

City of Seattle 2012 Families and Education Levy

**Request for Qualifications
Expanded Learning Opportunities**

COVER SHEET

Applicant Information:

Applicant name: **Seattle University**

Applicant address: PO Box 222000 Seattle, WA 98122-1090

If applicable, Web address: www.seattleu.edu/csce

Contact Information:

Contact person: **Sally Haber**

(please print clearly)

Title: Assoc. Director for K-12 Partnerships, Center for Service and Community Engagement

Mailing address: Seattle University, PO Box 222000 Seattle, WA 98122-1090

Day/Work phone: (206) 235-1470 –cell Email address: sallyh@seattleu.edu

Signature: Sally Haber

Date: 10/15/12

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship:

Application Components and Checklist (submit in this order)

- Cover Sheet**
- Key People**
- Previous Experience Improving Student Outcomes**
- Tracking to Success**
 - Attachment 2: Data Sample(s):** *If separate from the RFQ document, please use this naming convention:*

[Applicant Name]_ELO_DataSample

Ex: *IZAFamilyServices_ELO_DataSample*
- Women and Minority Inclusion; Non-discrimination**

KEY PEOPLE

In the fall of 2010, Seattle University (SU) launched the Seattle University Youth Initiative (SUYI), a long-term commitment that unites SU and the wider community to create a pipeline of support for low-income and vulnerable youth and families living in the Bailey Gatzert neighborhood. SU's Center for Service and Community Engagement (CSCE) provides centralized coordination and staffing for SUYI activities.

1. Project Lead: **Sally Haber**, CSCE Associate Director for K-12 Partnerships, serves as the lead for Expanded Learning Opportunities in SUYI partner schools, supervising SU programming and SU staff at Bailey Gatzert Elementary School, Washington Middle School and Garfield High School. Since 2001, Sally has connected SU resources to local schools through the Children's Literacy Project. As a former teacher and non-profit administrator, she has over 18 years experience working with children in Seattle Public Schools (SPS), specifically with low-income and ethnically diverse populations. Sally works closely with SPS teachers and administrators to design SU programs to ensure alignment and to establish systems that streamline communication and improve the use of data. Recent accomplishments include: securing funding for a new computer lab to support K-3 literacy at Bailey Gatzert, funding for a full-time staff (AmeriCorps) placed at Washington Middle School and negotiating MOU's, including data sharing agreements, with the school district.

2. Other Key Staff: **Eddie Lincoln** serves as the Bailey Gatzert School Success Coordinator, a full-time position funded by the SUYI. Eddie grew up in the Rainier Valley, and he earned a BA from Seattle University and a JD degree from Houston's Thurgood Marshall School of Law. Since coming onboard in February 2011, Eddie has become a well-respected leader in the Gatzert building. He has built and strengthened the relationships between children and their families, Gatzert staff, and community organizations. He has also created a successful comprehensive after school program for over 180 Gatzert students. Eddie uses data and works collaboratively with teachers to ensure that programming meets the academic needs of Gatzert students (progress towards outcomes cited below).

Deleena Patton serves as the SUYI Data Analyst. Deleena has a background in teaching, research, evaluation and analysis. She holds a master's degree in Sociology from the University of Washington, and she is currently finishing her PhD in Sociology, also from UW. Since coming onboard in August, Deleena has worked with the school leadership at Gatzert to design and build a longitudinal database of student achievement data, enabling school staff to use data effectively to inform instruction. She has also provided training for Gatzert staff around the use of data and has set up a schedule for future coaching and support. In addition, Deleena oversees the data collection, management and analysis of academic progress of youth living in Yesler Terrace, as SU serves as the lead education partner in Seattle Housing Authority's Choice Neighborhood grant.

PREVIOUS EXPERIENCE

1. Target Population: The Seattle University Youth Initiative pursues a place-based strategy, partnering with the public schools, pre-K/Head Start programs and community organizations to create a network of academic support for youth living in the Bailey Gatzert neighborhood (as defined by SPS attendance area). Since February 2011, Youth Initiative efforts and activities

have been concentrated at Bailey Gatzert Elementary School. More than 94% of Gatzert students qualify for Free or Reduced Price Lunch. This academic year, nearly 40% of Gatzert students are eligible for Bilingual services and over 20% of students receive special education services. Gatzert is one of the most ethnically diverse schools in the city with over 20 languages spoken among families. 2012 enrollment data indicates that 51% of Gatzert students are Black, 18% Latino, 24% Asian/Pacific Islander, 6% Caucasian, and 1% are American Indian.

SU also provides academic support and programming at Washington Middle School and Garfield High School, targeting supports and resources for specific cohorts (youth living in the SUYI zone) within the schools. Thus the demographics and academic needs of the youth served at WMS and GHS are similar to Gatzert's population.

