

## Families and Education Levy Oversight Committee

### AGENDA

Tuesday, August 13, 2013

4:00 – 5:30 p.m.

7<sup>th</sup> Floor, City Hall

Welcome and Introductions	Council Member Tim Burgess
Review and Approve Minutes from May 14, 2013	Council Member Tim Burgess
Review Agenda	Holly Miller
Early Learning Academy	Sonja Griffin, Tilman Smith
Next RFI/RFQ Cycle	Holly Miller
2013-14 School Year Target Setting Process	Kathryn Aisenberg, Isabel Muñoz-Colón
Update on Summer Learning	Adam Petkun
Thank You and Adjourn	Council Member Tim Burgess, All

### Attachments

Draft Minutes from May 14, 2013  
Early Learning Academy Draft Plan and Presentation  
Next RFI/RFQ Cycle  
Target Setting Framework and Presentation  
Summer Learning Awardees

### Next Meeting

September 10, 2013



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.

# CITY OF SEATTLE EARLY LEARNING ACADEMY PLAN 8/13/2013

Sonja Griffin, Office for Education  
Tilman Smith, Child Care Resources



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## Presentation Overview

- Early Learning Academy background
- Theory of Action
- Early Learning Data
- Overview of HighScope approach
- Early Learning Academy components
- Implementation timeline

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## Early Learning Academy Background

- 2004 Levy Professional Development
- Seattle Early Education Collaborative (SEEC)
- PreK-3<sup>rd</sup> Alignment
- Early Achievers
- WaKIDS
- Common Core

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## Theory of Action

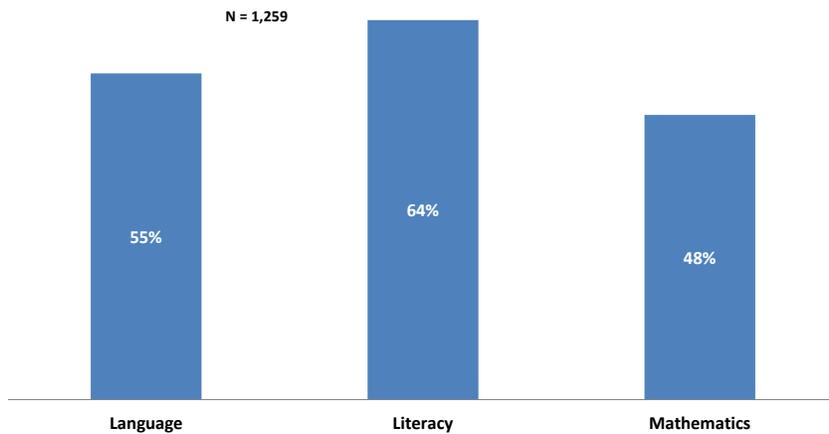
CORE BELIEFS	KEY ACTIVITIES	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>➤ Strengthening the skills and knowledge of our early learning educators and family, friend, and neighbor caregivers (FFN) is a core and critical strategy to improve kindergarten readiness.</li> <li>➤ One of the keys to equitable student learning is effective teaching. Without skilled early learning educators and FFN caregivers, we will not close the opportunity gap.</li> <li>➤ Teachers and programs that use a child-centered approach vs. the traditional drill and practice approach will produce greater school readiness outcomes for all children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional development and certification for teachers through an active participatory adult learning model, HighScope.</li> <li>➤ Continuous improvement—regular use of assessment data to identify training topics.</li> <li>➤ Training of Trainers.</li> <li>➤ Coaching of Teachers.</li> <li>➤ Recertification of teachers every three years.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase in the number of teachers and caregivers who demonstrate effective adult/child interactions and teaching skills to support children’s optimal social, emotional, and academic development as measured by CLASS (Classroom Assessment Scoring System) and ECERS-R (Early Childhood Environmental Rating Scale Revised).</li> <li>➤ Increase in the number of children served by early learning programs who enter school with the skills they need to succeed in kindergarten and beyond as measured by WaKIDS (Washington Kindergarten Inventory of Developing Skills).</li> <li>➤ Increase in the number of students reading at grade level by 3<sup>rd</sup> grade as measured by the state’s reading assessment.</li> </ul>

## Early Learning Data Results

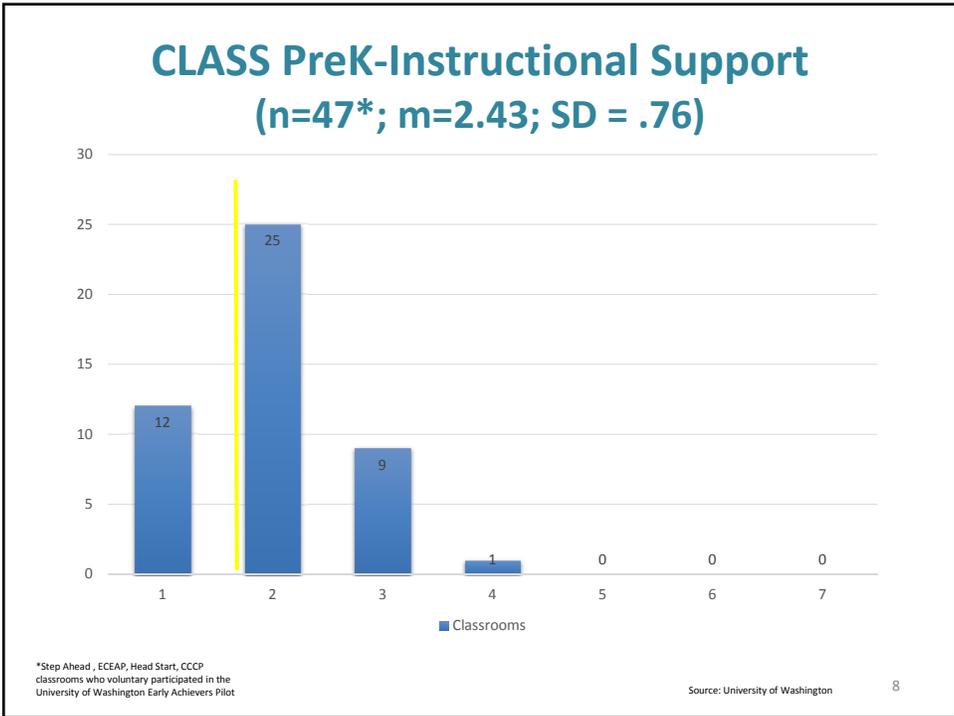
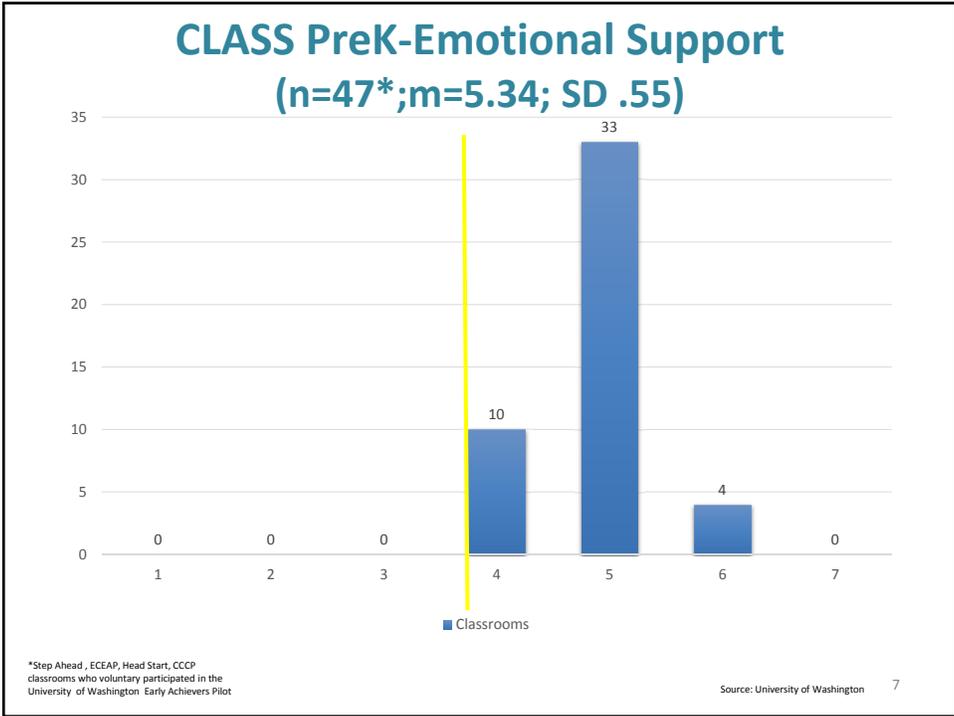
- **Washington Kindergarten Inventory of Developing Skills (WaKIDS)**
  - Measures child development and learning across six domains using Teaching Strategies Gold.
- **Classroom Assessment Scoring System (CLASS)**
  - Focuses on the quality of the teacher/child social and instructional interactions, and the intentionality and productivity evident in the classroom setting.
  - Measures, Emotional Support, Classroom Organization, and Instructional Support.

