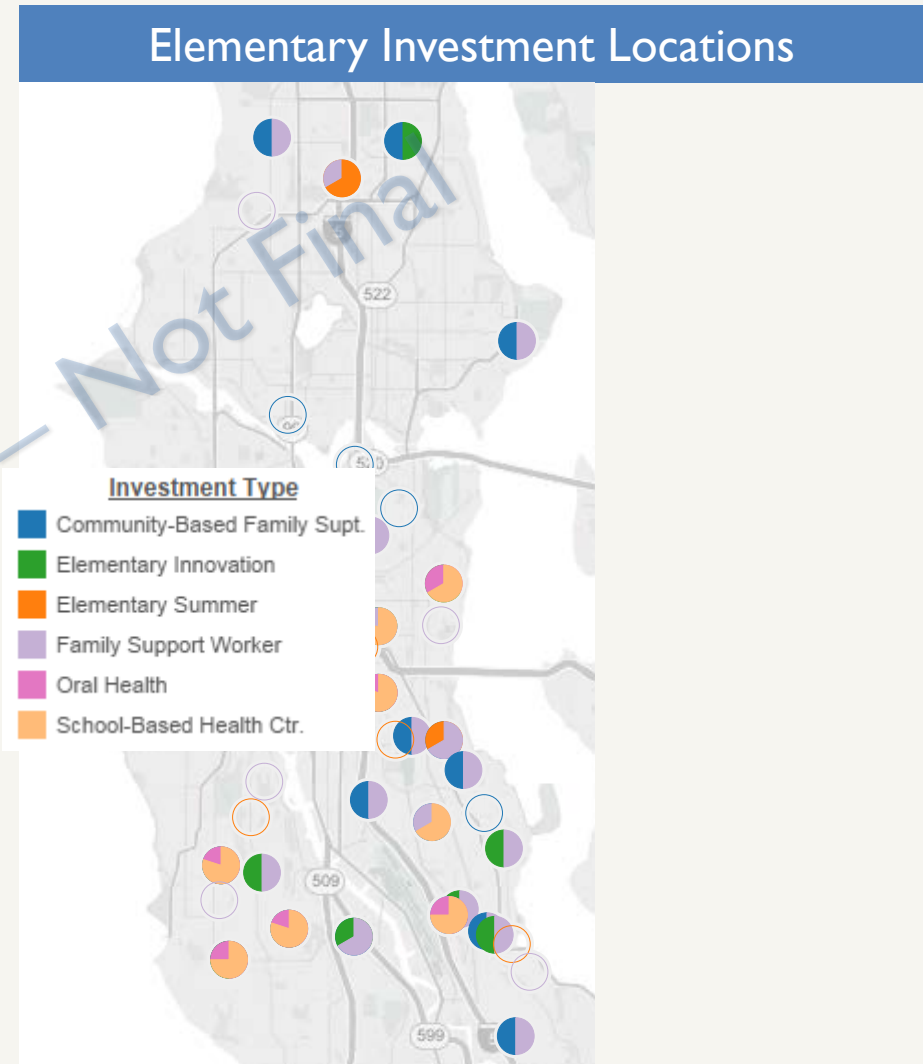
- Organized by grade span (Pre-K, ES, MS, HS) to emphasize connections across investment areas
- Summarizes overall performance results for all investments within given grade span
- Includes hyperlinks to more detailed results to be explored outside of the presentation

PREVIOUS REPORT STRUCTURE: COMPREHENSIVE REPORTING

- Organized by investment area
- Reported achievement levels for each individual outcome and indicator selected by each school and/or organization
- Detailed information about investments reported as part of the presentation

2014-15 ELEMENTARY INVESTMENTS

- Total Levy Investment: \$6.6 million
- Investment Sites/Programs:
 - 12 Elementary Innovation Schools
 - 8 Elementary Health Services Sites
 - 25 Summer Learning Sites
 - 3 Community-Based Family Support Programs
 - 22 School-Based Family Support Program Sites
- Growth planned for next year:
 - 4 Elementary Innovation Schools
 - Additional Summer Learning Program Sites



2014-15 ELEMENTARY INVESTMENT

Questions	Innovation	Community Based Family Support	School-Based Family Support Program	Health	Summer
Investment	\$4M	\$400K	\$1.3M	\$400K	\$500K
Provider	Elementary Schools	Community-Based Organizations	School District	Health Providers	Schools & Community-Based Organizations
Strategies	<ul style="list-style-type: none"> • PreK-3 Alignment • Expanded Learning Opportunities • Extended learning • Social, Emotional, Family Support 	<ul style="list-style-type: none"> • Case Management • School and family connection • School Transitions • Referrals to medical and mental health services 	<ul style="list-style-type: none"> • Case Management • School and Family Connection • School Transitions • Referrals to medical and mental health services 	<ul style="list-style-type: none"> • School-based medical and mental health services 	<ul style="list-style-type: none"> • Academic instruction • School Readiness Support • Enrichment activities

