

DEEL Levy Oversight Committee

AGENDA

Tuesday, February 9, 2016

4:00 – 5:30 p.m.

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

Welcome and Introductions	Dwane Chappelle
Review and Approve 1/12/16 Minutes	Dwane Chappelle
Review Agenda	Dwane Chappelle
Annual Report Follow-Up	Isabel Muñoz-Colón
Education Summit Update	Long Phan
Summer Learning RFI Awards	Long Phan
Thank You and Adjourn	Dwane Chappelle, All

Attachments

Draft Minutes from 1/12/16 Meeting
Annual Report Power Point Presentation

Next Meeting

No meeting proposed for March



DRAFT



DEEL LEVY OVERSIGHT COMMITTEE
Tuesday, January 12, 2016

MINUTES

MEMBERS PRESENT: Bruce Harrell, Rick Burke, Hueiling Chan, Lucy Gaskill-Gaddis, Kevin Washington, Saadia Hamid, Larry Nyland, Allison Wood, Elise Chayet.

OTHERS PRESENT: Dwane Chappelle (DEEL), Sid Sidorowicz (DEEL), Isabel Muñoz-Colón (DEEL), Christy Leonard (DEEL), Laurie Morrison (DEEL Consultant), Dana Harrison (DEEL), Kacey Guin (DEEL), Waslala Miranda (CBO), Kathryn Aisenberg (DEEL), Adam Petkun (DEEL), Brian Goodnight (Council Central Staff).

Dwane Chappelle called the meeting to order and introduced himself as the new Acting Director of DEEL. Introductions were made and the minutes from the December 8, 2015 LOC meeting were approved. D. Chappelle reviewed the agenda which included the Annual Report Structure presented by Sid Sidorowicz and Isabel Muñoz-Colón.

Sid Sidorowicz presents a new approach to the annual report.

Presentation Agenda:

1. Propose a new structure for annual reporting
2. Solicit feedback from LOC members
3. Determine structure for February meeting and future annual reports

Guiding Questions:

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

Kevin Washington asked if the high level report would give people a view of what was successful and what was not. The big report provides detail about what worked and what did not work which informs the world view of the committee.

Lucy Gaskill-Gaddis asked if DEEL could look at different school programs in total and find a link between the programs that produced successful results. A summary of school programs together is something she would like to see. Isabel Muñoz-Colón replied that a good example of this is how key summer learning is for the success of students. We need to make sure that we continue to encourage our elementary schools to apply for summer learning and that schools have a summer learning strategy. DEEL also has conversations

about leveraging the other pieces around health and the results that we are getting around health sites located at schools that have other investments, leveraging funding versus working in silos.

L. Gaskill-Gaddis stated that the terminology in the draft needs to be more consistent. An example is how the word “measure” is being used in the draft table. Another important thing needed which is critical is an explanation of what the outcome are so the committee can get a better sense of what you are talking about.

Rick Burke stated that when you see a no or yes, there are two dimensions. One is how many schools met and the other is the average performance of the schools. Is there a way to cross-reference that? If many schools didn't meet their targets that's an indication that speaks to program efficacy. If a large group of schools did and a large group didn't, that's an indication of implementation efficacy. We need to differentiate between those if there is a way to tease that out at a high level.

K. Washington asked since you broke out the information for Innovation investments in Middle School, are you planning to do the same thing in the other four categories of investments as well or not? I. Muñoz-Colón replied that Innovation is the largest investment so we wanted to give more detail on that particular investment. We could break out the other four but it would result in a busier slide. If this type of information is desired by the committee we could work on the break out or other alternatives.

L. Gaskill-Gaddis stated that the problem is the old version was too detailed and the information provided in the summary is too summarized. The information could be meaningless and may not even be worth putting on paper.

S. Sidorowicz replied that DEEL would like to use the annual report meeting to find out what the committee wants to know in subsequent meetings. In subsequent meeting we would dive deeper with more information about individual schools, measures, etc. We are in the process of determining the type of report to generate, however we would like to avoid posting reports that need a lot of explanation since these reports are posted on a public website.

Larry Nyland asked what DEEL is learning about indicators that matter the most. While we want to set and accomplish goals it seems we would want to measure the quality of the indicators. Let's hope that out of this would come best practices.

S. Sidorowicz replied that we have done some work around why we use the measures that we have. The Mary Beth Celio report that has led to many of the measure that we have around passing all courses, passing core courses, attendance, discipline, getting from 9th to 10th grade on time.

Saadia Hamid stated that she would like to see more in the area of social emotional support and would like more explanation on exactly what that means. Does it refer only to support from nurses or does it invite supporting families and students at different levels as well? We need to look at new ways of supporting this area which is an important area that is usually lost in generating numbers. L. Nyland replied that at the district he sees some

schools being very intentional on social emotional supports. He knows of schools that make a map of students that have needs, determine best interventions, and target specific staff with individual students. S. Sidorowicz replied that we might include social emotional stories as one of our vignettes later this year.

K. Washington asked if in moving to this new format we will be able to have more time at the end of the meeting to answer questions and have discussion around problematic elements that DEEL sends to the committee in advance of the meeting. The committee could come to the meeting prepared to discuss two or three questions.

L. Gaskill-Gaddis stated that we never hear what the school district thinks about these programs and what they see as successful from their perspective. It's an important discussion and one of our meetings should be for the school district to give feedback to all of us about what is working from their perspective. S. Sidorowicz replied that we hear a lot of district feedback at the LOC site visits.

Meeting was adjourned at 5:20pm.



DEPARTMENT OF EDUCATION AND EARLY LEARNING

FAMILIES AND EDUCATION LEVY 2014-15 ANNUAL REPORT

CITY OF SEATTLE | LEVY OVERSIGHT COMMITTEE
FEBRUARY 9, 2016

Families and Education Levy Annual Presentation Agenda

- Levy Investment Overview
- Levy Implementation Highlights
 - Key initiatives in previous school year
- Critical Changes in 2014-15
- Summary of Results
 - Performance on Outcomes and Indicators
 - Course Corrections
- RSJI Analysis
- Closing

LOC AGENDA ITEMS IN 2016

- April – Health Investment
- July – Summer Learning site visits
- October - Seattle Preschool Program
- November – Elementary School site visit