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### Seattle Public School Children in Full-Day Kindergarten Meeting Age Level Expectations on WaKIDS, Fall 2012



Source: Seattle Public Schools



## Overview of HighScope Approach

(High/Scope Educational Research Foundation, 2013)

- Research-validated strategies
- Culturally relevant
- Emphasis on adult/child interactions
- Active participatory learning
- Plan-Do-Review

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## Early Learning Academy Components

- Preschool Curriculum Course
- Training of Trainers
- Coaching
- Teacher Supports
- Assessments

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## Implementation Timeline

- **September 2013** – ELA enrollment begins
- **October 2013** – Fall Institute: Overview and Introduction to HighScope
- **November 2013** – ELA Phase I cohort of 40 teachers confirmed
- **January 2014** – HighScope 20-day preschool course and 3-week Training of Trainers begins
- **February 2014** – Winter Data Institute
- **May 2014** – Spring Content Institute
- **November 2014** – ELA Phase I cohort certification complete

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## For More Information Contact

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**CITY OF SEATTLE**  
**EARLY LEARNING ACADEMY PLAN**

**Draft: August 13, 2013**

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# EXECUTIVE SUMMARY

In his February 2013 State of the City address, Seattle Mayor Mike McGinn announced the creation of a new Early Learning Academy (ELA), an investment by the City to improve kindergarten readiness and long-term school success. The ELA will provide professional development for preschool teachers and caregivers to improve outcomes for all children.

The City's Office for Education has collaborated with Child Care Resources and other early learning stakeholders, including early learning providers, the Washington State Department of Early Learning, the Bill & Melinda Gates Foundation, and the University of Washington's College of Education, in designing the ELA. The ELA will launch this fall with an institute designed to communicate the ELA's vision and approach to the early learning community.

The ELA will use a curriculum known as HighScope, an evidence-based, active learning model with a strong emphasis on adult/child interactions. Classroom activities are designed to build upon children's natural curiosity and are matched to a child's current and emerging abilities.

Using a consistent and proven curriculum, the ELA will offer culturally relevant training to early learning teachers and to family, friend, and neighbor caregivers in Seattle. Depending on future funding, the ELA will also be offered to kindergarten through 3<sup>rd</sup> grade teachers as part of the City's commitment to invest in a well-aligned educational continuum that provides access to high-quality programs for children from prekindergarten through 3<sup>rd</sup> grade.

## Theory of Action

Training teachers to use an active participatory adult learning model such as HighScope to support children's development of higher order thinking skills will strengthen teachers' foundational knowledge of developmentally and culturally appropriate practices. This will also lead to children's long-term school success by improving cognitive development, and by increasing language, early literacy skills, and social-emotional development.

CORE BELIEFS	KEY ACTIVITIES	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>➤ Strengthening the skills and knowledge of our early learning educators and family, friend, and neighbor caregivers (FFN) is a core and critical strategy to improve kindergarten readiness.</li> <li>➤ One of the keys to equitable student learning is effective teaching. Without skilled early learning educators and FFN caregivers, we will not close the opportunity gap.</li> <li>➤ Teachers and programs that use a child-centered approach vs. the traditional drill and practice approach will produce greater school readiness outcomes for all children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional development and certification for teachers through an active participatory adult learning model, HighScope.</li> <li>➤ Continuous improvement—regular use of assessment data to identify training topics.</li> <li>➤ Training of Trainers.</li> <li>➤ Coaching of Teachers.</li> <li>➤ Recertification of teachers every three years.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase in the number of teachers and caregivers who demonstrate effective adult/ child interactions and teaching skills to support children's optimal social, emotional, and academic development as measured by CLASS<sup>1</sup> and the ECERS.<sup>2</sup></li> <li>➤ Increase in the number of children served by early learning programs who enter school with the skills they need to succeed in kindergarten and beyond as measured by WaKIDS.<sup>3</sup></li> <li>➤ Increase in the number of students reading at grade level by 3<sup>rd</sup> grade as measured by the state's reading assessment.</li> </ul>

<sup>1</sup> CLASS – Classroom Assessment Scoring System

<sup>2</sup> ECERS – Early Childhood Environmental Rating Scale

<sup>3</sup> WaKIDS – Washington Kindergarten Inventory of Developing Skills

## Early Learning Academy Components

### ***Preschool Curriculum Course***

Initially the ELA will offer a four-week Preschool Curriculum Course that will prepare up to 40 teachers and caregivers each year to implement the HighScope approach in their programs. The approach includes active learning, practice and reflection, and self-study methods, and covers five major topics: Active Learning, Adult-Child Interaction, Learning Environment, Daily Routine, and Assessment. If additional funding is received, the ELA will expand to train additional teachers in the region.

### ***Training of Trainers***

Teachers and coaches will be able to take further training in order to teach others to implement the HighScope educational approach.

### ***Coaching for Step Ahead sites***

Child Care Resources will initially provide instructional coaching focused on HighScope readiness and implementation at all Step Ahead sites. Coaching will expand to other early learning providers as more funding becomes available.

### ***Teacher Supports***

The ELA will help teachers participate in and benefit from the ELA by providing substitute teacher support, clock hours credit, and annual completion and retention bonuses.

### ***Assessments***

Preschool teachers will use Teaching Strategies GOLD (TSG), a developmental assessment that assesses children's skills and development across six domains. Children will also be assessed on the Peabody Picture Vocabulary Test-4.

The University of Washington will assess preschool classroom environments using the Early Childhood Environmental Rating Scale (ECERS) and teacher-child interactions using the Classroom Assessment Scoring System (CLASS).

The Office for Education will use the results of all assessments to monitor progress toward 2011 Families and Education Levy and ELA goals. Assessment results will also be used to determine midcourse corrections and future professional development strategies.

In our efforts to link and integrate levy early learning investments with elementary innovation sites, the Office for Education will use indicators outlined in the Levy to measure and track results for children once they enroll as elementary students in Seattle Public Schools. These include:

- Students in kindergarten meeting age level expectations as measured by WaKIDS.
- English Language Learners in all grades making gains on the Washington State English Language proficiency Assessment (WELPA).
- Students in all grades making annual typical growth on reading as measured by Measure of Academic Progress (MAP) results.
- Students at all grades having fewer than five absences per semester.

The University of Washington will also follow a cohort of 124 preschool children through 3<sup>rd</sup> grade and continue to assess teacher-child interactions using the CLASS for K-3<sup>rd</sup> classrooms.

## BACKGROUND AND OVERVIEW

Evidence shows that a focus on early learning can make a big difference in closing the achievement gap, and research directly links training and professional development to improved outcomes for children. Realizing this, the City of Seattle's Families and Education Levy (Levy) establish a professional development framework for preschool teachers during the 2004 Levy and has continued to invest in professional development ever since.

Specialized training in early childhood education is essential to children receiving a high-quality preschool education.<sup>4</sup> Trained teachers know how to support children's development and skills and consequently, children who are taught by well-trained teachers have been found to be more sociable, exhibit a more developed use of language, and perform at a higher level on cognitive tasks.<sup>5</sup> Unfortunately, children who would benefit from trained teachers often get teachers with less experience and fewer skills.

The City's professional development strategies have varied over the years, but generally included the following: Creative Curriculum and/or HighScope training for early learning and PreK teachers; on-site coaching and professional advising services; support for academic courses; professional development planning for each staff person; training institutes; and core competency trainings. These professional development strategies have been available to Levy-funded (Step Ahead) preschools and Seattle Early Education Collaborative (SEEC) participants.<sup>6</sup>

*We'll work to link high-quality preschool to K-3 education, to bring all children to reading at grade level in third grade – a critical milestone for success. With training for preschool providers, we can improve outcomes for all kids in preschool.*

Mayor Mike McGinn

### Marginal Results from Investments to Date for Students and Teachers

Not all preschool programs are equally effective. While these Levy investments have produced some positive changes, overall results have been mixed.

**Student Achievement.** Kindergarten readiness trends for Seattle children remain troubling, as nearly half of students do not meet age level expectations. Exhibit 1 below shows Seattle Public Schools' fall 2012 Washington Kindergarten Inventory of Developing Skills (WaKIDS) results and SEEC midyear data results for the 2012–13 school year. These results indicate that a significant number of children in Seattle are not meeting age level expectations.

Third grade reading results are viewed as an important indicator of future academic success. In the 2011–12 school year, 26% of 3<sup>rd</sup> grade students in Seattle Public Schools did not meet expectations in reading as measured by the state's Measurement of Student Progress (MSP) exam.

<sup>4</sup> Barnett, S. 2003. Low wages = low quality: Solving the real preschool teacher crisis. Preschool Policy Facts, 1-2.

<sup>5</sup> Bowman, B., M Donovan and Burns, M., eds. 2001. Eager to Learn: Educating Our Preschoolers, Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education, National Research Council, National Academy Press, Washington, DC.

Dwyer, C., Chait, R. and McKee, P. 2000. *Building strong foundations for early learning: Guide to high-quality early childhood education programs*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service. ED 448 905.

<sup>6</sup> SEEC is a community collaborative of stakeholders and partners working together to create a shared vision for early learning in Seattle and to achieve greater gains for children. Stakeholders and partners include Step Ahead and Early Childhood Education and Assistance (ECEAP) programs and Head Start grantees.

**Exhibit 1: WaKIDS Results**  
**(Percent of Children that Met Age Level Expectations)**

	Language	Literacy	Math
<b>Seattle Public Schools</b>			
Children who entered kindergarten in fall 2012	54%	64%	48%
English Language Learners	39%	48%	37%
<b>SEEC</b>			
All SEEC children	67%	88%	59%
English Language Learners	57%	22%	17%

**Teaching Assessment.** In 2012, a sample of early learning programs in Seattle participated in a University of Washington pilot project to help determine rating levels for *Early Achievers*, Washington’s Quality Rating and Improvement System (QRIS). Classrooms were assessed using the Classroom Assessment Scoring System (CLASS), an observational instrument that describes multiple dimensions of teaching that are linked to student achievement and development. The instructional support dimension focused on how teachers support children in concept development, quality feedback, language modeling and literacy focus—all key skills that children need to be kindergarten-ready.

The results were alarming. Most of the pilot schools scored on the low range of the scale, which indicates that more work is needed to help improve teacher/child interactions and teacher ability to effectively support children’s social and academic development.

