



**DRAFT**



**FAMILIES AND EDUCATION LEVY  
LEVY OVERSIGHT COMMITTEE  
Tuesday, January 14, 2014**

**MINUTES**

**MEMBERS PRESENT:** José Banda, Stephan Blanford, Tim Burgess, Elise Chayet, Lucy Gaskill-Gaddis, Hyeok Kim, Kevin Washington, Greg Wong

**OTHERS PRESENT:** Kathryn Aisenberg (OFE), Leilani Dela Cruz (HSD), Carmela Dellino (elementary school consultant), Sonja Griffin (OFE), Megan Holmes (PHSKC), Erica Johnson (OFE), Patricia Lee (Council Central Staff), Forrest Longman (CBO), Holly Miller (OFE), Isabel Muñoz-Colón (OFE), Alex Pedersen (Council staff), Adam Petkun (OFE), Pegi McEvoy (SPS), Sara Rigel (Public Health), Sue Rust (OFE), Pat Sander (SPS), Rachel Schulkin (OFE) Sid Sidorowicz (OFE), Jessica Knaster Wasse (Health), Sarah Wilhelm (Health), Charles Wright (SPS)

The meeting was called to order by Tim Burgess at 4:03 PM. T. Burgess introduced Hyeok Kim, Deputy Mayor for the Murray administration. H. Kim said she is one of two deputy mayors and her focus is on external relations: outward-facing departments and offices working on issues important to communities of color and immigrants and refugees. Holly Miller introduced Rachel Schulkin, the new Preschool for All Community Outreach Manager in the Office for Education.

Introductions were made. The minutes from the December 10, 2013 LOC meeting were approved. H. Miller reviewed the agenda and said, though the Annual Report is the only agenda item, it is a long report. She offered to have a longer session on the Annual Report for interested LOC members, such as a lunch session. Let Sue Rust know and we'll set up at a time that works. Adam Petkun said any edits to the Annual Report should be sent to him in the next 10 days. He is hoping to have a complete final draft by next Friday.

A. Petkun said the beginning of the report sets the context for the Families and Education Levy in supporting its three goals. He reviewed the roadmap, contract indicators, and contract outcomes and said we are taking time to reflect on how we're moving toward 2018-19 goals. He showed the geographic distribution of Levy investments and the various ways they are blended on school sites.

### **EARLY LEARNING**

There are three key areas:

- The Seattle Early Education Collaborative (SEEC) was formed in 2007 and is continuing with joint professional development, joint assessments, and joint kindergarten transition.

- The Step Ahead preschool program is conducting outreach to the north end of Seattle for its 2014-15 Request for Investments. In the 2004 Levy, the primary focus was SE and SW Seattle. A UW study addressed professional development, coaching, health services, and referral.
- The Parent-Child Home Program partnership allows us to leverage additional funding to expand services to more Seattle families. This program has a language and literacy focused strategy for children ages 2-3 and is a home visiting model.

Kevin Washington said in the past we identified hotspots of need and asked if we are now looking to see if we can certify providers to expand into the north end. Sonja Griffin said the Human Services Department has held one informational meeting in the north end with good turnout and lots of interest. The RFI will be out in the first week of February. Over the next several years, HSD will continue to focus on north end outreach since providers are hearing about Step Ahead for the first time.

A. Petkun shared the demographic numbers and percentages. S. Griffin said it shows whom we're serving with the majority of children from Asian, African and Latino families in the SE and SW. Over 60% speak a language other than English at home.

A. Petkun gave a refresher on how to read the Levy target graphs: The blue bar represents actual achievement and the dotted line represents the target. If in gold, the target was achieved. If in red, they didn't meet the target. The gray bar shows the 90% achievement range.

S. Griffin said Teaching Strategies GOLD is an observational assessment and is used for the Washington Kindergarten Inventory of Developing Skills (WaKIDS). Assessments are in social/emotional, physical, literacy, math, and science. The Peabody Picture Vocabulary Test (PPVT) measures receptive vocabulary in English. The growth measure is important for kids not speaking English. Their growth is statistically significant as they progress in vocabulary development.