Example Only - Not Final

2014-15 ELEMENTARY INVESTMENT DRAFT ANNUAL PERFORMANCE SUMMARY

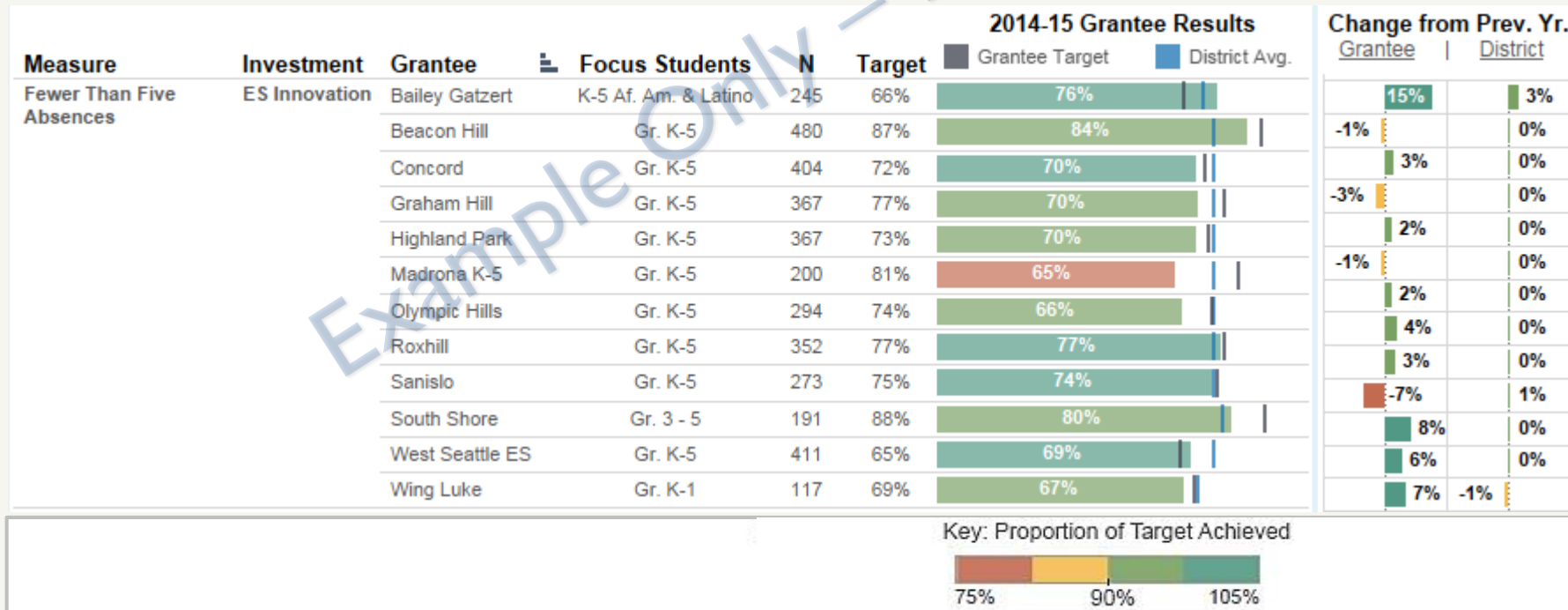
Questions	Innovation	Community Based Family Support	School-Based Family Support Program	Health	Summer
1) Did schools/programs meet 90% or better of their <u>outcome</u> targets?	✗ No	✓ Yes	✗ No	⇔ Mixed	Enrollment Target ✓ Yes
What % of outcome targets were met at 90%?	XX%	XX%	XX%		XX%
2) Did schools/programs meet 90% or better of their <u>indicator</u> targets?	✓ Yes	⇔ Mixed	✓ Yes	✓ Yes	✗ No
What % of indicator targets were met at 90%?	XX%	XX%	XX%		XX%

2014-15 ELEMENTARY INVESTMENT ANNUAL PERFORMANCE SUMMARY

Questions	Innovation			CBFS	FSP	Health	Summer
Did schools/programs meet their outcome targets?	× No 27%			✓ Yes 100%	× No 33%	⇔ Mixed	Enrollment Target ✓ Yes
What % of outcome targets were met at 90%?	Math 13%		Reading 40%				83%
Did schools/programs meet their indicator targets?	✓ Yes 78%			⇔ Mixed 75%	✓ Yes 100%	✓ Yes	× No 46%
What % of indicator targets were met at 90%?	Typical Growth 100%	English Language Proficiency 83%	Attendance 96%				

EXAMPLES OF ADDITIONAL INFORMATION AVAILABLE ONLINE

- Show examples here of results by school/ organization. Also show example of school one-pagers. This is an example, grouped by measure, from a prior report.



ELEMENTARY INVESTMENT COURSE CORRECTIONS

- 1. Supporting transition of new principal and staff**
- 2. Teacher professional development to effectively implement Common Core Standards**
- 3. Support for school level data analysis**
- 4. Additional resources and support for managing Levy-funded community-based organization contracts:**



RACE AND SOCIAL JUSTICE INITIATIVE

HIGH SCHOOL ANALYSIS



DISCUSSION

**GATHERING LOC FEEDBACK ABOUT
PROPOSED CHANGES TO ANNUAL
REPORTING**

REVIEW OF GUIDING QUESTIONS

- What are you most interested in learning from an annual report?
- Does the proposed structure provide sufficient detail for you to get a sense of the relative success of the investments?
- Are the data presented easy to understand?
- Would you find value in the links to more detailed results?