### Motivation for the Early Learning Academy

We need to better support Seattle’s children and we need to provide support for the City’s teachers. The City’s Office for Education (OFE) and Child Care Resources (CCR) have reconsidered their approach to professional development for the early learning community. The primary motivation is to improve the education and life skills that Seattle children carry with them when they leave high school, and to close the achievement gap.

As part of the City’s investments to improve kindergarten readiness and long-term school success, the ELA will provide proven professional development options for preschool teachers and caregivers to improve outcomes for all children.

The ELA will use a curriculum known as HighScope, an evidence-based, active learning model with a strong emphasis on adult/child interactions. Classroom activities build upon children’s natural curiosity and are matched to a child’s current and emerging abilities. The HighScope birth to elementary curriculum and assessments are aligned with the Washington state core competencies for early care and education professionals and assessments and standards to measure children’s progress. Using a consistent and proven curriculum, the ELA will offer culturally-relevant training to early learning teachers and family, friend, and neighbor (FFN) caregivers in Seattle. Over time, as funding becomes available the ELA may be offered to kindergarten through 3<sup>rd</sup> grade teachers as part of the City’s commitment to invest in a well-aligned educational continuum that provides access to high-quality programs from PreK through 3<sup>rd</sup> grade. The ELA will launch this fall with an institute designed to communicate the ELA’s vision and approach to the early learning community.

### Aligning with Other Initiatives Under Way

OFE and CCR’s approach to professional development supports a number of current local and state initiatives:

**PreK–3<sup>rd</sup> Grade Alignment.** In 2010, the City of Seattle, Seattle Public Schools, and other stakeholders created a *PreK–3<sup>rd</sup> Grade Five-Year Action Plan* to design and implement a new system to more effectively align and integrate PreK through 3<sup>rd</sup> grade education in Seattle. A successful educational continuum effectively connects PreK to the early elementary grades by creating partnerships between early learning providers and the

elementary schools their “graduates” will enter. The City is strengthening this continuum by linking the Levy’s early learning and elementary school investments and developing HighScope-based professional development training.

**Early Achievers.** Early Achievers, Washington’s QRIS, is a voluntary program to help early learning programs offer high-quality care. Participating child care professionals have access to coaching and professional development. To help ensure alignment, CCR is providing the coaching and training for the ELA and Early Achievers.

**Washington Kindergarten Inventory of Developing Skills (WaKIDS).** After a successful pilot year in 2010-11, WaKIDS is now a fully-funded program that brings families, teachers, and early learning providers together to support each child’s learning and transition into public school. At the beginning of the school year, kindergarten teachers meet with families and early learning providers to talk about each child’s strengths and needs. In the fall, kindergarten teachers complete a more formal assessment of each child’s social and emotional, physical, cognitive and linguistic skills. Once trained in HighScope, teachers will be better equipped to administer and interpret WaKIDS.

## Stakeholder Input

To design the ELA, OFE and CCR collaborated with other early learning stakeholders, including early learning providers, the Washington State Department of Early Learning, the Bill & Melinda Gates Foundation, and the University of Washington’s College of Education. In May and June 2013, OFE and CCR held a series of stakeholder meetings to solicit input on the design and scope of the ELA.

Seven meetings were held for agency stakeholders, current Step Ahead directors, Step Ahead teachers, policy makers, and funders to provide an overview of the ELA and gather feedback on specific elements. In addition, the ELA was introduced to participants of the 2013 Black Child Development Institute conference, to SEEC directors, and to SEEC coaches. Comments and recommendations from these meetings were considered in the development of this Plan and are summarized in Attachment A.

## Overview of HighScope Approach

HighScope is based on constructivist theory<sup>7</sup> and is an intensive, evidence-based model that includes systematic in-service training with a strong emphasis on adult/child interactions.

HighScope’s educational approach emphasizes “active participatory learning.” Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children’s interests and choices are at the heart of HighScope programs. Children take the first step in the learning process by making choices and following through on their plans and decisions. They construct their own knowledge through interactions with the world and the people around them. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children’s thinking with exposure to diverse materials and nurturing interactions.

The HighScope approach is being used in public and private agencies, half- and full-day preschools, Head Start programs, public school

*The HighScope educational approach is consistent with best practices recommended by the National Association for the Education of Young Children, Head Start Performance Standards, and other guidelines for developmentally based programs.*

<sup>7</sup> The constructivist perspective of readiness and development was advanced by theorists such as Jean Piaget, Maria Montessori, and Lev Vygotsky. These theorists believe that learning and development occur when young children interact with the environment and people around them. (Hunt, J.M. 1969. The impact and limitations of the giant of developmental psychology. In Elkind, D. and Flavell, J.(eds.), *Studies in cognitive development: Essays in honor of Jean Piaget*. New York: Oxford University Press.)

prekindergarten programs, child care centers, home-based child care programs, and programs for children with special needs. HighScope teaching practices are also used in K-5 schools around the country.

Key components of the HighScope approach include:<sup>8</sup>

- Establishing a physical environment that is rich in options to explore materials, actions, ideas, and relationships.
- Creating a daily routine that is consistent and predictable and allows children to express a variety of learning styles and preferences.
- Implementing positive adult/child interactions that are intentional and consistent.
- Implementing culturally-relevant and developmentally appropriate practices, guided by HighScope’s key developmental indicators.
- Providing active participatory learning opportunities that give children direct experiences so that they can derive meaning from through reflection.
- Implementing a comprehensive team-based assessment system that includes a range of tasks to observe, document, evaluate, and continually strive to improve interactions among everyone in the learning community.

## Advantages of HighScope

The HighScope approach has many advantages, but was specifically selected for its research-based practice and the diversity of training options.

### Research-Based Practice

Almost 40 years of research have demonstrated that HighScope programs advance the development of children and improve their chances of living a better life through adulthood. Several research studies demonstrate the effectiveness of this approach, including [The HighScope Perry Preschool Project Study](#) (2005) which showed that, as adults, HighScope preschool participants had higher high school graduation rates, higher monthly earnings, less use of welfare, and fewer arrests than those who did not participate in the program.

### Diversity of Training Options

Research also shows that HighScope training with teachers and caregivers is highly effective. In a national study,<sup>9</sup> teachers with HighScope training had higher quality programs than did similar teachers without such training. Higher quality programs were in turn linked to better developmental outcomes for children. In addition, HighScope trainings reflect best practices and are useful to anyone—*regardless of the curriculum or assessments used in their program*. HighScope offers:

- Training options that reflect the needs and realities of today’s educators.
- Course work for teachers and administrators in infant-toddler, preschool, and elementary programs.
- Reflective practice and active participatory learning.
- Development of teachers’ critical thinking skills.
- Structured opportunities for retraining, upgrading, and acquisition of new knowledge and skills.
- Continuous support.

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<sup>8</sup> Epstein, A. and Hohmann, M. 2012. *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press.

<sup>9</sup> Zill, N & Resnick, G. 2002. Relationship of classroom quality and type of curriculum to children’s progress in Head Start. In, Tarullo, L.B., *Improving the performance of the Head Start program: Findings from FACES 2000*. Symposium conducted at Head Start’s Sixth National Head Start Research Conference, Washington D.C.

# THE EARLY LEARNING ACADEMY PLAN

## Theory of Action

Training teachers to support children’s development of higher order thinking skills using an active participatory adult learning model such as HighScope strengthens teachers’ foundational knowledge of developmentally and culturally appropriate practices and will lead to children’s long-term success. It will improve cognitive development, language and early literacy skills, and social-emotional development.

CORE BELIEFS	KEY ACTIVITIES	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>➤ Strengthening the skills and knowledge of our early learning educators and family, friend, and neighbor caregivers (FFN) is a core and critical strategy to improve kindergarten readiness.</li> <li>➤ One of the keys to equitable student learning is effective teaching. Without skilled early learning educators and FFN caregivers, we will not close the opportunity gap.</li> <li>➤ Teachers and programs that use a child-centered approach vs. the traditional drill and practice approach will produce greater school readiness outcomes for all children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional development and certification for teachers through an active participatory adult learning model, HighScope.</li> <li>➤ Continuous improvement—regular use of assessment data to identify training topics.</li> <li>➤ Training of Trainers.</li> <li>➤ Coaching of Teachers.</li> <li>➤ Recertification of teachers every three years.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase in the number of teachers and caregivers who demonstrate effective adult/ child interactions and teaching skills to support children’s optimal social, emotional, and academic development as measured by CLASS and the ECERS.<sup>10</sup></li> <li>➤ Increase in the number of children served by early learning programs who enter school with the skills they need to succeed in kindergarten and beyond as measured by WaKIDS.</li> <li>➤ Increase in the number of students reading at grade level by 3<sup>rd</sup> grade as measured by the state’s reading assessment.</li> </ul>

The following 2011 Levy indicators will be used to track results:

- Students in kindergarten meeting age level expectations as measured by WaKIDS.
- English Language Learners in all grades making gains on the Washington State English Language proficiency Assessment (WELPA).
- Students in all grades making annual typical growth on reading as measured by Measure of Academic Progress (MAP) results.
- Students at all grades having fewer than five absences per semester.

## Academy Components

### Core Professional Development Components

The HighScope curriculum will serve as the ELA’s foundational approach; additional relevant training topics will be incorporated based on data results. Providers will have three ways to integrate HighScope into their programs over the next six years:

- **Full adoption and Training of Trainers (ToT)** – provider receives training, HighScope certification, and possibly site-based accreditation, and teachers are allowed to provide training to other staff.
- **Full adoption** – provider receives training, HighScope certification, and possibly site-based accreditation.
- **Partial adoption** – provider receives training, but not HighScope certification.