LEVY INVESTMENT OVERVIEW

Families and Education Levy Goals

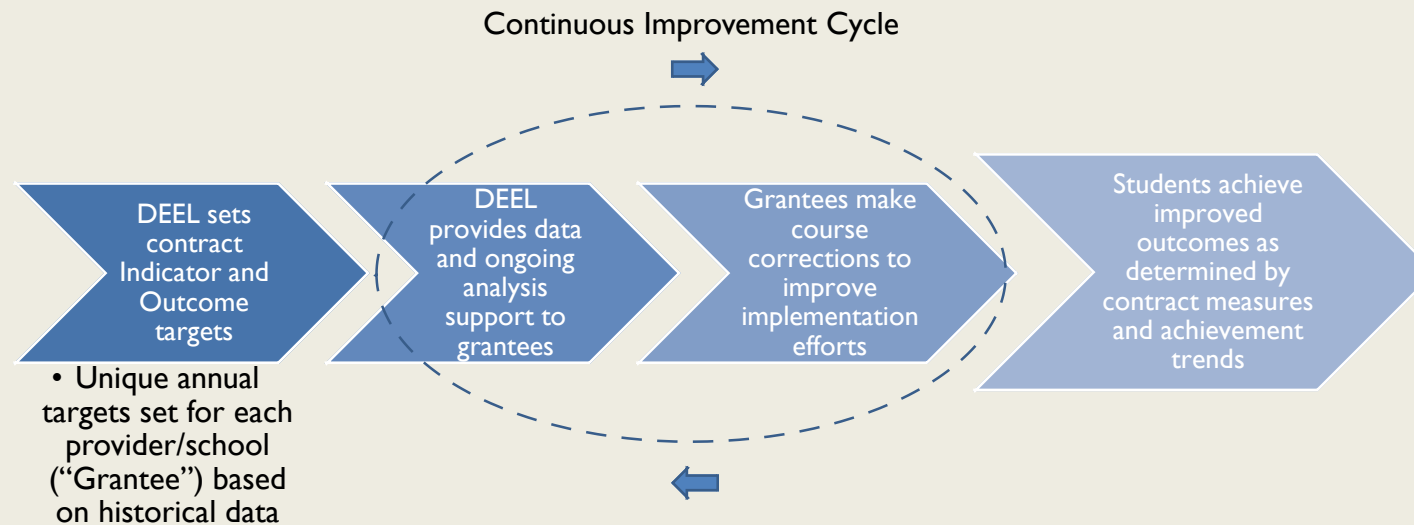
Goals

Children will be ready for school

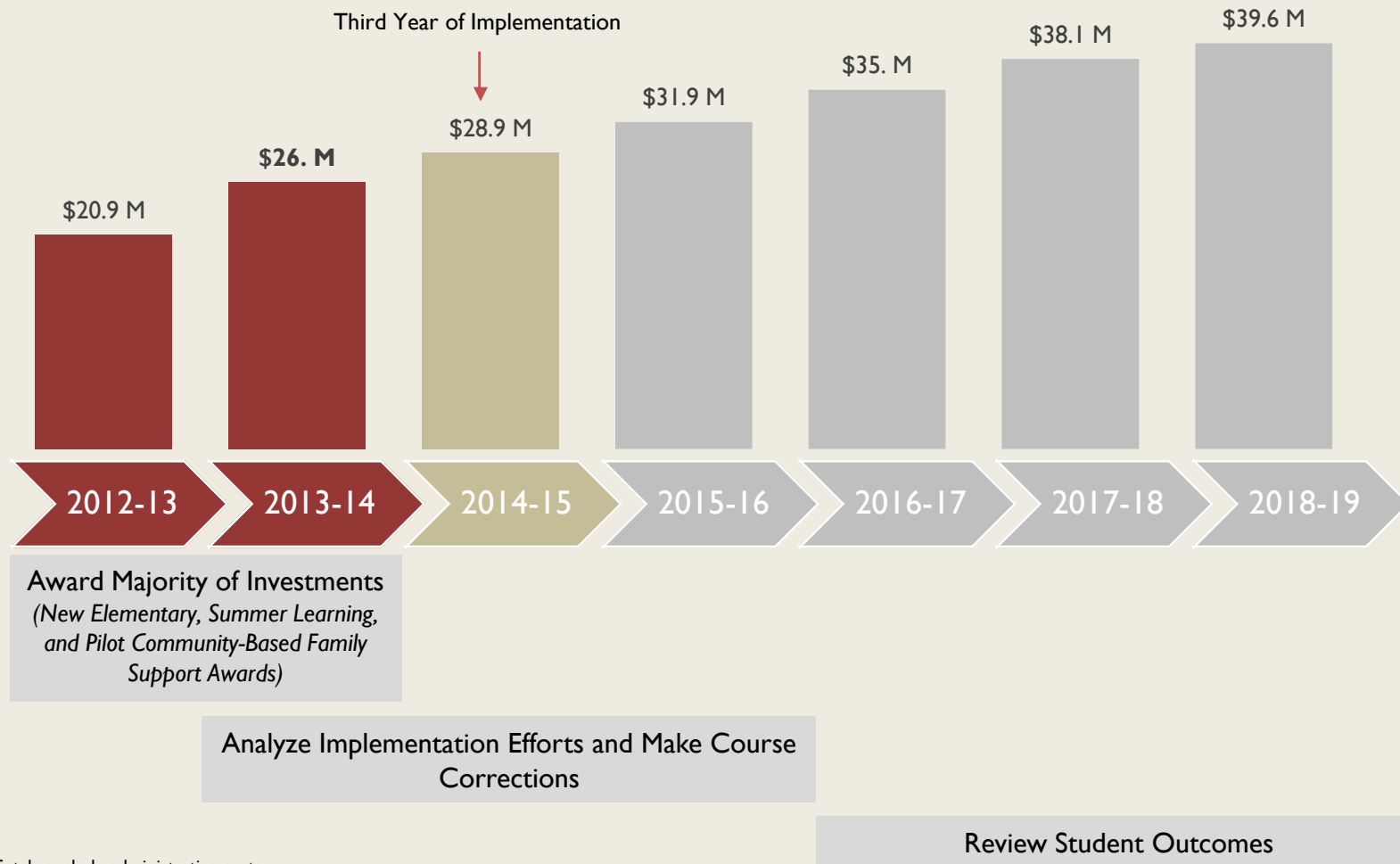
All students will achieve academically and the achievement gap will be reduced