2. Challenges, barriers and strategies: Poverty and related factors such as mobility, crime and unemployment present significant barriers for families living in the SUYI zone. These challenges impact academic performance, attendance and students' readiness to learn. For example, currently there are over 40 students at Bailey Gatzert who are homeless or are living in transitional housing, and during the 2010-2011 school year, 36% of Gatzert students missed more than 10 days of school. In addition, 2012 MSP data illustrates a significant achievement gap: 45% of 3rd grade students met standards in reading, 60% of 4th grade students met standards in math, and 31% of 5th grade students met standards in science. Low academic performance among socioeconomic and racial groups continues to persist at Washington and Garfield. For example, 54% of low-income 6th grade students met State reading standards, 45% of low-income 7th grade students met State math standards, and 59% of 7th grade Black students met state reading standards (OSPI 2012).

At Gatzert we address academic challenges by ensuring high-quality expanded learning opportunities. First, SU creates new programs that are designed by teachers and run by SU staff, students and specially trained undergraduate teams. Second, SU convenes and facilitates collaboration among on-site community partners by sharing protocols and information, and by providing support to organizations so they are able to leverage services.

The foundation for the expanded learning after school was built in the spring of 2011 when SU launched the *Brain Train* to support 45 kindergartners and first grade students who were not meeting academic benchmarks. SU recognizes the importance of transitions into school, and therefore began with a focus on the youngest learners, and expanded to older grades from there. From the inception of the program, to planning, to training of volunteers, SU staff and Gatzert teachers worked collaboratively to design a program to support literacy, math, and technology. Activities include small group instruction around key learning objectives and homework help. After the successful *Brain Train* pilot, SU expanded the model to support 2nd through 5th grade students, bringing more SU student leaders and teachers onboard, and collaborating with America Scores and Team Read. To ensure program quality, Eddie Lincoln meets weekly with grade-level teams to review data, identify students' academic needs and to make curricular adaptations. In addition, teachers are committed and involved in designing curriculum and providing training for the SU students on specific instructional strategies. Over the summer, Gatzert's primary K-2 team received professional development in implementing the Common Core Standards and they are incorporating the new standards into units and activities provided

for afterschool staff. Therefore, SU programming will be able to seamlessly adapt to the newly adopted standards, with the help of teacher leaders. While academics are at the core of expanded learning at Gatzert, youth are also engaged in enrichment activities through Seattle Music Partners and ArtsCorps, as well as a number of SU run activities including: STEM, chess, film production, and literacy and photography.

At Washington Middle School we address academic challenges by providing targeted tutoring and mentoring during the school day and in after school programming. This year we are also piloting the Redhawk Academic Mentoring (RAM) program, designed to foster success for youth as they transition from Bailey Gatzert Elementary to Washington. The RAM program matches 6th graders with academic mentors—specially trained SU undergraduates. Focusing on the transition to middle school begins in the spring at Gatzert and then carries over to summer programming for rising 6th graders. SU recognizes 6th grade as a key transition, and we believe we can scaffold that transition by offering continuity of programming and support. For the last two years our Seattle U staff and students have partnered with the YMCA’s YEAH program. This past summer, the program was held at Washington and WMS teachers were hired to deliver the academic content. This put the students, the majority of whom attended Gatzert, into the building, where they not only received important academic skills, but also built relationships with WMS and SU staff.

SU recognizes that to achieve outcomes for youth we must also focus on creating collective impact. This need was apparent from the inception of the SUYI, and thus when designing the SUYI action plan, SU drew upon hours of consultation with neighborhood families, schools, and community organizations and exemplary practices of community engagement and development, including the Netter Center at the University of Pennsylvania and the Harlem Children’s Zone. Additionally SUYI outcomes and indicators are aligned with other place-based initiatives, including those outlined by the Community Center for Education Results (CCER). Collaboration and continuous feedback are at the core of our work, recognizing that a better-coordinated system of support helps improve overall quality of services. By convening community partners to address the academic and social outcomes of neighborhood children and youth, Seattle University is promoting shared ownership, accountability and vision.

3. Results: Analysis of data from Bailey Gatzert has indicated that SU expanded learning programs have positively impacted participants. During the 2011-2012 school year, students from Gatzert who participated in SU sponsored programs saw their MAP scores increase more during the school year than those who did not participate. On both the reading and math MAP tests, students who were involved in expanded learning programs saw greater gains over the year (see Table 1) As we refine the programs at Bailey Gatzert we anticipate the positive impacts will grow, and our goal is to bring the same results to Washington Middle School.