<sup>10</sup> ECERS – Early Childhood Environmental Rating Scale

The following are the four main professional development components of the ELA:

### **1. *Preschool Curriculum Course***

The ELA will offer a four-week Preschool Curriculum Course (PCC) that prepares teachers and caregivers to implement the HighScope approach in their programs. The PCC consists of 20 six-hour days for up to 40 participants each year. The approach includes active learning, practice and reflection, and self-study methods. Trainings will be scheduled to allow teachers sufficient time to practice what they have learned in their own classrooms. The PCC covers five major topics:

- Active Learning
- Adult-Child Interaction
- Learning Environment
- Daily Routine
- Assessment

PCC participants will be assigned to a small group to discuss implementation and challenges before moving on to new material. They will also complete reading assignments and writing activities to reflect upon what they have learned. Based on stakeholder input and the needs of Seattle students, the ELA will include training topics on dual language learning, culturally responsive teaching, math, and science.

### **2. *Training of Trainers***

The ELA will offer teachers and coaches the opportunity to receive further training to be able to teach others to implement the HighScope approach. The three-week program is especially well suited for staff holding full-time professional-support positions such as education coordinators, center directors, and curriculum specialists. The course covers the following three main topics:

- Developing and presenting workshops
- Observation/feedback
- Peer presentations

### **3. *Coaching for Step Ahead Sites***

On behalf of OFE, CCR will provide coaching and training services to ensure successful implementation of HighScope. Instructional coaching will be offered at 12 Step Ahead sites focused on HighScope readiness and implementation. Each site will receive four hours of coaching per month per classroom for ten months. Coaching activities will include:

- Creation of Quality Improvement Plans that use assessment data to guide quality classroom improvements.
- Support for teachers in understanding child data and how it connects to the HighScope curriculum.
- Introduction to HighScope curriculum for teaching teams, and implementation once HighScope certification training begins.
- Support for teachers to earn HighScope certification.

CCR will also coordinate three institutes for the greater SEEC community. The first one will be held in fall 2013 and will focus on the HighScope approach.

### **4. *Recertification***

HighScope teacher certification remains in effect for a period of three years. After this time, individuals have the option of recertifying by repeating the initial certification process.

## Teacher/Program Supports

The following supports will be offered to allow teachers to participate in and benefit from the ELA.

- **Substitute teacher support.** The ELA will provide funding to offset the cost of substitute teachers so that teachers can be released and paid during training.
- **MERIT/STARS/clock hours credit.** Teachers will receive credit for completion of coursework. MERIT (Washington’s Managed Education and Registry Information Tool) and STARS (State Training and Registry System) are systems for documenting and recognizing the professional achievements of early care and education and school-age professionals.
- **Academic coursework/child development associate teacher.** HighScope coursework can be applied towards a degree at Goddard College, and potentially other institutions.
- **Annual completion and retention bonuses.** Teachers will receive a \$500 bonus when they complete the coursework and become certified. They will receive an additional \$500 for each year that they stay at the same school or program. Another \$500 will be available following recertification in year three. Bonuses will be available through at least the 2018–19 school year—the final school year for the current Levy.
- **Translation/interpretation services.** To ensure that all interested teachers can participate, services will be available in multiple languages.
- **College Tuition/scholarships.** The ELA hopes to make tuition and scholarships available in later years. OFE will explore funding options to expand access to partial tuition scholarships.

## Assessments and Use of Data

Assessments are a key part of all educational approaches. Assessments during children’s early years provide information on how they are progressing, what skills they have mastered, and what skills they are still developing. OFE will track child, classroom, and teacher outcomes and report on them annually. The assessment data will also be used to identify training topics.

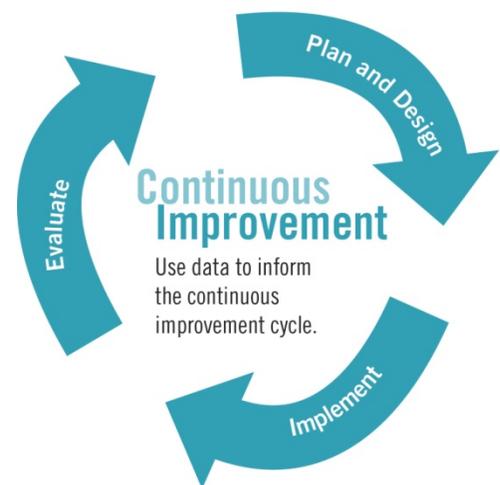
The ELA assessment process is aligned with the Early Achievers Quality Rating and Improvement System. The assessment data will be used to identify training topics and drive continuous quality improvement.

**Children’s progress** in preschool will be measured three times a year using Teaching Strategies Gold. The Peabody Picture Vocabulary Test will also be used to assess children in the fall and spring. Ongoing assessments during the course of instruction allow teachers to make adjustments to their teaching methods.

**Preschool Classrooms** will be assessed using the Early Childhood Environmental Rating Scale (ECERS). The ECERS is used to monitor and evaluate programs to ensure high-quality settings where children can thrive. The ECERS consists of 43 items organized into seven subscales:

- |                           |                      |
|---------------------------|----------------------|
| 1. Space and Furnishings  | 5. Interactions      |
| 2. Personal Care Routines | 6. Program Structure |
| 3. Language-Reasoning     | 7. Parents and Staff |
| 4. Activities             |                      |

**Preschool Teachers** will be assessed using the Classroom Assessment Scoring System. CLASS is an observational instrument developed at the University of Virginia that assesses classroom quality in PreK through 12<sup>th</sup> grade classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development, and has been validated in over 2,000 classrooms. CLASS is designed to measure teacher-student



interactions in a classroom setting and offer resources for strengthening those interactions across any subject area or age group.

**K-3 Assessments.** Students' progress in kindergarten through 3<sup>rd</sup> grade will be measured using WaKIDS. WaKIDS is aligned with TSG and conducted at the start of kindergarten in most schools. However, in Levy-funded elementary innovation schools WaKIDS will be done twice annually in the fall and spring. First to 3<sup>rd</sup> graders progress will be tracked and measured using the MAP and MSP assessments.

## Academy Implementation

The ELA will be implemented by CCR and HighScope staff members. The program eligibility and application process, the timeline for implementation, and the budget are described below.

### Program Eligibility and Application Process

Beginning in January 2014, OFE and CCR will coordinate cohorts for Step Ahead teachers and supporting trainers to receive HighScope certification. Because spaces for each cohort will be limited (up to 40 spaces annually for teachers, and 10 spaces for trainers), a competitive application process will be used. Applications will be available to Step Ahead providers in August 2013 and candidates will be chosen in September 2013.

Varying levels of participation in the ELA will be possible. Priority will be given to Step Ahead sites that choose full adoption of the HighScope curriculum.

*Up to **240** teachers and coaches (**40 annually**) will be able to participate over the next six years (through 2019).*

*Up to **60** trainers (**10 annually**) will complete the Training of Trainers Program over the same time period.*

Priority for **Teacher Certification** will be given to the following:

1. **Full Adoption.** Step Ahead sites that choose to have all eligible classroom teaching teams participate in HighScope certification training with goal of obtaining Step Ahead site certification.
2. **Partial Adoption Option 1.** Step Ahead sites that choose to have specific classroom teaching teams participate in HighScope certification training with the *goal of having teachers certified*.
3. **Partial Adoption Option 2.** Step Ahead sites that choose to have teaching teams attend HighScope certification training *without the intention of becoming certified*.

Priority for **Trainer Certification** will be given to the following:

1. ELA coaches.
2. Site-based Step Ahead program/curriculum supervisors who attend with teachers and who will *support site and teacher certification*.
3. Site-based Step Ahead program/curriculum supervisors who attend with the intention of *supporting HighScope approach in their programs*.
4. Early Achiever coaches working in ELA Step Ahead classrooms, as appropriate.

### Timeline

The ELA will be implemented in three phases:

**Phase I: September 2013–December 2014.** This phase will focus on the first cohort of teachers and trainers and begin with a fall institute open to the Seattle early learning community. Each cohort will have a maximum of 40 participants made up of Step Ahead teachers and CCR coaches. The training sequence for the first cohort of Step Ahead preschool programs and CCR coaches is shown in Exhibit 2.

**Phase II: 2015–2016.** ELA training will continue to build the capacity of teachers and coaches. HighScope Educational Services Division staff will continue to provide training to cohorts of up to 40 participants. Local teachers and coaches who have completed the ToT course will train others within their program to implement the HighScope educational approach.

**Phase III: 2017–2019.** Local teachers and coaches who complete the ToT course and become certified HighScope trainers will to train others to implement the HighScope educational approach as authorized by HighScope, outside their program in Seattle and throughout the region.

### Exhibit 2: Phase 1 Training Sequence

	PCC	Training of Trainers	Participants	Institutes (Open to SEEC)
<b>2013</b>	Fall		Open to Seattle’s early learning community	HighScope launch
	Jan	Session 1	Teacher cohort/coaches	
	Winter		Open to Seattle’s early learning community	Assessment Data
	Feb	Session 2	Teacher cohort/coaches	
	Mar	Session 1	Coaches	
	Apr	Session 3	Teacher cohort/coaches	
<b>2014</b>	Spring		Open to Seattle’s early learning community	Core Competency Content
	May	Session 4	Teacher cohort/coaches	
	Jun	Session 2	Coaches	
	Jul-Sep		Work on relevant assignments	
	Oct	Session 3	Final certification for coaches	
	Nov-Dec	Session 5	Certification for teachers Recently certified coaches can perform	

### Program Budget

Exhibit 3 shows the budget to fund the ELA for 2013-14.