All students will graduate from school college/career ready

Process for Achieving Levy Goals

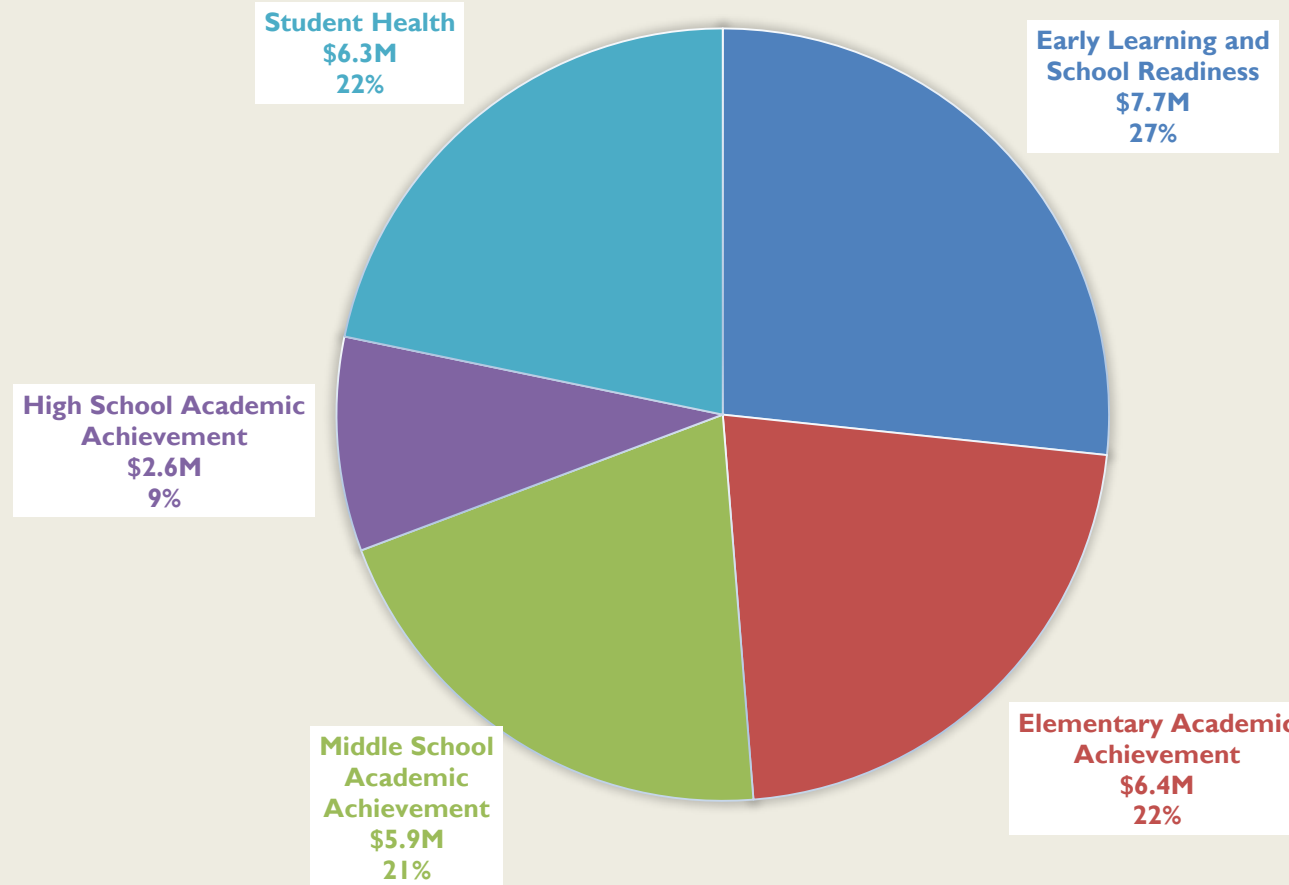


2011 FAMILIES AND EDUCATION LEVY PROGRAM INVESTMENTS



2014-15 FAMILIES AND EDUCATION LEVY ANNUAL BUDGET

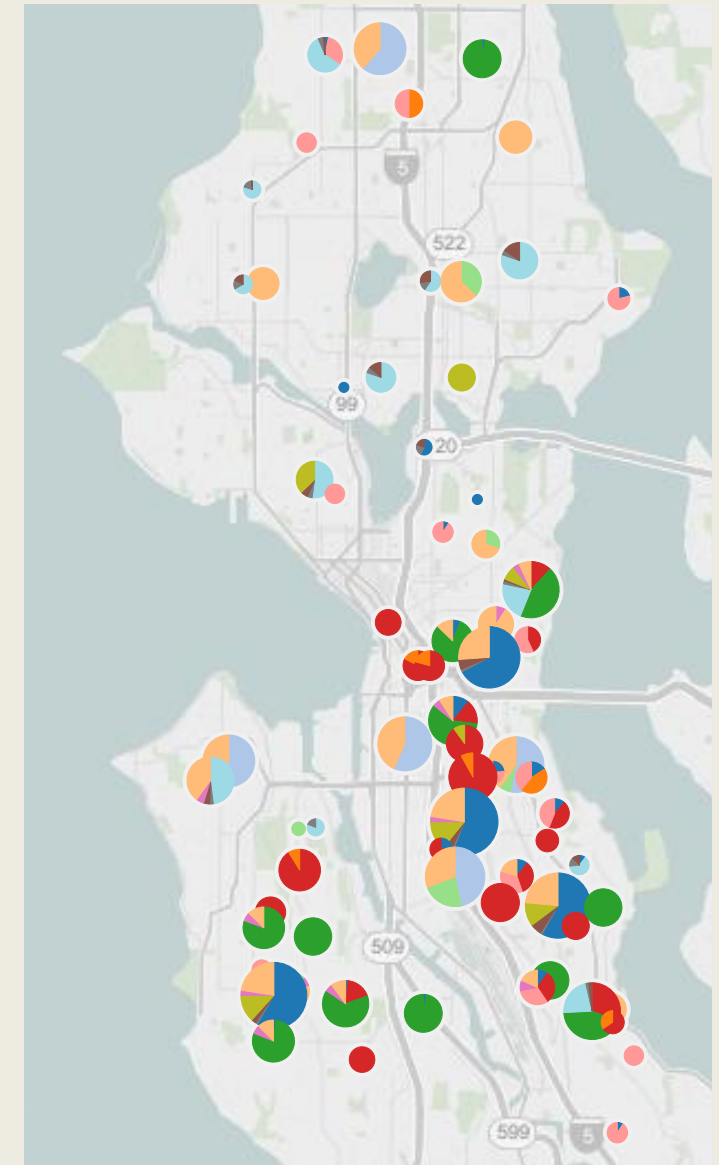
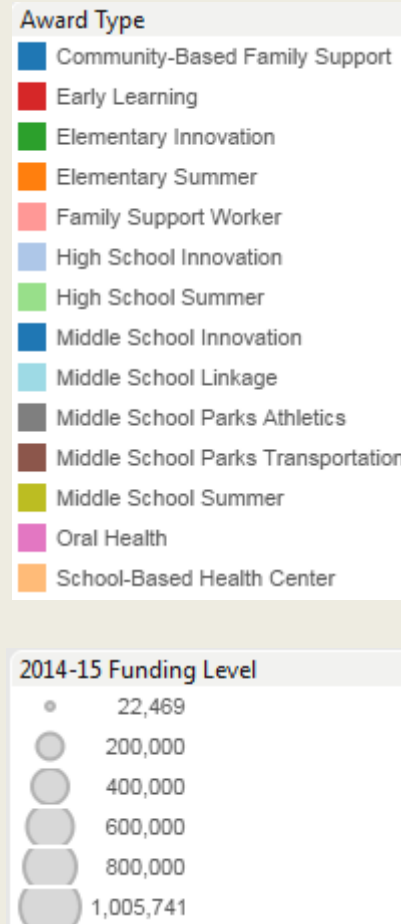
TOTAL = \$28,895,103



Note: School- and Community-Based Family Support funds are represented within Elementary. Summer Learning funds are represented in the Elementary, Middle, and High School areas. Budgeted funds include administrative costs and will therefore differ from total amounts awarded on slide 3.

DISTRIBUTION OF 2014-15 FAMILIES AND EDUCATION LEVY INVESTMENTS

Most of the Levy Investment is targeted in southeast and southwest Seattle.





2014-15 IMPLEMENTATION HIGHLIGHTS

ELEMENTARY INVESTMENTS

Professional Development for Teachers to Improve Instruction and Intervention

- Partnership with the University of Washington allowed over 90 teachers to attend the **Teacher and Leader Academy** and even more to participate in **Learning Labs** offering educators job-embedded professional learning experiences in mathematics and English language arts.

Social and Emotional Learning

- 10 of 12 schools employed specific social-emotional learning curriculum and used a tiered approach to supporting individual student growth as well as classroom and school culture. The RULER approach has been a critical part of this strategy and was [highlighted on the Seattle Channel!](#)

Family Engagement and Community Outreach

- **Mother's Night Out** events for mother's in the Somali Community started as a small group between South Shore PreK-8 and Graham Hill ES and has now grown to include over 100 families from 7 schools in the southeast region.

Health Services and Supports

- Levy funded health services staff worked alongside school staff to support elementary school social emotional learning initiatives leading to reduced student discipline issues.

MIDDLE/HIGH SCHOOL INVESTMENTS

Middle School Linkage

The Empowerment Math Project (EMP) supported teachers, working to change the math mindset of hundreds of middle school students. Second year of implementation and seeing promising results in student academic growth. The EMP program was highlighted [here](#) on the Seattle Channel!



High School Innovation

Math Labs provided struggling students with opportunities to master key math skills making them more likely to complete Algebra.

HEALTH/SUMMER INVESTMENTS

Student Health Services

Public Health worked with providers and schools to develop crises plans

Health providers increased the use of the most effective contraceptive methods, Long Acting Reversible Contraception (LARC), to prevent teen pregnancy.




Summer Learning

DEEL partnered with School's Out Washington to provide professional development on summer program quality. 15 of 25 sites participated in the summer program quality assessment (PQA) which is a continuous improvement tool for summer programs.



Last summer, DEEL funded 16 summer programs serving more than 1,500 students across 25 sites.



CRITICAL CHANGES

ATTENDANCE CALCULATION

What Changed:

1. Corrected defects with the data feed from their student information system to their reporting system
2. Changed the reporting system's attendance calculation method to improve accuracy

Impact on schools:

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

How did DEEL address the change in attendance calculation?

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

SMARTER BALANCED ASSESSMENT (SBA):

What Changed:

1. **New Assessment** aligned to new standards in English language arts and mathematics (Common Core)
2. **New testing format** – Computer adaptive tests, technology-enhance items, Performance Tasks for both English Language Arts/Literacy and Math

DEEL's Efforts:

- Set school-specific SBA targets based on historical MSP data with the understanding DEEL would adjust after reviewing data from first administration
- Analyzed preliminary SBA data released August 2015
- Data team investigated three different methodologies to adjust SBA targets
- Collaborated with SPS to select preferred methodology
- Retroactively adjusted 2015 SBA targets in fall to award performance pay

STUDENT GROWTH PERCENTILES

- Data expected February 2015
- Performance pay issued to schools in December 2015
- DEEL will set schools' spring 2016 targets following analysis of spring 2015 results



SUMMARY OF RESULTS

HOW WE MEASURE SUCCESS

INDICATOR PERFORMANCE MEASURES

Measures that have been shown to predict future success on outcome measures.

Examples:

- Attendance
- Growth English language proficiency exam,
- Growth in math or English language arts and math

OUTCOME PERFORMANCE MEASURES

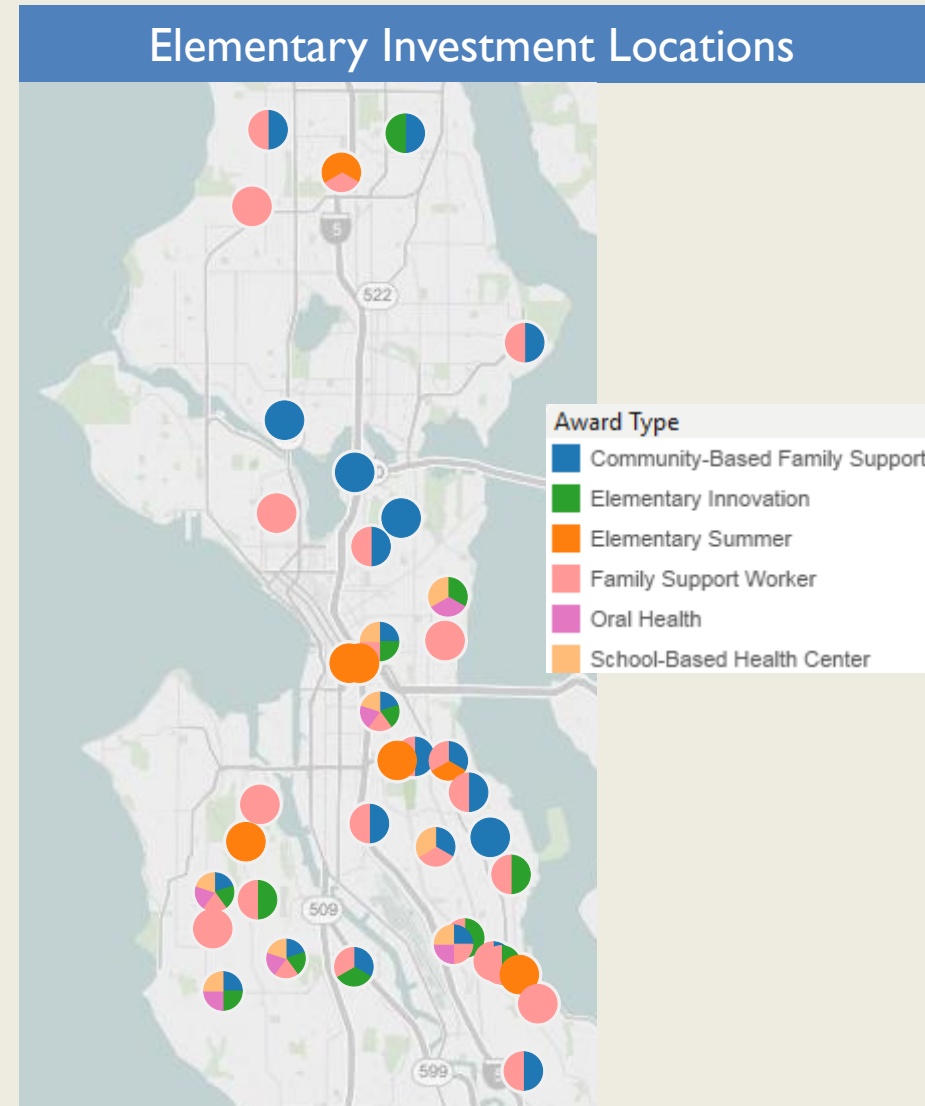
Show progress toward Levy goals of improving academic achievement and supporting college and career readiness.

