

## Elementary School Innovation Post-Information Session Questions and Answers

1. Schools are given data from 2012-13 school year but we are trying to predict targets for the 2014-15 school year. In trying to establish goals and linking it back to performance when we are looking at data, let's say from the MSP, we are looking at our current 3<sup>rd</sup> grade group from Spring 2013 and now in the 2013-14 school year they are 4<sup>th</sup> graders but by the time they receive Levy funding they will be 5<sup>th</sup> graders. So we are looking at MAP scores from third grade and trying to predict performance but we are missing year. You use the term suspend belief on the exact number of kids that we would have when the grant would begin in 2014-15 school year. **Are we doing something similar to that with the target?**

A: Yes. You do not have data for the 2013-14 school year to have a more accurate sense of the number of students you will be serving. This also means that your target will be less precise. For schools that receive Levy funds, OFE will work with the schools to update their targets based on spring 2014 data.

2. **When I am projecting the number of kids that are going to meet target; say I have identified my 3<sup>rd</sup> grade cohort from last year, am I going to expect my 2014-15 cohort to be at that level or am tracking that exact group of kids.**

A: You are not tracking that same group of kids. You should look at the trend data for a specific grade to identify any trends in the performance of students at that grade level.

3. **Given that we as principals have to start aligning our work. Many of us have academic measurable objectives (AMOs), required as part of our Continuous School Improvement Plan (CSIP). Can we use our state and federal performance targets as our targets in our work plan?**

A: Yes. We encourage you to align your work plan with your AMOs. I would also recommend that you describe in your school narrative that you have aligned your work plan to your CSIP.

4. **Some of the schools have a very stable population and other schools have many homeless children coming in and out. So cohorts can be difficult. Many times children who start in 1<sup>st</sup> grade may be gone in later grades. How does the data team take this into account?**

A: You can mention in your narrative that you serve a large number of homeless students and the challenges your students face such as high mobility. Make sure to include data in the data analysis section on the performance of homeless students in our school. You may also want to identify homeless students as a focus population in your work plan.

5. **Where do we find mobility data?**

A: You can obtain mobility data from the school district. They will have records of how many students come into and out of each school.

**6. Speaking to the last question. Is there an opportunity to be innovative about the assessment that you use to hold grantees accountable.**

A: The way our contracts are built, performance pay must be based on assessments that Seattle Public School collects. That being said, OFE does have Levy-funded schools do use their own assessments and indicators to monitor progress toward their contract performance measures. But we do not collect that data. You can and should discuss those school level assessments in your management and oversight section to demonstrate how you will measure progress for the students you are serving.

**7. In being innovative, do we include in our narrative what we would like to do or would it be best to say that we are requesting funding for new interventions.**

A: There are two ways to approach this. In the P3 and ELL sections of the RFI you may want to discuss what you are currently doing and new strategies you will be implementing with Levy funds.

In the work plan you will identify specific strategies that you are going to use to target your focus population. Some schools will discuss a successful strategy that they have piloted and how they plan on expanding it with levy funds. If you are telling us about expanding a current strategy, please tell us why you think it is successful. If you are planning on using a new intervention or strategy, provide the performance results that lead you to believe that it will be successful in your school.

**8. Are we able to get our scores from past RFIs that we have applied for?**

A: We have never provided the actual scores to elementary schools that have applied and were not awarded. During our elementary RFI debrief with schools that were not awarded funding, we identify the areas your application was strong, what areas your application needed some work, and what you could do to improve the application next time. The areas we chose to highlight in our RFI debriefs are those with the lower scores.

**9. How do new CBOs get to meet the schools they would like to partner with?**

A: We are holding a "Meet and Greet" on October 24, 2013 from 4:00-6:00 pm at the John Stanford Center for Educational Excellence. We have also invited currently funded schools.