### Exhibit 3: 2013-14 Budget

Item	Cost
Teacher stipends <sup>1</sup>	\$20,000
Teacher release time during training <sup>2</sup>	\$96,000
HighScope training and coaching <sup>3</sup>	\$495,000
<b>Total</b>	<b>\$611,000</b>

**Notes:**

<sup>1</sup> Assumes 40 teachers at \$500 each upon completion

<sup>2</sup> Assumes 40 teachers x 40 hours x 4 weeks at \$15/hour

<sup>3</sup> Assumes 1 PCC for 40 teachers and one ToT for 10 participants; coaching is 4 hours/month per classroom

## Potential Supporting Strategies

The ELA will start by training Step Ahead teachers and CCR coaches. The ultimate goal is to implement all of the ELA components/elements and to expand the training across Seattle and the region to more early learning and elementary providers. To that end, over the next six years, OFE, CCR, and their partners will pursue the following strategies:

- Work to identify funding sources for:
  - Partial tuition scholarships for HighScope PCC and ToT course
  - College/university credit for completing the HighScope PCC and ToT course
  - Expansion to other programs beyond Step Ahead
  - Expansion to K-3<sup>rd</sup> grade teachers
  - Dual language training and certification
  - Demonstration preschool connected to HighScope in-service training and credentialing programs
- Determine if four weeks 120 hours of training is adequate to improve child/student outcomes
- Explore/evaluate if changes to compensation and bonus structure support program completion and teacher retention.
- Align ELA and Early Achievers professional learning communities and coaching efforts, both of which will be implemented by CCR.
- Ensure that school principals and preschool directors are included as participants in the ELA.
  - Provide opportunities for principal professional learning communities.
- Align trainings for ELA and elementary innovation sites funded by the Families and Education Levy.
- Work with the Washington State Department of Early Learning to recognize HighScope as a step on the career lattice for early care and education professionals and school-age professionals.
- Use the Chicago FFN Parent/Child Centers as a model for family involvement and support.
- Provide information to parents about HighScope

### ***Future Possibilities***

*The City's long-term investment in high-quality professional development and the HighScope approach may lead to other exciting future possibilities:*

- Providing high-quality HighScope training to family, friend, and neighbor caregivers.
- Establishing a state and or regional HighScope training hub led by Child Care Resources.

## For More Information

For more information, please see Frequently Asked Questions in Attachment D or contact Sonja Griffin at the City of Seattle ([Sonja.Griffin@seattle.gov](mailto:Sonja.Griffin@seattle.gov)).

## ATTACHMENTS

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## ATTACHMENT A: Summary of 2013 Stakeholder Meetings and Community Input

### Overview

In May and June of 2013, the City of Seattle, OFE and CCR held a series of stakeholder and community meetings to receive input on the design and scope of the ELA. Seven meetings were held for agency stakeholders, current Step Ahead directors, Step Ahead teachers, policy makers and funders to provide an overview of the ELA, and to solicit feedback on identified ELA elements. In addition, the ELA was introduced to attendees of the 2013 Black Child Development Institute conference, to SEEC directors, and to SEEC coaches.

### ***Schedule of Meetings:***

May 3, 2013: Agency representatives

May 15, 2013: Step Ahead directors

May 22, 2013: Agency representatives

May 29, 2013: Director and agency representatives

June 18, 2013: Step Ahead teachers and directors

June 20, 2013: Step Ahead teachers and directors

### ***Meetings facilitated by:***

Sonja Griffin and Holly Miller (City of Seattle, Office for Education), Deeann Puffert, Phoebe Anderson, and Tilman Smith (Child Care Resources)

### ***Regular attendees:***

Mao Svy, Sharon Knight, Leilani Dela Cruz (City of Seattle, Human Services Department)

### ***Agencies and Programs represented at Stakeholders Meetings:***

- José Martí Child Development Center
- Causey's Learning Center
- Southwest Early Learning Center (SWEL)
- Refugee Women's Alliance (ReWA)
- South Shore K-8 School
- Community Day School Association (CDSA)
- Denise Louie Education Center
- Sound Child Care Solutions
- Neighborhood House
- Washington State Department of Early Learning
- University of Washington, College of Education
- Seattle Central Community College
- North Seattle Community College
- Seattle Public Schools
- Region X Head Start
- The Bill & Melinda Gates Foundation
- The Black Child Development Institute
- The Praxis Institute for Early Childhood Education
- Puget Sound Educational Service District (PSESD)
- Service Employees International Union (SEIU)

### **Summary of Comments**

The meeting participants identified the following elements as priorities:

- **HighScope as a Foundational Approach:** All parties agreed that extensive research demonstrates the effectiveness of HighScope curriculum for all children. While supporting the transition to this approach, it was noted that this should be voluntary for all programs and happen gradually over the remaining six-year period of the Levy. Recommendations were made about the necessity of compensation to sites to cover classroom substitutes while teachers received training, as well as for incentive bonuses for teachers who successfully complete certification and retain positions in their current facilities. It was especially important to teachers that they receive specific technical assistance and coaching for implementing the HighScope curriculum as they are learning new strategies and techniques.
- **Site- and Classroom-Based Coaching:** In each session, coaching was identified as one of the most important factors to successfully implementing HighScope. It was stressed that coaches need to be highly experienced in early childhood and adult education, and demonstrate high-quality cross-cultural skills to be effective during this transition. There was a desire to see coaching eventually extended to older grades (K-3) to ensure that children were continually supported in this unique approach to learning.
- **Training:** While the bulk of training resources is slated to go towards HighScope teacher and trainer certification, it was important to stakeholders that all SEEC community members have opportunities to receive HighScope training. Participants also stressed that directors needed to have a viable substitute bank available so they could release teachers to attend trainings without concern for coverage. In an effort to provide this resource, CCR plans to recommend participants from their Careers Program, an early childhood education training program designed to prepare immigrant and refugee women to be classroom teachers. Interpretation and dual language approaches must regularly be available to participants.
- **Leadership:** It was agreed that Step Ahead directors need to be included in determining the direction of the ELA and that a sustainable system would be created to provide incentives for directors to be involved.
- **Family Engagement:** All participants agreed that clear information about the HighScope approach needs to be shared with participating center families so they can understand their children’s experiences. Training for families should be an option, with interpretation services available and ways for them to provide their personal experiences and expertise.
- **Sustainability:** The idea that all systems created for the ELA must be sustainable was mentioned frequently in the sessions. Strategic and transparent alignment with Early Achievers, Common Core, and other local, regional and State initiatives was an important element to this. Participants wanted systems to be created through an anti-racist, culturally competent lens that allows all stakeholders to see themselves in and feel that they belonged in the ELA community. Sustainable teacher compensation and access to continuing education were also identified as critical factors in sustaining the ELA.
- **Assessments:** It was important to participants that the ELA focus simultaneously on fidelity to curriculum and alignment with assessments; coaching and trainings should always include this element in order to ensure that data is regularly used to inform teacher practice. Assessors will need to have a good understanding of early childhood education and child development, and conduct assessments respectfully and with reliability.

## ATTACHMENT B: Preschool Curriculum Course Schedule and Description

Attachment B contains information provided by HighScope Educational Research Foundation (<http://www.highscope.org>)

### 120 Contact Hours Plus Assignments

	Week 1	Week 2	Week 3	Week 4
<b>Day 1</b>	Introduction to HighScope and the Lead Teacher Training Project (LTTP)  Active Learning	Implementation Review  Introduction to the HighScope Daily Routine	Implementation Review  HighScope Key Developmental Indicators — Part One	Movement and Music
<b>Day 2</b>	Thinking and Reasoning  Introduction to the HighScope Key Developmental Indicators	Daily Routine: Plan-Do-Review Sequence	HighScope Key Developmental Indicators — Part Two	Movement and Music
<b>Day 3</b>	Indoor Learning Environment	Daily Routine: Small-Group Times	HighScope Key Developmental Indicators — Part Three  Encouragement vs. Praise	Implementation Review  Child Assessment: <i>HighScope Child Observation Record (COR)</i> — Part One
<b>Day 4</b>	Adult-Child Interaction Strategies	Daily Routine: Large-Group Times	Problem-Solving Approach to Conflict — Part One	<i>Child Assessment: HighScope Child Observation Record (COR)</i> — Part Two  Daily Team Planning
<b>Day 5</b>	Observation and Anecdotal Record Keeping  Elements of Quality	Program Assessment: <i>HighScope Program Quality Assessment (PQA)</i>	Problem-Solving Approach to Conflict — Part Two	Working With Parents  HighScope Review: Questions and Answers

## Purpose and Participants

The four-week Preschool Curriculum Course (PCC) prepares teachers and caregivers to implement the HighScope educational approach in their early childhood programs. Carefully selected training materials focus on child development, developmentally appropriate practice, and the participants' own educational development.

## Outcomes and Benefits

- The training program covers the five major topics in the HighScope Wheel of Learning: Active Learning, Adult-Child Interaction, Learning Environment, Daily Routine, and Assessment.
- The training program uses active participation and study to engage participants in the learning process and help them become more effective teachers.
- Participants who complete the program are qualified to implement the HighScope educational approach in their programs and assess how it enhances children's development. They receive certificates of participation and are encouraged to apply for HighScope teacher certification through the International HighScope Registry.
- Participants who complete the 20 days (120 hours) of training and all of the study assignments receive 12 Continuing Education Units (CEUs).
- PCC teachers who want to move into supervisory and training roles at their agencies can enroll in the HighScope ToT course to qualify to provide training to other staff.
- The PCC plus the ToT combines training in the educational model with the development of skills to train adults. Participants who meet the requirements for both become HighScope certified trainers with an endorsement in preschool.