Examples:

- Meeting standard on math and English Language arts state assessments
- Promotion to 10th grade

2014-15 ELEMENTARY INVESTMENTS

- Total Levy Investment: \$6.6 million
- Investment Sites/Programs:
 - 12 Elementary Innovation Schools
 - 8 Elementary Health Services Sites
 - 10 Summer Learning Sites
 - 3 Community-Based Family Support Programs
 - 22 School-Based Family Support Program Sites
- Growth in 2015-16:
 - 4 new Elementary Innovation Schools
 - Additional Summer Learning Program Sites

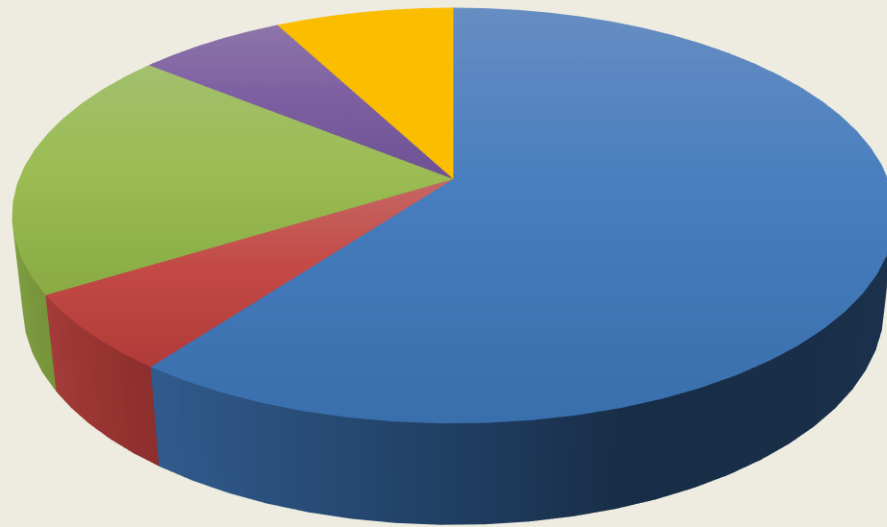


2014-15 ELEMENTARY INVESTMENT

	Innovation	Community Based Family Support	School-Based Family Support Program	Health Services	Summer
Investment	\$4M	\$400K	\$1.3M	\$428K	\$515K
Provider	Elementary Schools	Community-Based Organizations	School District	Health Providers	Schools & Community-Based Organizations
Strategies	<ul style="list-style-type: none"> • PreK-3 Alignment • Expanded Learning Opportunities • Extended learning • Social, Emotional, Family Support 	<ul style="list-style-type: none"> • Case Management • School and family connection • School Transitions • Referrals to medical and mental health services 	<ul style="list-style-type: none"> • Case Management • School and Family Connection • School Transitions • Referrals to medical and mental health services 	<ul style="list-style-type: none"> • School-based medical and mental health services 	<ul style="list-style-type: none"> • Academic instruction • School Readiness Support • Enrichment activities

2014-15 ELEMENTARY INVESTMENTS

Total Investment

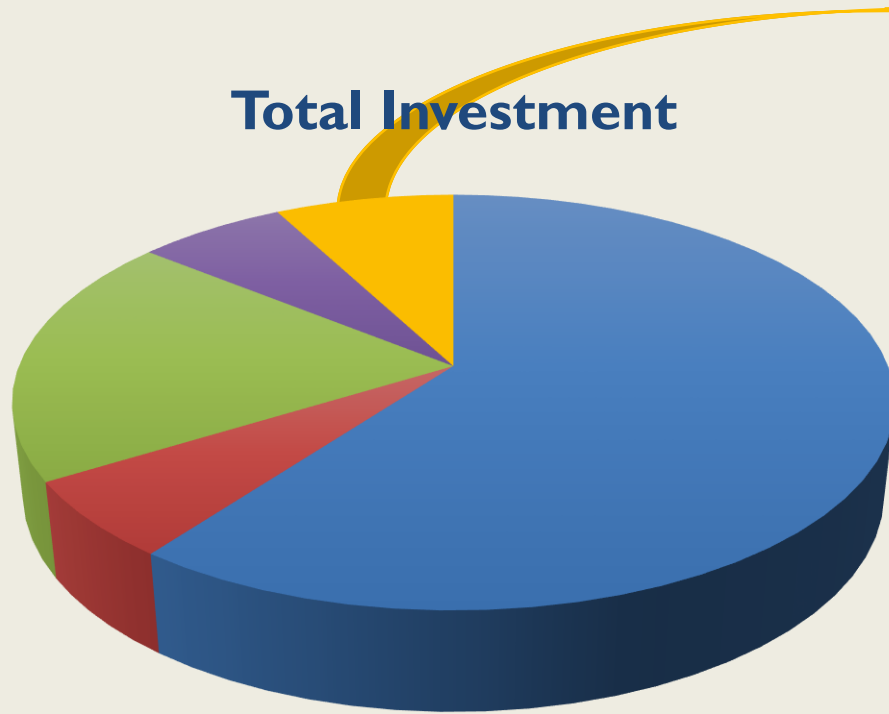


- Innovation ■ CBFS ■ FSP
- Health ■ Summer

Elementary Innovation, CBFS, FSP, Health

Performance Measure	Targets Met 90% or ↑
Attendance	27 of 33
English Language Proficiency	6 of 8
Typical Growth: Reading	8 of 15
Typical Growth: Math	4 of 11
Academic: Reading	4 of 8
Academic: Math	2 of 9
Total	51 of 84

2014-15 ELEMENTARY INVESTMENTS



- Innovation ■ CBFS ■ FSP
- Health ■ Summer

Summer

Performance Measure	Targets Met 90% or ↑
Enrollment	5 of 6
Attendance	4 of 6
TS Gold Developmental Domains	4 of 13
Reading	3 of 4
Math	2 of 3
Total	18 of 32