S. Griffin said the Early Learning Academy had an exciting and successful launch. There are 38 participants in the first cohort. It started the first week in December and all of the coursework will be completed by the end of May. The teachers and directors are very engaged and reporting positive feedback. Step Ahead participates in Early Achievers – we got them in ahead of everyone else via the state's pilot. They were rated and all achieved quality of level of excellence, rating between 3 and 5. As we ramp up and add more providers, the expectation is that they will participate in Early Achievers. Right now it's not a requirement by the state, but we are requiring it. Preschool for All is in full swing. We have a consultant on board and new staff. The goal is to deliver a comprehensive Action Plan by April 18, 2014. Greg Wong asked, if we get Preschool for All passed, what does it mean for Levy investments in early learning? H. Miller said we haven't figured it out yet but we will. There are several different options. T. Burgess said in the adopted budget there's a directive to the mayor that all of the city's early learning programs be consolidated, so we have the opportunity to make sure they're all in sync and working in the same direction. José Banda said they have had a conversation in Seattle Public Schools that we will be hard pressed for facilities. This is a challenge as we move forward.

## SCHOOL- AND COMMUNITY-BASED FAMILY SUPPORT

A. Petkun passed the presentation to Jessica Knaster Wasse and Isabel Muñoz-Colón. J. Wasse said the Family Support staff is 1/3 bilingual/bicultural. One big change was Public Health – Seattle & King County assumed management of the Family Support Program contract, instituting professional development, evaluation and a new database. This will help provide more holistic support for students. There is a better alignment with skillsets of the providers which will help improve the academic impact of the program. Pat Sander is the new Executive Director of Coordinated School Health. She also manages nursing, physical education, and nutrition. She will provide increased oversight and supervision, helping to align the program with other SPS initiatives. K. Washington asked where there is match money or any other opportunities for additional matches. J. Wasse said they are hiring a new program supervisor who they hope will have the capacity to do grant writing and raise funding. Lucy Gaskill-Gaddis said she met the family support worker at West Seattle and she was impressed he was working toward his master's degree. She asked if this is common. J. Wasse said it's quite common. L. Gaskill-Gaddis said it's great that FSWs are upgrading their skills. J. Wasse said the previous manager pushed staff to get extra training.

Recent professional development has included trauma informed care, motivational interviewing, and skills to use data to manage caseloads more effectively. A new staff evaluation rubric has been developed and is being vetted with family support staff and union representatives, with the intention of elevating the FSW practice, increasing consistency across schools, increasing accountability, and strengthening the program's reputation. A database will provide better data to support the program. T. Burgess said it's nice to see the transition since the UW evaluation. There is a huge improvement in delivery of services to families. G. Wong asked if there was angst among the FSWs in transitioning to oversight by PHSKC. Was there feedback from the FSWs? P. Sander said they have been responding positively because we have been transparent and included them along the way in making changes. We developed a performance-based rubric to capture what they do and to set them up for a potential reclassification. During the last two professional development opportunities, they have worked with the rubric. She observed several FSWs at the end of the session say they were excited and that the rubric exceeded their expectations. Staff have also embraced Read and Rise. The interim program manager also just acquired a Schultz Foundation contribution to the referral service model (FSW services for schools that do not have an FSW on-site) for \$20,000. Pegi McEvoy said the shift to PHSKC has allowed the FSWs to see themselves as part of a professional team. J. Wasse said being supervised by the Executive Director and Health in general has shifted their understanding of how they fit into schools.

I. Muñoz-Colón said there are two community-based family support sites up and running: Refugee Women's Alliance (ReWA) and Chinese Information and Services Center (CISC). She pointed out these programs are serving a small number of students. The CISC "n" is very small and we are making adjustments. K. Washington asked how many staff are involved in the two programs and I. Muñoz-Colón they both have two to three tutors at each site. The program manager is overseeing the program and making connections with schools.

I. Muñoz-Colón said the report next year will focus on measures for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> graders. We had six measures: CISC met six out of six and ReWA hit five out of six. They are doing great

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and are implementing course corrections. ReWA had a slow start getting their caseload up to 40 students. They realized they had to start really early meeting with principals, even before school started in the fall. They did that this year and were able to get their caseload up. ReWA tried to listen to their principals, asking them what they want from ReWA. Many requests were for providing services during school breaks so students have some place to go. Last year they started honing in on what parents needed and put together a menu of workshops targeted toward their families. CISC has brought in parents to provide training for teachers and exchange information. Both sites are providing tutoring at their agencies and are incorporating additional curriculum in math and science.