## Key Features

- **Training sessions.** The PCC is composed of 20 six-hour days of instruction distributed over four five-day weeks. Training sessions are usually conducted in a single central location for groups of 20–40 participants. The training weeks are separated by three to four weeks to enable teachers to practice what they have learned.
- **Ongoing participation.** Participants are actively involved in group work during the training weeks. At the beginning of each training week, the consultant discusses implementation issues and concerns that teachers faced during the intervening weeks before moving on to new material. Together they develop strategies for enhancing implementation at their site.
- **Training assignments.** To actively study the material covered, participants complete reading and reflective writing assignments during the training sessions and in the weeks between sessions. These assignments help them to learn the central components of the curriculum presented in the written and audio-visual materials and to practice implementing them through activities in their own classrooms.

## Prerequisites

- There are no prerequisites for teachers to enroll in the PCC.  
Teachers in different positions and at varying levels of experience may participate in the PCC. Evaluation has shown that the PCC can effectively improve teaching skills of those with college degrees as well as those with high school diplomas. Experienced teachers who participate in the PCC not only improve their own teaching skills but are also in a position to serve as mentors for novice teachers.

## Roles and Responsibilities of Participants

- Teachers are expected to attend all training sessions and complete all assignments.
- To become certified, teachers must demonstrate a high level of curriculum implementation and child observation and assessment skills in their own classroom settings.

## Feedback and Evaluation Procedures

PCC participants receive extensive feedback from consultants on their curriculum implementation and assignments but they are not formally evaluated and do not receive course grades. However, those who complete the PCC and choose to continue their training with the ToT must demonstrate their mastery of the PCC content and fulfill the trainer certification requirements. These requirements and the grading system are described in the ToT prospectus.

During the PCC, the HighScope consultant provides guidance and feedback to participants in the following areas:

- **Understanding the HighScope educational approach.** Consultant-led workshops and assigned readings from HighScope’s preschool manual, *Educating Young Children: Active Learning Practices for Preschool and Child Care Programs* by Mary Hohmann and David P. Weikart, along with other resources, provide participants with ample opportunity to learn about and study the HighScope Curriculum. With guidance from the consultant, participants work in teams and individually to understand the curriculum components and their relationship to child development theory and practice.
- **Assessing child development.** Participants learn how to observe children and take objective anecdotal notes using the *HighScope Key Development Indicator Note Forms*. They practice using these notes to complete the *HighScope Child Observation Record (COR)*. The consultant reviews these notes and provides feedback to participants on the objectivity of their anecdotal notes and the accuracy of their completed COR ratings.
- **Assessing program quality.** Participants use the *HighScope Program Quality Assessment (PQA)* to learn about the elements of program quality. With guidance and feedback from the consultant, participants practice using the PQA to evaluate HighScope’s central components: learning environment, daily routine, adult-child interaction, and assessment.
- **Implementing the HighScope educational approach.** In the weeks between training sessions, participants practice using the HighScope educational approach in their own classrooms or in a cooperating classroom at their home agency. Participants implement the principles of the approach by arranging and labeling the learning environment, establishing a consistent daily routine that includes the plan-do-review sequence and small- and large-group times, and engaging in supportive adult-child interactions that enhance and extend children’s learning.

## Teacher Certification

Teachers who complete the PCC are encouraged to apply for teacher certification. The certification process, conducted by the International HighScope Registry, recognizes teachers whose practices demonstrate a high degree of knowledge about child development and the application of the HighScope educational approach. To be certified, teachers must demonstrate their competence in their own classrooms in two ways:

- **Program implementation.** Teachers must be observed and rated by a certified teacher-trainer using the *HighScope Program Quality Assessment (PQA) Instrument*. To be certified, a teacher must achieve a rating of 4 or above (out of 5) on all the certification scales and an average rating of at least 4.5 on the PQA.
- **Child assessment.** Teachers must use the *HighScope Child Observation Record (COR)* to observe and rate two children for a period of three months, and submit a full set of anecdotal notes and the completed COR assessment for both children.

If all of the teachers (those with full teaching responsibilities, not including assistants) at a single location in an early childhood agency are certified by the International HighScope Registry, the agency can apply for program certification for that location. The agency must submit documentation that its policies and practices support the implementation of the HighScope educational approach.

## Course Content

The PCC consists of 20 days (120 contact hours) of training workshops and seminars distributed over four, week-long courses. One or two topics are addressed each day. Some topics require two or more sessions. Participants

are expected to prepare themselves for each topic by studying the relevant materials and completing the assignments.

Following are the course titles and a summary of their content along with a detailed training schedule.

**Course TE511 (Week One): Fundamentals of the HighScope Preschool Approach**

- Course overview
- A model of active learning
- Cognitive processes: thinking and reasoning in children
- Principles of effective learning environments
- Fundamentals of adult-child interaction
- Methodology of observation and anecdotal record keeping

**Course TE512 (Week Two): Children in the HighScope Preschool Learning Environment**

- Fundamentals of the HighScope Daily Routine
- Basic principles of plan-do-review
- Basic principles of small-group time
- Basic principles of large-group time
- Program assessment: the HighScope Program Quality Assessment (PQA)

**Course TE513 (Week Three): Adults' Responsibilities in the HighScope Preschool Learning Environment, Part 1**

- Framework of the HighScope Key Developmental Indicators in early childhood development
- Strategies for supporting children: encouragement versus praise
- Program management: problem-solving approach to conflict

**Course TE514 (Week Four): Adults' Responsibilities in the HighScope Preschool Learning Environment, Part 2**

- Developmental principles in movement and music
- Child assessment: the HighScope Child Observation Record (COR)
- Principles and practices of daily team planning
- Fundamentals of working with parents

## ATTACHMENT C: Training of Trainers Course Schedule and Description

Attachment C contains information provided by HighScope Educational Research Foundation (<http://www.highscope.org>)

### Purpose and Participants

The Combined Course<sup>11</sup> provides participants with extensive training in the HighScope Curriculum and the skills to train others to implement this educational approach. The three-week program is especially suited for staff holding full-time professional-support positions such as education coordinators, center directors, and curriculum specialists.

### Outcomes and Benefits

- Those successfully completing the course earn certification as HighScope trainers with an endorsement in the HighScope preschool educational approach, and become members of the HighScope International Registry. To be certified as HighScope trainers, candidates must demonstrate the curriculum knowledge and training skills gained in the three courses included in the ToT. Trainer certification requires at least 80%, or a grade-point average of 3.0 or above, in each of the three courses.
- HighScope certified trainers are qualified to provide ongoing training and supervision to teachers and caregivers in implementing the HighScope Curriculum, to prepare and recommend teachers for certification, to work effectively with agency administrators to secure support for program operations, and to assess the fidelity of curriculum implementation and its enhancement of children's development.

### Key Features

- **Ongoing participation.** Candidates are actively involved in *group work* during the training weeks. They learn to train teachers and caregivers using the *HighScope adult education training model*, which emphasizes practice and demonstration.
- **Training assignments.** Candidates complete reading and writing tasks that help them learn and practice the central components of the curriculum and training methods. In the weeks between training weeks, candidates return to their own agencies to apply what they are learning. Participants engage in the in-depth study of relevant course materials, establish a training classroom, do practice teaching, conduct workshops for teachers and caregivers at their home site, observe in classrooms and provide feedback to staff, meet with agency administrators to inform them of their progress, and keep a training journal to document and reflect on their activities.

### Roles and Responsibilities of Participants

- The course has been most effective with those whose titles and job responsibilities at program entry are curriculum supervisor, education coordinator, building administrator, or program director. They are chosen by their agencies because of their staff-training responsibilities.
- Participants are expected to attend all training sessions and complete all assignments.
- The HighScope consultant provides participants with extensive feedback on the training activities and assignments they complete during the project.
- The HighScope consultant evaluates participants-peers workshop presentations and visits their home sites to observe participants' skills in establishing a HighScope training classroom and conducting feedback and observation with agency staff.

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<sup>11</sup> The Combined Course is made up of the Preschool Curriculum Course and the Training of Trainers Course.

- Agencies should make a commitment to using the training skills of those who become certified HighScope trainers in order to realize the benefits of sponsoring candidates in the ToT.

### Feedback and Evaluation Procedures

**The HighScope consultant provides participants with extensive feedback on the training activities and assignments they complete during the project.** Consultants evaluate participants-peers workshop presentations and visit their home sites to observe participants' skills in conducting feedback and observation with agency staff and establishing a HighScope training classroom.

Participants in the Combined Course are evaluated on their mastery of both the *curriculum* topics and the *training* topics covered in the program. Below are the curriculum and training areas in which they are evaluated and the percentage that each contributes to the total grade.

### Training Evaluation (Total = 100 points)

- **Peer Workshop (40%).** Candidates work in teams to present a 2-hour workshop to the whole group near the end of the program. Topics for the workshops are developed by the team. The consultant approves the workshop agendas in advance. Following the presentation, the consultant and candidates cooperatively grade the workshop using the HighScope Peer Workshop Evaluation.
- **Observation/Feedback (40%).** During the site visit to administer the HighScope Program Quality Assessment (PQA) in the training classroom, the consultant also evaluates the candidate conducting an observation and giving feedback to the cooperating teacher. The consultant records the candidate's feedback to the teacher on the HighScope Narrative Notes Form. The consultant and candidate then cooperatively evaluate the feedback process using the HighScope Observation/Feedback Checklist.
- **Trainer Reports (20%).** During the time between sessions, participants are expected to spend one day each week working with the cooperating teacher in the training classroom, modeling teaching techniques, observing, giving feedback, and presenting workshops. *The candidates record in detail their ongoing involvement in the training classroom. These records, consisting of observation/feedback notes and workshop agendas, constitute the trainer reports.* The consultant reviews them throughout the program and provides feedback to the candidate. The candidate turns in all the records during the last week of the program. The records are graded by the consultant based on established criteria for completeness and appropriateness.

