



DRAFT



**DEEL LEVY OVERSIGHT COMMITTEE
Tuesday, November 8, 2016**

MINUTES

MEMBERS PRESENT: Sandi Everlove, Council President Bruce Harrell, Greg Wong, Saadia Hamid, Hueling Chan, Erin Okuno, Larry Nyland, Kevin Washington, Rick Burke, and Allison Wood

OTHERS PRESENT: Dwane Chappelle (DEEL), Monica Liang-Aguirre (DEEL), Cameron Clark (DEEL), Erica Johnson (DEEL), Marie Rompon (DEEL), Jasmine Alo (DEEL), Sonja Griffin (DEEL), Sharon Knight (DEEL), Kathryn Aisenberg (DEEL), Leilani Dela Cruz (DEEL), Sara Rigel (PHSKC), and Cashel Toner (SPS)

Dwane Chappelle greeted everyone and called the meeting to order. D. Chappelle then showed a slide and spoke briefly about John Lewis and asked everyone to reflect on the first time they voted.

Larry Nyland mentioned they held a successful State of the District presentation on November 7, 2016 and he discussed how the Seattle Public School (SPS) District is doing well if it's compared with neighboring districts; however SPS is still doing poorly when you look at the opportunity gap.

The minutes from the September 13 LOC meeting were approved.

Monica Liang-Aguirre presented the DEEL Early Learning Annual Report. Kevin Washington asked if the Parent Child Home program is connected to the United Way program. M. Liang-Aguirre said it is a continuation and Sonja Griffin added this program was approved with the 2004 Levy.

Erin Okuno asked if Native American was included in the presented data. M. Liang-Aguirre stated DEEL did not have that data and E. Okuno said it would still be good to list it with the data.

Greg Wong asked what the goal was on the balance of participants who pay SPP tuition. M. Liang Aguirre said DEEL budgeted tuition revenue of \$422,000 and we collected \$190,000. The two reasons DEEL collected less was that we had more students qualifying for free tuition and secondly the students who did qualify for paying tuition paid at a lower rate than anticipated. G. Wong asked a follow-up question about mixed-income models and if there is a set portion or blend that is known to be successful. E. Johnson answered that there are research-based studies amount mixed-income classrooms. Leilani Dela Cruz stated the mixed classrooms need to included students who qualify for other means

tested programs, like Head Star or ECEAP and students who do not. The research that was conducted looked at students who qualified for free lunch and those that did not. There is no set number of the students needed to be in either group or what percent this should be at.

Saadia Hamad asked what “other language” includes and if this occurred because it was a small group or not identified. Kathryn Aisenberg answered because of suppression issues (too few students). M. Liang-Aguirre asked if there may be more information in the full report and E. Johnson said it can be included in the full report.

Bruce Harrell commented that seeing examples is very helpful.

Sandi Everlove asked if DEEL could collect the full tuition amount from the paying families. M. Liang-Aguirre clarified that families were qualifying for a lower amount of tuition than DEEL expected – not only were there fewer families who paid, but they qualified to pay less than DEEL anticipated. DEEL did have a very high collection rate and there were only 2 delinquent accounts.

E. Johnson then presented on a few slides.

E. Okuno asked what “mature” means for a program. E. Johnson answered that it means they have been up and running for at least 5 years.

Rick Burke asked where the CLASS Instructional Support goal came from. Sonja Griffin answered that our goals came from having high expectations and wanting to close the opportunity gap. If we want to see our children doing better then we need to hold higher practice goals for teachers. We decided to choose the higher level goals. R. Burke asked if there were any specific numbers that the mature preschools had. E. Johnson answered no, that they are more an average range.

S. Everlove asked if a 4.5 is a fair and realistic goal for CLASS since Boston was at 4.3. S. Griffin answered that we want to stand firm and have high expectations for what we think our children deserve. The 4.5 was based on the research and the teachers who were scoring 4.5 and the 6s were getting the results we want to see. S. Everlove asked a second question if this is the CLASS tool out of Virginia. S. Griffin answered yes.

B. Harrell asked if the three areas of assessment are equally important. E. Johnson stated there is no set guideline from the people who created CLASS. D. Chappelle stated they’re all important.

Allison Wood asked in the three dimensions around structural support if DEEL noticed any trends. E. Johnson answered that she’ll look more into that and can include it in the full report.

G. Wong asked if the teachers and coaches get to see these results and how they’re getting incorporated into improvements in the classroom. E. Johnson answered they are given the results in the spring, but DEEL will be moving the timeline up. This year the

DEEL coaches are doing classroom assessments in the fall and the University of Washington is using My Teaching Partner to help assist teachers improve along the way.

S. Hamid asked if the teachers get the information ahead of time and if they know what they're rated on. S. Griffin answered yes, they all have the CLASS manual so they know the areas and have all the information on what they're being rated on. DEEL also provides numerous trainings throughout the year so that they really understand the material.

K. Washington asked if there are performance averages for mature programs that we can compare to. S. Griffin answered that not everyone uses the same measures. E. Johnson added that she'll look it up and add it to the full report.

K. Washington stated he was surprised that the results are so consistent. E. Johnson stated they are and that the results are statistically correlated with the pre-test in the fall.

R. Burke asked if the bar is an average on the students. E. Johnson answered yes, that it's all descriptive. R. Burke asked how much variation or standard deviation would you get and within the groups. E. Johnson stated that's an excellent point and that DEEL has that data and can include it in the final report.

S. Everlove asked if we can see who's scoring well and if we can go visit those classrooms. E. Johnson stated it's a good idea.

E. Okuno stated the slides are showing there is an achievement gap showing up in preschool. E. Johnson, as well as others in the room, agreed.

K. Washington asked as the program expands does coaching remain reasonably consistent? M. Liang-Aguirre answered it's something DEEL is thinking about and planning how to scale up the coaching through the years.

K. Washington asked if the information captured in CHIPS can be passed along to SPS. K. Aisenberg answered DEEL is currently working on a contract for data sharing with SPS for that purpose.

The presentation went two minutes over. M. Liang-Aguirre stated she'd be happy to answer additional questions and D. Chappelle excused the members.

S. Hamid asked if the professional development for the Bachelors Program will extend to Teachers Aids as well. M. Liang-Aguirre answered she believes so and would find out.

R. Burke asked if DEEL could pull out more achievement gap data. M. Liang-Aguirre answered that DEEL could and would include it in the full report.