New in the 2013-14 SY, Seattle Indian Health Board became the third pilot serving elementary-age Native American students in West Seattle, where there is the largest concentration.

### ELEMENTARY INNOVATION

I. Muñoz-Colón said in the 2012-13 SY there were four sites spread out geographically in Seattle. We have added four new sites and are continuing to phase in up to 23 elementary schools.

A. Petkun discussed the next series of charts. In the Appendix are detailed contracted outcomes and indicators. The charts show how we're doing as a district and how Levy schools are contributing toward 2018-19 academic goals. After reviewing the demographics slide, Stephan Blanford asked for clarification on the Asian group asking if they are 6% of total district population and I. Muñoz-Colón said yes, in grades K-5.

H. Kim said, with respect to data sets about Asian populations, it would be helpful to better understand disparities across various Asian ethnicities. The aggregate results may not be an accurate reflection of the Asian population. She asked if this is reflected in our dataset versus the Seattle School District (SSD) as a whole. I. Muñoz-Colón said we include the language breakout for each group. It's a back door way to disaggregate the data. A. Petkun said for the federal race and ethnicity codes we only get Asian and Pacific Islanders in the seven reported categories. We do have language code from the district as well.

L. Gaskill-Gaddis asked what this chart is telling us. Is it comparing the SSD average and then just specific students involved in Levy programs? A. Petkun said on the next slide, this shows how SSD is progressing toward the specific academic goal. He said, on slide 30, the green line is the result for Levy Innovation schools combined. For number of students, Madrona had a small sample size. This was likely due to a shift in population from year to year.

G. Wong asked why on slide 31 the Latino and multi-racial subgroups were showing significant decreases while SSD as a whole is going up. I. Muñoz-Colón said we did reports for schools for more than just their targets and performance measures. A school may have targeted 4<sup>th</sup> grade reading and didn't see improvements, so they are redoubling their efforts. K. Washington asked, given we see so much aberrations in results once disaggregated, do schools have extra dollars or Levy funds for remediation. We can identify hotspots by using data and put the funding towards kids needing additional help. I. Muñoz-Colón said they can use performance pay. Olympic Hills realized more intervention is needed and they are beefing

it up. We paid for teacher time to develop after-school curriculum. We continue to enforce course corrections.

H. Miller said we redesign school plans each year based on the Mid-Year Report and Annual Report. We have the liberty to move funding around and adjust. Kathryn Aisenberg said we have professional development funds and she will discuss used of those when we get to the Middle School slides. L. Gaskill-Gaddis said, looking at the previous side, 2012 is down for SSD as a whole. She asked if there are different students being measured each year and I. Muñoz-Colón said it could have been another cohort coming in. L. Gaskill-Gaddis said it's hard to compare year-to-year with different students. I. Muñoz-Colón said we want to see growth over several years. Sid Sidorowicz added when Common Core comes in, it will be hard to compare trends again.

I. Muñoz-Colón explained the middle column on slide 34. It shows how many of the performance measures schools met or exceeded. Olympic Hills and Roxhill had new principals. Madrona and Beacon Hill have new principals this year. K. Washington asked whether the Executive Director who came from Roxhill ended up with Roxhill. Carmela Dellino responded, yes. G. Wong said in planning, there is the danger of having strong principals who could get proposals approved, then transition out. Are we doing anything to anticipate and support these schools? I. Muñoz-Colón said we met with Olympic Hills and Roxhill, to support their teams through changes. OFE will do more work in that area. In Year 1, we created professional learning communities for principals. C. Dellino has broadened team meetings to include other staff, so knowledge is more dispersed and not as dependent on the principal.

I. Muñoz-Colón said we did analytic work for the schools. We gave them spreadsheets of data so they could take a deeper dive to see what's happening with their students. A UW study was looking at students going from Step Ahead into K-3 using the Classroom Assessment Scoring System (CLASS) and we shared the aggregate data with innovation school principals. CLASS is an assessment of the teacher. It gives them a different data point. S. Blanford asked if the data OFE uses is publicly accessible. I. Muñoz-Colón said it is not. We can give schools their data where they can identify their students to see if there were gains for them. K. Aisenberg said in spring of last year we started receiving identifiable student-level data to analyze, though we haven't received the data yet for the current school year. S. Blanford said it seems like, with getting small datasets and analysis at small level, the school can tell which student data is associated with. This is a hot political question around data-sharing that we are grappling on the School Board right now. As a former executive director, he knows there is value in sharing data across organizations. We need to get to a place where we can defend that practice in such a way that students' information is protected, because it is, and that folks understand the rationale for why it's so important for organizations who work directly with students have access to these data to inform their work. People see potential for misuse of data and we need to ensure there are appropriate types of protection. K. Aisenberg said OFE has changed its practices now that OFE receives identifiable student data. Data-sharing is done through a secure site with SPS. Nothing is printed with student name or number. Reports containing student groupings with fewer than 10 students is suppressed.