SUCCESS AND CHALLENGES: ELEMENTARY INVESTMENTS

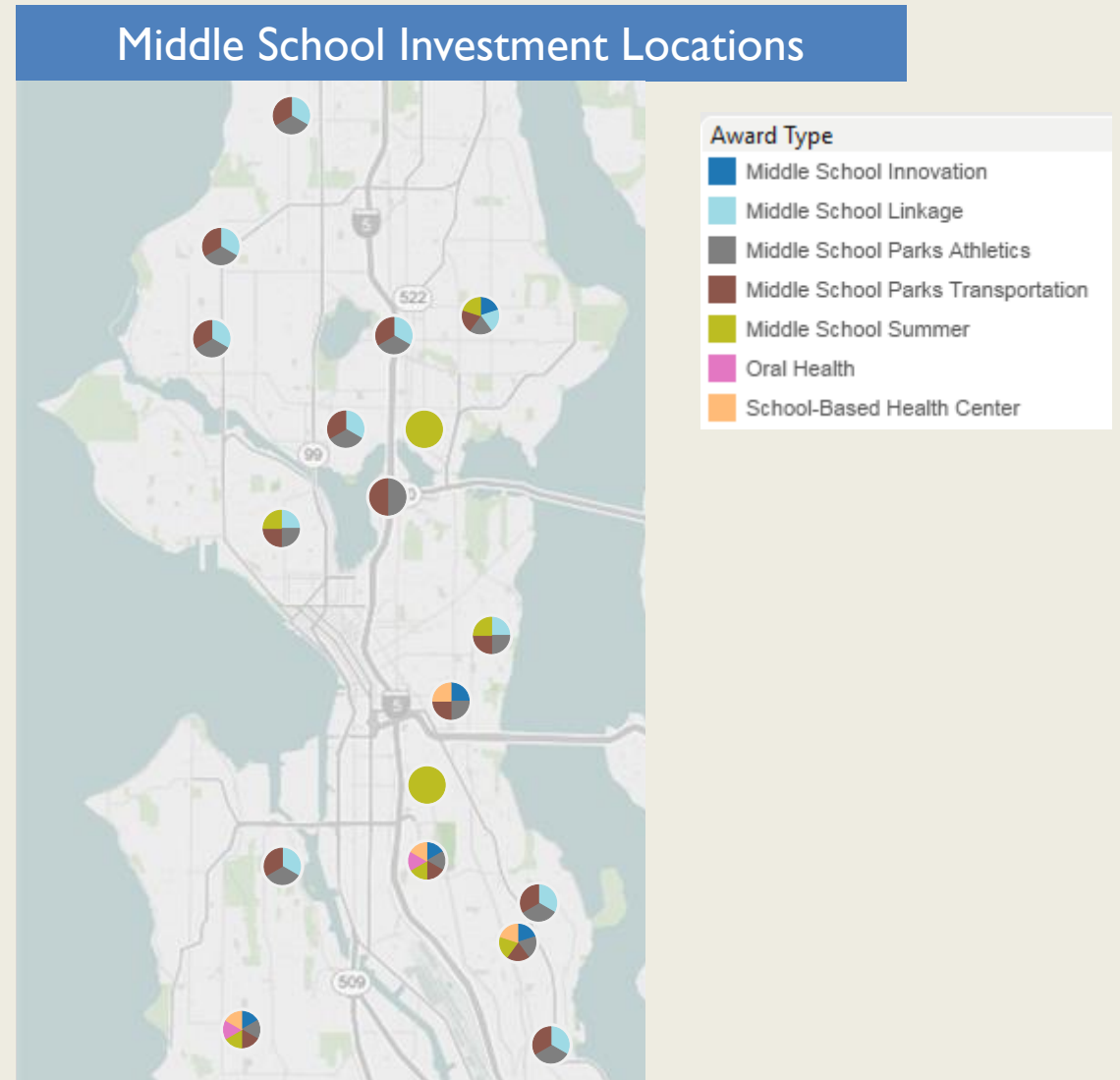
- Almost all schools met or came within 90% of their attendance target in both the 1st and 2nd semester.
- Of the 6 schools with English language proficiency targets, 5 saw improved performance from the previous year.
- 5 of 8 schools showed improvement in percent of students achieving typical growth in reading.
- Schools struggled to achieve to achieve typical growth targets in math among 1st and 2nd grade focus students.
- Schools struggled to achieve 3rd–5th grade targets for meeting standard in reading and math.

ELEMENTARY INVESTMENT COURSE CORRECTIONS

1. Provide technical support to improve the quality of kindergarten readiness summer programs
2. Supporting schools in identifying and implementing curriculum that is aligned to the standards
3. Expanding use of reading and math formative assessments and systems to consistently monitor progress throughout the year
4. Conducting teacher professional development sessions
 - In collaboration with the University of Washington, offer K – 5 teachers year long series of Math and Reading Content professional development
 - In collaboration with SPS Dept. of Early Learning, provide conference for K – 5 teachers and staff related to best instructional practices, PreK–3 alignment, ELL pedagogy and social-emotional literacy
 - Education Consultants providing Reading and Math interventionists support and training on effective teaching, intervention development, data analysis, and common core standards

2014-15 MIDDLE SCHOOL INVESTMENTS

- Total Levy Investment: \$5.9 million
- Investment Sites/Programs:
 - 5 Innovation Middle Schools
 - 11 Linkage Middle Schools
 - 5 Middle School Health Services Sites
 - 8 Summer Learning Sites
- Growth planned for next year:
 - One Linkage Middle School
 - Additional Summer Learning Program Sites

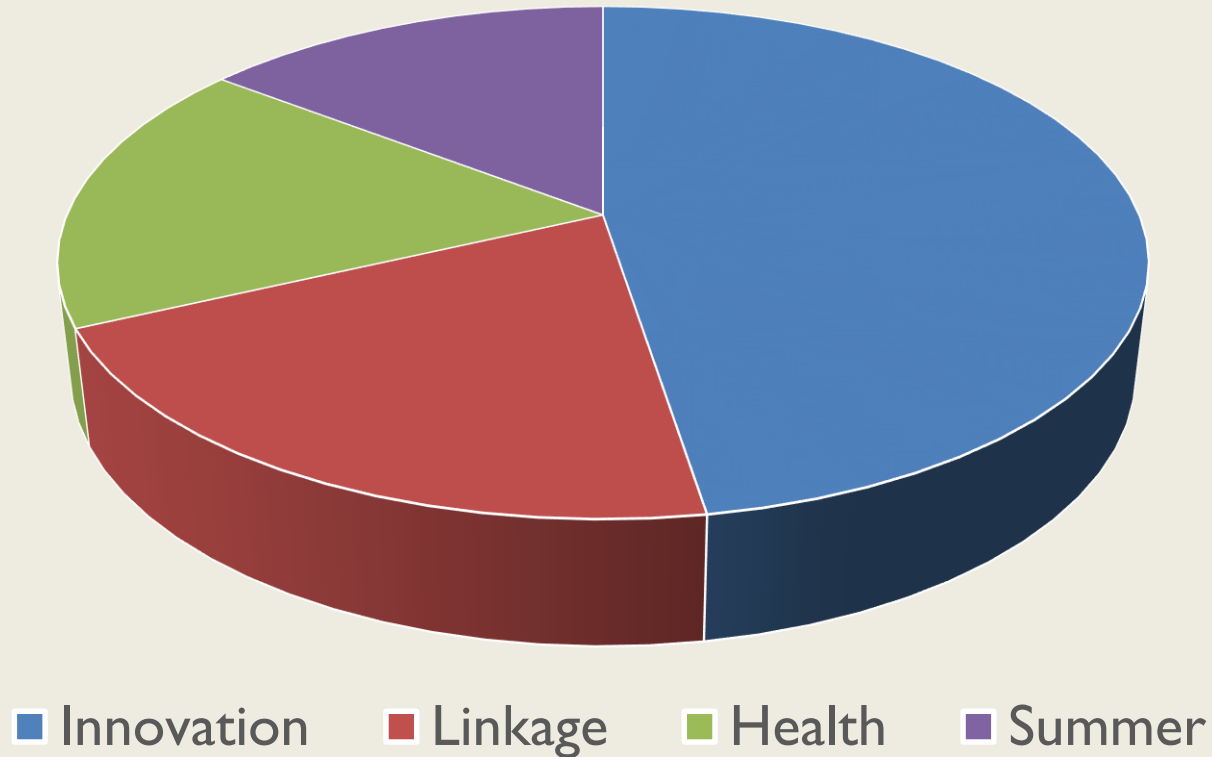


2014-15 MIDDLE SCHOOL INVESTMENTS

	Innovation	Linkage	Health	Summer
Investment	\$3.0M	\$1.3M	\$1.1M	\$920K
Provider	Middle Schools	Middle Schools	Health Providers	Schools & Community-Based Organizations
Strategies	<ul style="list-style-type: none"> • Extended in-school learning time • Social/emotional/behavioral support • College and career planning • Family involvement • Out-of-school time programs 	<ul style="list-style-type: none"> • Extended in-school learning time • Social/emotional/behavioral support • College and career planning • Family involvement • Out-of-school time programs 	<ul style="list-style-type: none"> • School-based medical and mental health services 	<ul style="list-style-type: none"> • Academic instruction • Enrichment activities