**Trainer Certification:**

To be certified as HighScope trainers, candidates must demonstrate the curriculum knowledge and the training skills gained in the seven weeks of combined courses. Trainer certification requires at least 80%, or a grade-point average of 3.0 or above, in all of the courses.

**Course TR515: Developing and Presenting Workshops**

- Principles of adult learning
- Dynamics of planning and presenting workshops for adults
- Developing training strategies
- Fundamentals of the change process

**Course TR516: Observation/Feedback**

- Understanding the observation/feedback process
- Principles and practices of writing curriculum-focused notes
- Dynamics of engaging in reciprocal feedback dialog

**Course TR517: Peer Presentations**

- Demonstration of learning: presenting 2.5-hour peer workshop with consultant guidance

## ATTACHMENT D: Frequently Asked Questions

### 1. What is the Early Learning Academy?

It's a new model of professional development for training educators of children from birth through 3<sup>rd</sup> grade.

### 2. How many days/ hours of training will the ELA provide?

- 120 hours of core content delivered over four week-long sessions.
- Three six-hour training institutes: fall, winter and spring.
- Up to four hours of on-site coaching per classroom each month.
- Three week Training of Trainers course.

### 3. What type of professional development will the ELA provide?

- The HighScope Preschool Curriculum Course (PCC) and the Training of Trainers (ToT) course.
- On-site coaching.
- One-day training institutes.

### 4. How much will it cost for SEEC non-Step Ahead providers to participate in ELA?

- The average cost for the HighScope PCC is \$3,900 per person; it could be less depending on the number of enrollees.
- One-day training institutes will be free, with registration on a first-come, first-served basis for up to 300 participants.
- On-site coaching cost (cost TBD by CCR).

### 5. Will Step Ahead Programs or SEEC programs be required to participate?

No. The ELA will be voluntary.

### 6. Will the ELA conduct new or different assessments?

No. The City will continue to use TSG (Teaching Strategies Gold), PPVT-4 (Peabody Picture Vocabulary Test), ECERS (Early Childhood Environmental Rating Scale), and CLASS (Classroom Assessment Scoring System).

### 7. What other curricula or approaches are comparable to HighScope?

None are directly comparable; however, other curricula that follow the constructivist theory of learning include Creative Curriculum, and the Montessori, and Reggio Emilio approaches.

### 8. Who will administer the ELA?

OFE will contract with CCR to administer the ELA for preschool teachers and trainers, and with South Shore K-8 School, Chinese Information Service Center, and Neighborhood House to provide services to family, friend, and neighbor caregivers.

### RFQ/RFI Dates for 2013-2014

	<b>Release</b>	<b>Responses Due</b>	<b>Notification</b>	<b>Program Lead</b>
RFQ – Social, Emotional, Behavioral and Family Support	7/8/2013	8/19/2013	9/18/2013	Isabel Muñoz-Colón
RFQ – Expanded Learning Opportunities	7/8/2013	8/19/2013	9/18/2013	Adam Petkun
RFQ – College and Career Readiness and Planning	7/8/2013	8/19/2013	9/18/2013	Kathryn Aisenberg
RFI – Summer Learning	10/2/2013	11/15/2013	1/21/2014	Adam Petkun
RFI – Elementary School Innovation	10/1/2013	12/2/2013	1/29/2014	Isabel Muñoz-Colón

**Families and Education Levy  
Performance Measure Target Intervals**

Measure	ES – Innovation	MS – Subset of Population	MS – Innovation	HS – Innovation – First-Time 9 <sup>th</sup> Graders
<b>Attendance</b>  Frequency: S1, S2 Awarded: Feb. & July  <i>Note: SPS District Scorecard 2008-2013 = 80% of students with fewer than 10 absences</i>	40 – 49% = 8% ↑ 50 – 59% = 6% ↑ 60 – 69% = 5% ↑ 70 – 79% = 4% ↑ 80 – 84% = 3% ↑ 85 – 89% = 2% ↑ 90 – 96% = 1% ↑	40 – 49% = 8% ↑ 50 – 59% = 6% ↑ 60 – 69% = 5% ↑ 70 – 79% = 4% ↑ 80 – 84% = 3% ↑ 85 – 89% = 2% ↑ 90 – 96% = 1% ↑	40 – 49% = 7% ↑ 50 – 59% = 5% ↑ 60 – 69% = 4% ↑ 70 – 79% = 3% ↑ 80 – 89% = 2% ↑ 90 – 96% = 1% ↑	40 – 49% = 7% ↑ 50 – 59% = 5% ↑ 60 – 69% = 4% ↑ 70 – 79% = 3% ↑ 80 – 89% = 2% ↑ 90 – 96% = 1% ↑
<b>Passing Core Courses</b>  Frequency: S1, S2 Awarded: February & July		60 – 64% = 11% ↑ 65 – 69% = 9% ↑ 70 – 74% = 7% ↑ 75 – 79% = 5% ↑ 80 – 84% = 4% ↑ 85 – 89% = 3% ↑ 90 – 93% = 2% ↑ ≥ 94% = 1% ↑	70 – 74% = 6% ↑ 75 – 79% = 5% ↑ 80 – 84% = 4% ↑ 85 – 89% = 3% ↑ 90 – 94% = 2% ↑ ≥ 94% = 1% ↑	70 – 74% = 6% ↑ 75 – 79% = 5% ↑ 80 – 84% = 4% ↑ 85 – 89% = 3% ↑ 90 – 94% = 2% ↑ ≥ 94% = 1% ↑
<b>MAP Growth – Math</b>  Frequency: Annual Awarded: July	30 – 39% = 12% ↑ 40 – 44% = 10% ↑ 45 – 49% = 8% ↑ 50 – 54% = 6% ↑ 55 – 59% = 4% ↑ 60 – 64% = 3% ↑ 65 – 69% = 2% ↑ ≥70% = 1% ↑	30 – 39% = 12% ↑ 40 – 49% = 10% ↑ 50 – 54% = 8% ↑ 55 – 59% = 6% ↑ 60 – 64% = 4% ↑ 65 – 69% = 3% ↑ 70 – 74% = 2% ↑ ≥75% = 1% ↑	30 – 39% = 10% ↑ 40 – 44% = 8% ↑ 45 – 49% = 6% ↑ 50 – 54% = 5% ↑ 55 – 59% = 4% ↑ 60 – 64% = 3% ↑ 65 – 69% = 2% ↑ ≥70% = 1% ↑	30 – 39% = 8% ↑ 40 – 49% = 6% ↑ 50 – 54% = 5% ↑ 55 – 59% = 4% ↑ 60 – 64% = 3% ↑ 65 – 69% = 2% ↑ ≥70% = 1% ↑
<b>MAP Growth – Reading</b>  Frequency: Annual (Spring-Spring) Awarded: July	30 – 39% = 10% ↑ 40 – 49% = 8% ↑ 50 – 54% = 6% ↑ 55 – 59% = 4% ↑ 60 – 64% = 3% ↑ 65 – 69% = 2% ↑ ≥70% = 1% ↑	30 – 39% = 11% ↑ 40 – 49% = 9% ↑ 50 – 54% = 7% ↑ 55 – 59% = 5% ↑ 60 – 64% = 4% ↑ 65 – 69% = 3% ↑ 70 – 74% = 2% ↑ ≥75% = 1% ↑	30 – 39% = 8% ↑ 40 – 49% = 6% ↑ 50 – 54% = 5% ↑ 55 – 59% = 4% ↑ 60 – 64% = 3% ↑ 65 – 69% = 2% ↑ ≥70% = 1% ↑	30 – 39% = 8% ↑ 40 – 49% = 5% ↑ 50 – 54% = 4% ↑ 55 – 59% = 3% ↑ 60 – 64% = 2% ↑ 65 – 69% = 1% ↑ ≥70% = 1% ↑

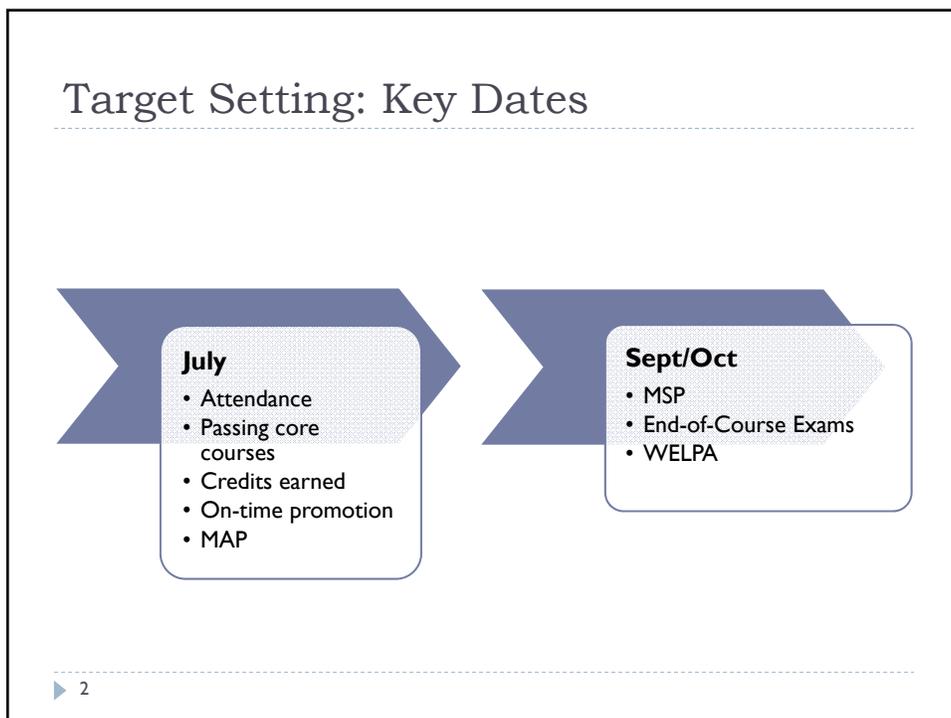
Measure	ES – Innovation	MS – Subset of Population	MS – Innovation	HS – Innovation – First-Time 9 <sup>th</sup> Graders
<b>Earning 5+ Credits</b>  *TBD – October 2013  Frequency: Annual Awarded: July  <i>Note: SPS District Scorecard 2008-2013 = 90% of first-time 9<sup>th</sup> graders earning sufficient credits</i>				70 – 74% = 6% 75 – 79% = 5% 80 – 84% = 4% ↑ 85 – 89% = 3% ↑ 90 – 92% = 2% ↑ ≥93% = 1% ↑
<b>MSP Math/Reading</b>  *TBD – October 2013  Frequency: Annual Awarded: October		Level 1 → Level 2	Level 1 → Level 2	
		Level 2 → Level 3	Level 2 → Level 3	
		Level 1 and Level 2 students advancing one or more levels	Level 1 and Level 2 students advancing one or more levels	
<b>MSP Reading</b>  *TBD – October 2013  Frequency: Annual Awarded: October				
<b>MSP Math/Reading   L1 and L2 Advancing 1 or more Levels</b>  *TBD – October 2013  Frequency: Annual Awarded: October				
<b>Passing EOC</b>  *TBD – October 2013  Frequency: Annual Awarded: October				