## MIDDLE SCHOOL

K. Aisenberg said we added two Innovation and four Linkage schools last year. The Levy has presence in all but two K-8s. On slide 40, we expect the Levy trend to mirror SSD's.

For 6<sup>th</sup> Grade Reading, all schools did well with the exception of South Shore. T. Burgess asked what happened. K. Aisenberg said the teacher is no longer there. For 7<sup>th</sup> Grade Math, Madrona is implementing a course correction.

We set the 2012-13 targets based on 2011-12 before we had final data so targets may have been too high. Denny had improvement in five out of six areas over the previous year. The linkage schools are more focused on MSP. The target set for 2013 was challenging. Looking at Progress and Course Corrections, we are offering math lab professional development. We are funding five full days of professional development and four math labs. The same professor is coming in and they pick a strategy as a topic. She then goes into each teacher's classroom. Each school then gets an individual day with the professor as follow-up several weeks later. Ongoing, this is a big element. K. Washington asked whether the follow-up with teachers is at the end of the year and whether we are doing an assessment on the cumulative effect of professional development. K. Aisenberg said in two weeks, she and Kristi Skanderup are sitting down with Professor Lenges. Anna Box and the professor have cohosted professional development workshops for Levy-funded middle schools during the 2013-14 school year.

In October 2013, Eric Anderson who works with the Research and Evaluation team in SPS helped schools to better understand their state growth assessment data. He prepared school-specific reports which were used to do a deep dive into each school's data. We hope to partner with him again next year, hopefully in August before the start of school, to better support schools in their efforts to identify at-risk students and to establish intervention groups.

On the last bullet, we're looking at how we can better support principals and community-based organizations. G. Wong asked what options the schools have if partnerships are not working out. K. Aisenberg said the contracts are re-evaluated in March/April when schools complete their re-evaluations. Schools have changed partnerships. T. Burgess asked if this was a decision schools are making and K. Aisenberg said yes. They have clear deliverables monitored on a monthly basis and we created simple checklists principals can use. We also facilitate discussions since for some of them this is the first time they are managing investments.

## HIGH SCHOOL

On slide 52 showing on-time promotion, K. Aisenberg said Interagency was not included in the SSD data. West Seattle had trouble with drug issues and disciplinary infractions. On slide 55, she said the focus for high schools this year is for Reading. They met targets.

## STUDENT HEALTH

T. Burgess asked the committee to stay 10 minutes over so we can get to Health investments. Sara Rigel said slide 58 shows the expansion of services in 2013-14. The Race/Ethnicity of students served is typical of the past several years. It is fairly well distributed with how the percentages compare to SSD totals. She added that Students with limited English proficiency are overrepresented in their clinics.

Slide 60 shows students served by health services or the student nurse. There are shared outcomes and targets, and a coordinated school approach. Elementary has good results; targets were a shot in the dark in this first year. Middle School/High School attendance has strong focus as an indicator.

School-based mental health providers have all been trained and are using the SB-MHITS, an integrated tracking system. West Seattle is doing a mental health pilot project using MHITS with community-based organizations. There are now eight elementary sites, and oral health services are at ten schools. P. Sander is the new dedicated Executive Director of Coordinated School Health.

### **SUMMER LEARNING**

A. Petkun said, thanks to Eric Anderson, we received MAP data. After a quick analysis, it looks like there is a positive impact on mitigating summer learning loss.

T. Burgess said the rigor we have established over the years and the attention to detail is very impressive. While some results are not as high as we'd like, when we realize whom we're working with, we are making progress. Thank you to SSD for being a partner with us. We're here to serve you since you are working with the kids.

H. Miller reminded everyone to let S. Rust know if they want to do an additional session on the Annual Report.

The meeting was adjourned at 5:40 PM.