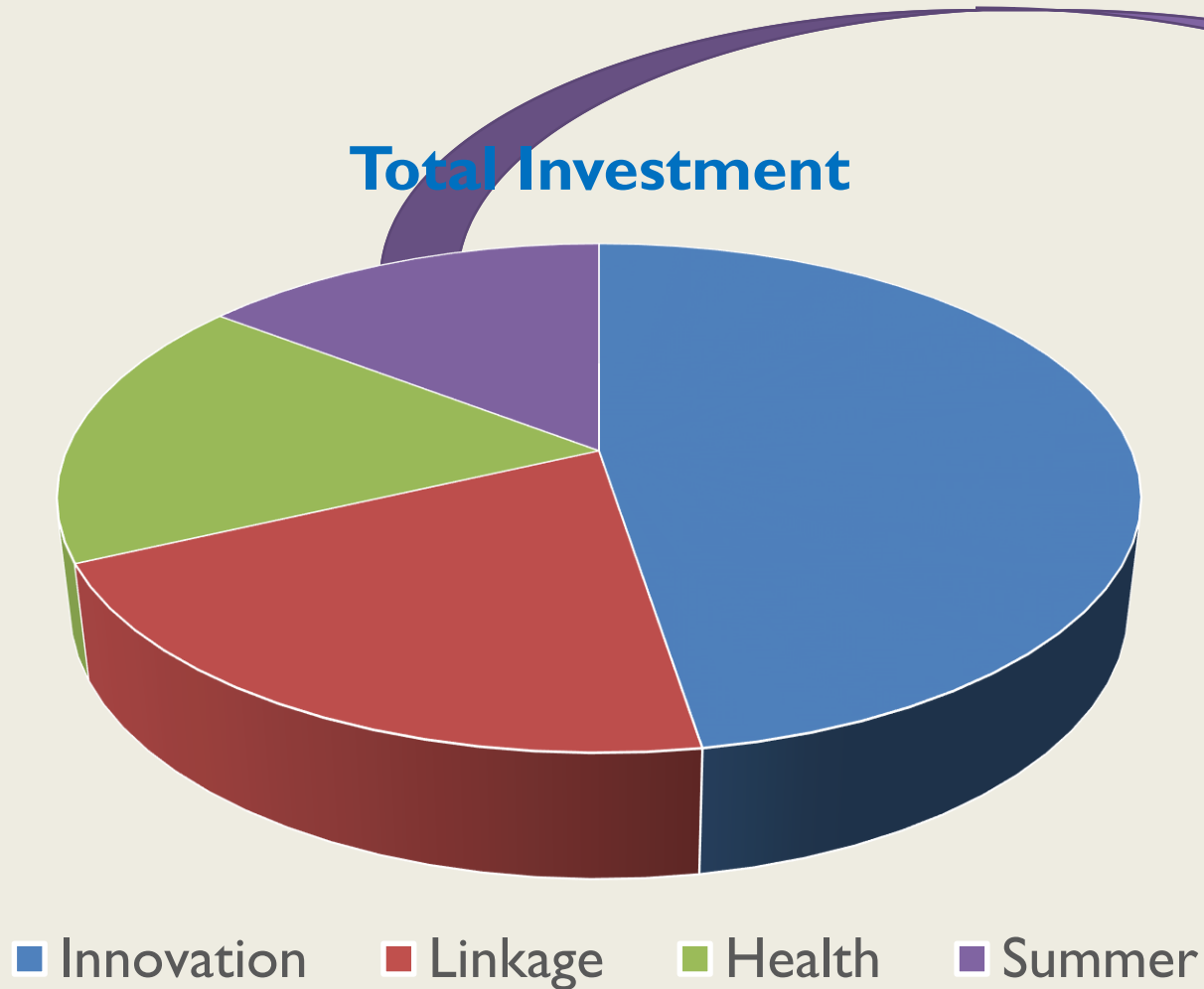
2014-15 MIDDLE SCHOOL INVESTMENTS

Total Investment



Performance Measure	Targets Met 90% or ↑
Attendance	12 of 21
Passing Core Courses	14 of 15
English Language Proficiency	0 of 1
Typical Growth: Reading	TBD
Typical Growth: Math	TBD
Academic: Reading	0 of 5
Academic: Math	6 of 15
Preliminary Total	36 of 61

2014-15 MIDDLE SCHOOL INVESTMENTS



Summer

Performance Measure	Targets Met 90% or ↑
Enrollment	4 of 6
Attendance	0 of 6
Reading or Other Gains	4 of 6
Math or Science Gains	4 of 6
Total	

SUCCESS AND CHALLENGES: MIDDLE SCHOOL INVESTMENTS

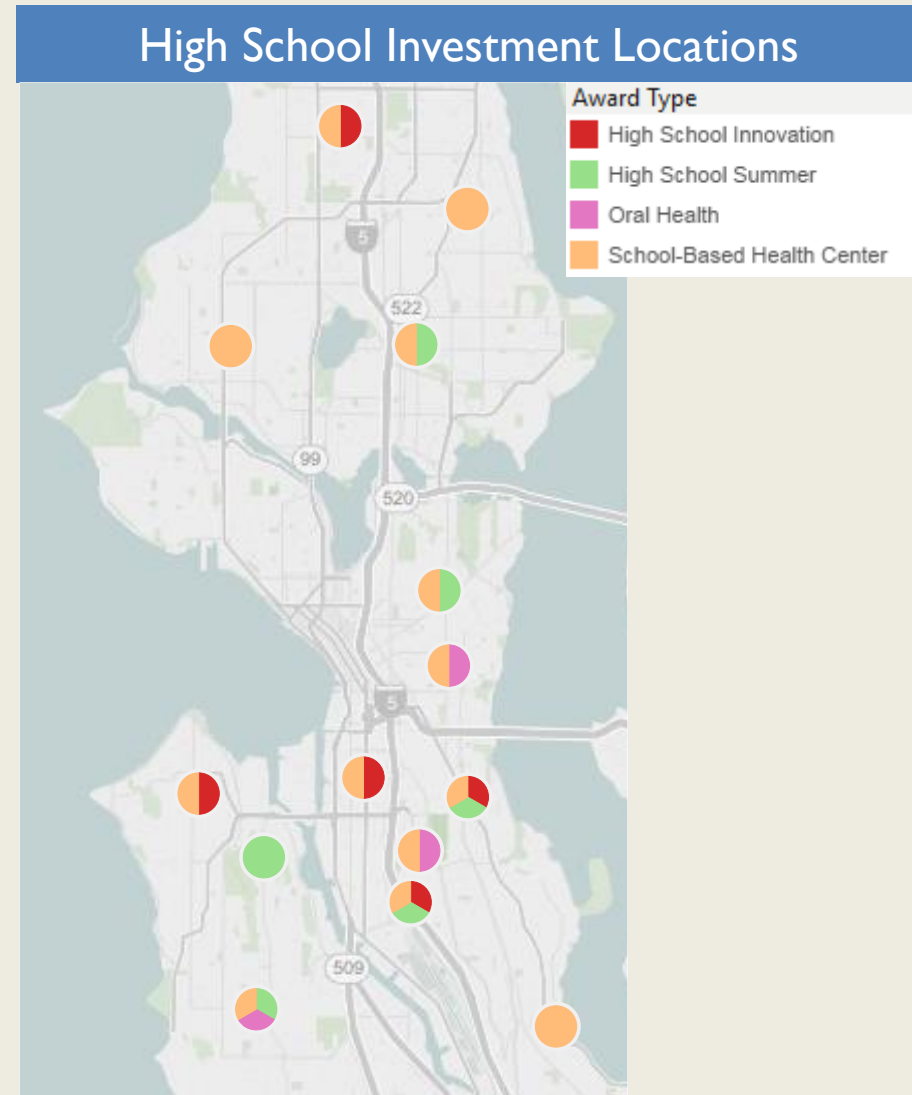
- Almost all schools met or exceeded their passing core courses target 1st and 2nd semester.
- Attendance rates for focus students were stronger first semester, demonstrating an upward trend from the previous year. Second semester attendance continues to be a struggle.
- Middle schools had mixed results on the new math state assessment.
- While no middle school met their new reading state assessment target, 3 out of 5 schools beat the district average for their target population.

MIDDLE SCHOOL INVESTMENTS COURSE CORRECTIONS

1. Work with middle school summer learning providers to develop strategies on improving attendance
2. Provide teacher training and implement practices to promote engagement and student motivation in middle school classrooms to support improved attendance and passing classes (Kevin Haggerty – UW)
3. Expand the Empowerment Math Project, focused on developing conceptual math skills, to include more teachers and 6th grade students.
4. Use unearned performance pay for targeted reading interventions, including expanding extended day reading opportunities, literacy home visits, and home language campaign.
5. Provide support for schools to analyze and enhance their College and Career Readiness strategies.

2014-15 HIGH SCHOOL INVESTMENTS

- Total Levy Investment: \$2.6 million
- Investment Sites/Programs:
 - 5 Innovation High Schools
 - 12 High School Health Services Sites
 - 7 Summer Learning Sites
- Growth planned for next year:
 - College/Career Readiness Case Management