Levy School Target Setting  
Methodology

Kathryn Aisenberg  
Isabel Muñoz-Colón

### Target Setting: Key Dates



The diagram shows two key dates for target setting: July and Sept/Oct. Each date is represented by a blue arrow pointing right, with a white box containing a list of items. The July box lists: Attendance, Passing core courses, Credits earned, On-time promotion, and MAP. The Sept/Oct box lists: MSP, End-of-Course Exams, and WELPA.

**July**

- Attendance
- Passing core courses
- Credits earned
- On-time promotion
- MAP

**Sept/Oct**

- MSP
- End-of-Course Exams
- WELPA

▶ 2

## Levy Target Setting Process (See matrix handout)

- ▶ Considerations for setting MAP, Attendance, Credit Attainment, and GPA targets:
  - ▶ Smaller “Ns” make performance susceptible to fluctuations
  - ▶ Growth is not linear; is affected by current strategy phase
  - ▶ Growth expectations diminish as student performance improves
  - ▶ More growth expected from target populations than school-wide populations
  - ▶ MAP growth expectations differ by grade level and subject area tested
  - ▶ Exceptions may be made to target setting matrix following extreme one-year growth

▶ 3

## Target Setting: Using Same Performance Measures (Cohort 1)

#	2012-13 Result	Methodology	Example: Attendance – MS Innovation			
			2012-13 Actual	2012-13 Target	2013-14 Actual	2013-14 Target
1	<u>MET or EXCEEDED</u> target	Increase target from 2012-13 actual based on table	58%	63%	64%	68%
2	Did <u>NOT</u> meet target, but <u>improved</u> from previous year	Increase target from 2012-13 actual based on table	58%	63%	61%	65%
3	Did <u>NOT</u> meet target and <u>declined</u> from previous year	Maintain 2012-13 target for 2013-14	58%	63%	56%	63%

▶ 4

## Target Setting: Using New Performance Measures (Cohort 1 & 2 )

			Example: Attendance – MS Innovation		
			2011-12	2012-13	2013-14
#	2012-13 Result	Methodology	Actual	Actual	Target
1	If historical performance is trending up ↑	Assume an increase for 2013-14 and identify additional increase (Levy value-add) from most recent year based on table	58%	60%	62% → 66% <small>Levy value-add</small>
2	If historical performance is trending down ↓ or remained unchanged ↔ the previous two years	Increase from most recent year based on table	58%	55%	60%

Note: Previous four years of data, when available, are evaluated when setting schools' targets.

▶ 5

## Target Setting: Refinements

- ▶ **Ensure Adequate “N”**
  - ▶ Elementary schools targets must be based on grade level or grade span
- ▶ **Focus Performance Measures**
  - ▶ Encourage Linkage middle schools to focus strategies on one or two key areas and select groups of students (i.e. MSP Math Level 1 & 2 students)
- ▶ **Clarify Data Definitions**
  - ▶ Work with SPS to establish clear definitions and business rules for data exports and calculations
- ▶ **Explore options for additional performance measures**
  - ▶ OSPI Student Growth Percentile
  - ▶ Need for common elementary assessments

▶ 6

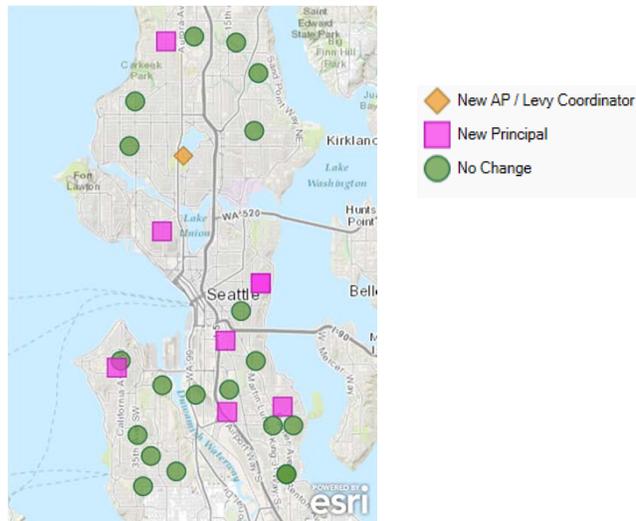
## Levy School Leadership Changes 2013-14

Table below identifies the eight Levy-funded schools with new principals and changes in other key staff

#	School	New Principal	Key Levy Staff
1	Beacon Hill Elementary School	Po Tang	
2	Broadview-Thompson K-8	Sarah Talbot	
3	Cleveland High School	George Breland	
4	Hamilton Middle School		Assistant Principal/Levy Coordinator
5	Madrona K-8	Mary McDaniel	Levy Coordinator
6	Madison Middle School	Robert Gary Jr.	
7	McClure Middle School	Shannon Connor	
8	Orca K-8	Tonie Talbert	

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## Levy School Leadership Changes 2013-14



▶ 8

## Summer Learning Update

Adam Petkun

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### 2013 Summer Learning Awardees

Elementary Summer Learning Awardees	2013 Funding	Key Partners
Seattle Parks & Recreation (Grades 2-5; 47 Students)	\$80,988	<b>Northgate Elementary School</b> , City of Seattle Human Services Department, and the Seattle Public Library
Denise Louise Education Center (Early Learning; 34 Students)	\$71,988	Center sites are located in Beacon Hill and Rainier Beach.
Middle School Summer Learning Awardees	2013 Funding	Key Partners
Seattle Parks & Recreation (Grades 6-8; 185 Students)	\$171,006	<b>Asa Mercer and Eckstein middle schools</b>
Denny Intl. Middle School (Grades 6-8; 80 Students)	\$73,363	Seattle Parks Department; <b>Roxhill, Concord, West Seattle, and Highland Park Elementary Schools</b> ; the Seattle Youth Violence Prevention Initiative (SYVPI), Interns from Seattle Youth Employment Program (SYEP), Neighborhood House (BridgeStart), Seattle Police Department, and Sound Mental Health
YMCA of Greater Seattle (Grades 7 & 8; 57 Students)	\$55,449	<b>Cleveland HS w/ Aki Kurose, Hamilton, Madison and Washington middle schools</b>
High School Summer Learning Awardees	2013 Funding	Key Partners
Seattle Public Schools (Grades 10-12; 200 Students)	\$259,026	College Access Now, <b>Chief Sealth, Cleveland, Roosevelt high schools</b>
YMCA 9 <sup>th</sup> Grade Transition (140 Students)	\$122,264	<b>Chief Sealth (w/ West Seattle), Cleveland, Franklin high schools</b>
Refugee Women's Alliance (Grades 9-12; 140 Students)	\$49,981	<b>Seattle World School</b> , Vietnamese Friendship Association
SW Youth & Families Services (Grades 10-12; 20 Students)	\$39,188	<b>Interagency Academy</b>

## Preliminary Observations from Year One

- ▶ **Challenges:**
  - ▶ Recruiting students to new programs
  - ▶ Recruiting high-quality teachers
  - ▶ Developing engaging curricula
  
- ▶ **Highlights:**
  - ▶ Strong enrollment overall
  - ▶ Valuable, if sometimes accidental, partnerships – especially in enrichment activities

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## Next Steps

- ▶ **Evaluate performance data using the following measures:**
  - ▶ Enrollment
  - ▶ Attendance
  - ▶ Academic outcomes (TS Gold; Pre/Post Tests; HS Credits; MAP)
- ▶ **Begin course corrections:**
  - ▶ Develop a *Levy Summer Learning Community*
  - ▶ Study experience of new peers nationwide
  - ▶ Facilitate local partnerships to leverage resources
  - ▶ Revise RFI for October release
  - ▶ Refine available program quality assessment tools for 2014 pilot

2011 Levy Summer Learning Phase-In Schedule							
	2013	2014	2015	2016	2017	2018	2019
<b>Elementary</b>	\$152,976	\$330,718	\$515,058	\$708,357	\$910,841	\$1,121,861	\$1,341,717
<b>Middle</b>	\$280,488	\$593,830	\$920,034	\$1,262,269	1,620,975	\$1,964,263	\$2,006,716
<b>High</b>	\$470,460	\$480,780	\$491,085	\$501,975	\$513,117	\$523,973	\$534,673

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