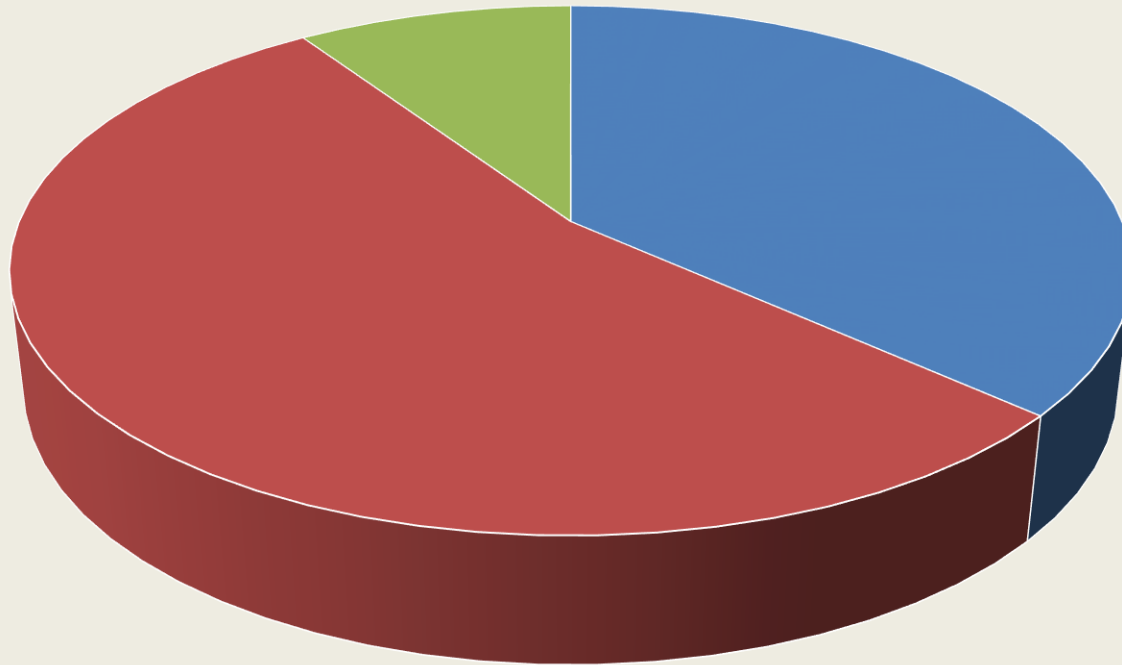


2014-15 HIGH SCHOOL INVESTMENTS

	Innovation	Health	Summer
Investment	\$1.9M	\$2.8M	\$491K
Provider	High Schools	Health Providers	Schools & Community-Based Organizations
Strategies	<ul style="list-style-type: none"> • Extended in-school learning time • Social/emotional/behavioral support • College and career planning • Family involvement • 8th to 9th grade transition 	<ul style="list-style-type: none"> • School-based medical and mental health services 	<ul style="list-style-type: none"> • Academic instruction • College and career readiness activities • Enrichment activities

2014-15 HIGH SCHOOL INVESTMENTS

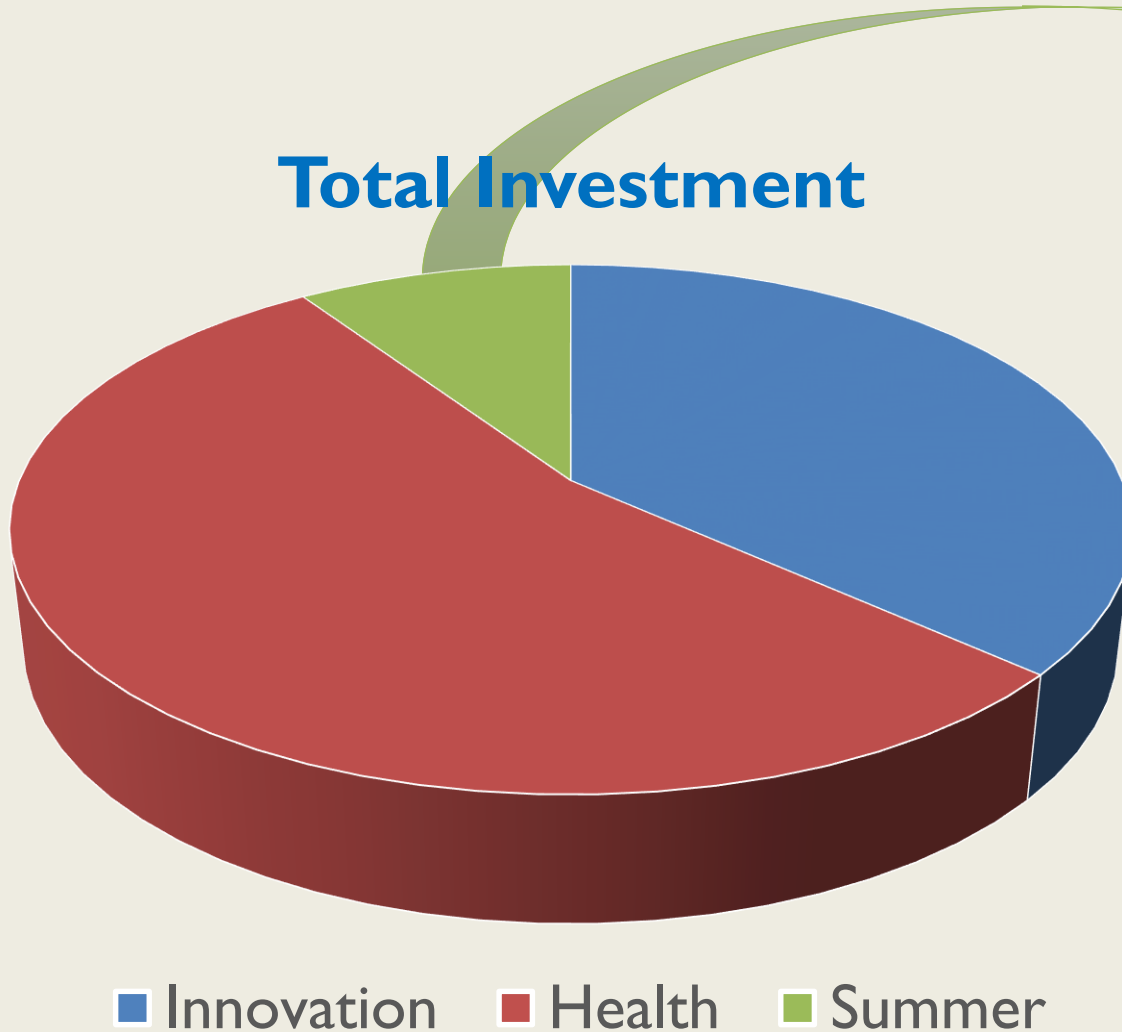
Total Investment



■ Innovation
 ■ Health
 ■ Summer

Performance Measure	Targets Met 90% or ↑
Attendance	9 of 11
Passing Core Courses	12 of 13
Typical Growth: Math	TBD
Academic: Math	3 of 4
On-Time Promotion	5 of 5
Preliminary Total	27 of 31

2014-15 HIGH SCHOOL INVESTMENTS



Summer

Performance Measure	Targets Met 90% or ↑
Enrollment	3 of 4
Attendance	1 of 4
Accumulate Credits	4 of 5
Reading Gains	3 of 4
Math or Other Gains	3 of 3

Total

SUCCESS AND CHALLENGES: HIGH SCHOOL INVESTMENTS

- Overall, high schools are achieving their indicator and outcome targets.
- Schools are beginning to get traction with 9th grade systems and structures, including strategic master scheduling, student-led conferences and peer-to-peer supports.
- Discrepancy between on-time promotion rates and students passing end of course exams.
- Continued challenges with measuring impact of summer learning due to lack of district assessment (Spring to Fall).
- Data indicate large opportunity gaps across Levy performance metrics.

DEFINING OPPORTUNITY GAPS

From SPS District Scorecard Glossary of Term:

- *To establish a single equity measure to benchmark our annual progress in closing opportunity and proportionality gaps, we use the difference in outcomes between the following two student groups:*
 - **Opportunity Gap Students** — *African-American, Hispanic/Latino, Native American and Pacific Islander students — belong to historically underserved race/ethnic groups that have had limited access to the opportunities and supports that lead to college, career and life success.*
 - **White and Asian-American students** *belong to race/ethnic groups that historically have had greater access to the opportunities and support that lead to college, career and life success.*

HIGH SCHOOL INVESTMENTS COURSE CORRECTIONS

1. Work with high school summer learning providers to develop strategies on improving attendance
2. Expand student-led conferences, in both scale and scope.
3. Pilot a more rigorous course completion performance metric (C or better) with a subset of 9th graders students.
4. Conduct an analysis to better understand opportunity gaps.



RACE AND SOCIAL JUSTICE INITIATIVE

HIGH SCHOOL ANALYSIS

RSJI HIGH SCHOOL ANALYSIS QUESTIONS

1. Are we serving the right schools and students?
 - High School Innovation Sites are **schools that have large concentrations of incoming 9th graders who have multiple risk factors for academic failure.**

2. Are FEL funds distributed equitably across our Innovation High Schools?
 - Through a competitive process, schools are given a block grant, in exchange for agreeing to achieve specific targets. **The amount of each block grant will depend on the level of need.**

3. How well have we served 9th graders in Innovation High Schools?
 - All students will achieve academically **and the achievement gap will be reduced.**

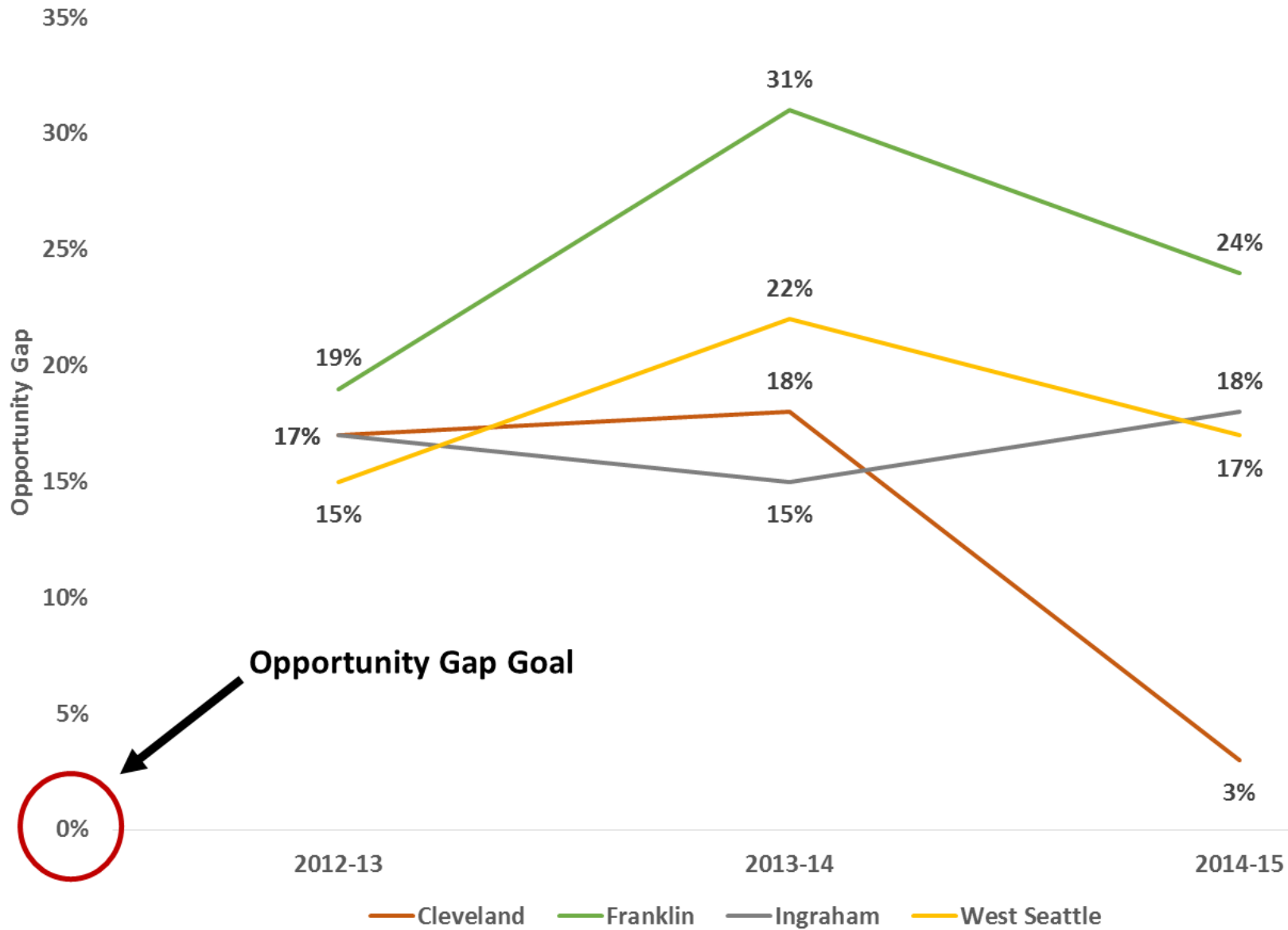
RSJI HIGH SCHOOL ANALYSIS FINDINGS

1. Are we serving the right schools and students?
 - Risk factor data not yet available to do this analysis. Integrated database should be available by March, and analysis completed by end of April.
 - We do know there have been significant demographic shifts in our Innovation High Schools, partially due program placement.

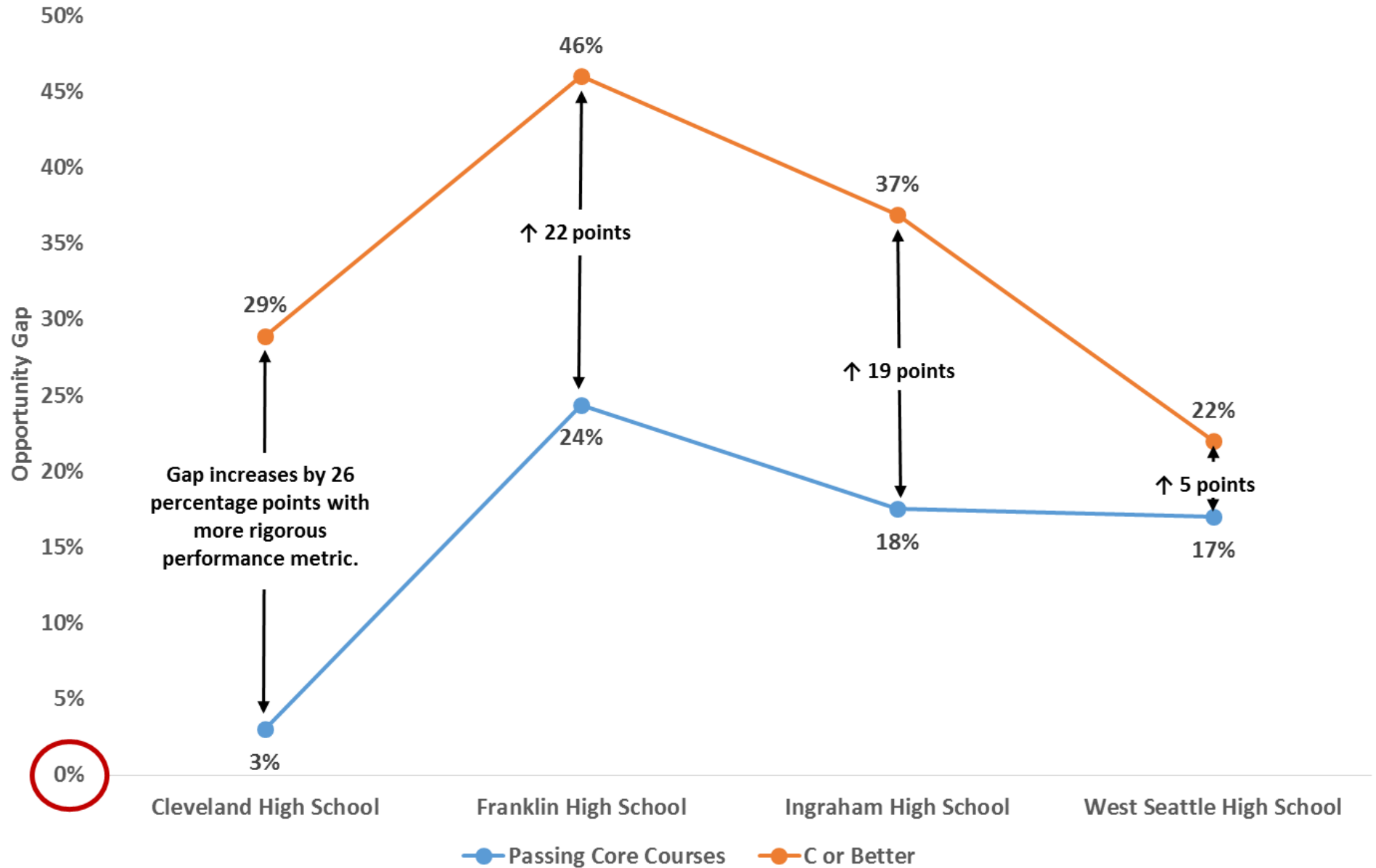
2. Are our funds distributed equitably across our Innovation High Schools?
 - All Innovation High Schools have received the same amount of funding, regardless of level of need.

3. How well have we served 9th graders in Innovation High Schools?
 - Results demonstrate that while the Innovation High Schools regularly meet their performance targets, large opportunity gaps are of great concern.
 - Opportunity gap increases with more rigorous performance metrics (e.g. C or better).

Opportunity Gaps in 9th Grade Passing Core Courses 3-Year Trends - 1st Semester



Opportunity Gaps in 9th Grade Passing Core Courses vs. C or Better 1st Semester - 2014-15 SY



RSJI HIGH SCHOOL ANALYSIS

POTENTIAL NEXT STEPS

1. Are we serving the right schools?
 - Complete analysis of risk factors and determine if we are still investing in the right schools.
2. Are our funds distributed equitably across our Innovation High Schools?
 - Propose different funding structures, to account for different levels of need across the Innovation High Schools.
3. How well have we served 9th graders in Innovation High Schools?
 - Increase the rigor of indicators, by requiring C or better, instead of passing core courses.
 - Align with the SPS “Commitment to Equity” and require schools to have Opportunity Gap targets for each Levy performance metric.



QUESTIONS