Table 1: Growth on Reading and Math MAP scores Spring 2011 to Spring 2012			
1st-5th grade	Program (70 students)	No Program (177 students)	
Math growth	22.0	17.0	
Reading growth	19.5	17.3	

Beyond student level data Seattle U staff has made significant progress in garnering support within our pipeline schools, with district administrators and among partner organizations. In February 2011, the SPS Superintendent signed an Affiliation Agreement between SU and SPS that includes a data sharing agreement. In spring 2012, the SPS Board unanimously voted to designate Seattle University as lead partner at Bailey Gatzert Elementary, the first time the district has used this designation. Also in the spring of 2012, Eddie Lincoln became a member of Gatzert's Building Leadership Team, which meets bi-weekly to discuss emerging issues and to review the school's progress in meeting its goals. In addition Eddie regularly convenes partners to streamline services and improve programming. Results include: a new master schedule, a common student application and code of conduct, and alignment of success indicators and learning targets.

Seattle University has also made progress in securing funding from Target to support K-3 reading at Gatzert. These funds have enabled: (1) the purchase of a computer lab and software for English language and literacy skill development; (2) the creation of the *Redhawk Reading Corps* (a team of undergraduates who will provide one-to-one and small-group tutoring); (3) a parent engagement program to support literacy development. The Choice Neighborhood grant also marks a significant step in our progress. In September 2011, the Department of Housing and Urban Development (HUD) awarded the Seattle Housing Authority a grant to support the redevelopment of the Yesler Terrace. SU serves as the lead education partner for the Choice Neighborhood grant and works closely with SHA and other partners to implement a coordinated approach to ensure access to early learning programs, tutoring, summer academic enrichment programs, college preparation mentoring and scholarships.

TRACKING TO SUCCESS

1. Data Collection: Data drives the planning and the implementation of our programming. At Bailey Gatzert Elementary, teachers use data points, such as MAP scores and TC Reading Levels, to identify the students most in need and refer them to support services. Once students are enrolled and we obtain releases, we collect academic data on participating students. This allows us to tailor programming to meet individual needs; specifically, the Success Coordinator has access to MAP scores in reading and mathematics, Teacher's College reading levels, and WELPA scores. Since MAP and TC reading assessments are administered three times per year, we are able to track which students are making academic progress on those assessments and in which areas, and give additional supports to students not progressing at the expected levels. Further, WELPA scores allow us to understand which students are progressing in their English skills, and which students could benefit from additional language support.

Best practices from Gatzert will be applied to the Redhawk Academic Mentoring program at Washington Middle School. Emily Holt, the SU AmeriCorps Member who works full-time on site at Washington, works closely with on-site Levy partners. Her data collection will include MAP scores, WELPA levels, attendance, homework completion and grades. She has also joined the building's iTeam made up of the WMS Levy partners, and she now tracks student data in a consistent manner for the youth that participate in the RAM program.

2. Data Management: We have demonstrated our commitment to data and tracking by hiring a full time SUYI data analyst to help develop systems for storing and accessing student data. The data analyst is currently developing a database to link student academic data from year-to-year and to gain a longitudinal picture of individual student progress. The database will be updated at appointed intervals when new test and other academic data become available. For example, once TC Reading and MAP assessments are completed in the winter, they will be linked to student records from the previous year and from the fall, to allow teachers and program providers to have conversations about growth and set goals and plan activities for individual students. Further, at both Bailey Gatzert and Washington Middle, we collect signed FERPA releases and the site coordinators have access to the Source for students in their programs for real-time tracking of progress. On a strategic level, we continue to work on a data delivery schedule with school district administrators.

3. Use of data: Our staff routinely uses data to inform our work with students. Student academic records, such as MAP scores, are used to tailor interventions to student needs. However, we also recognize the need for more continuous tracking of real time data. Therefore, at Bailey Gatzert we have developed a schedule of biweekly meetings with teachers to talk through the day to day data, such as homework completion, school attendance and progress on particular skills or lessons. Further, teachers train lead SU volunteers and SU student employees and explain the needs of students. At Washington Middle School, we plan to apply the same model of using both testing data and more informal day to day data from teachers at Washington Middle School to design programming.

4. Program adjustments: We are committed to refining our ability to collect and respond to data at the program level as well at the aggregate level. One example of a successful use of data to implement a course correction involved our 4th and 5th grade programming at Gatzert. Last winter, using the MAP mathematics data, we found that our target students were struggling with fractions. In consultation with the 4th and 5th grade teachers, SU staff and student leaders adjusted activities to focus specifically on concepts and understanding of fractions, an important domain in the state standard for the upper grades. Teacher involvement in the design and implementation of expanded learning, combined with real-time assessment data and flexibility in our approach to instruction and activities, have been key to our success at Gatzert.

5. See attached sample reports.

WOMAN AND MINORITY INCLUSION; NON-DISCRIMINATION

It is possible that SU will subcontract and/or hire additional employees as we expand our engagement with Levy-funded schools. If so, we will advertise employment openings through local non-profits networks, community associations and local job boards in the neighborhood. SU has a strict Non-Discrimination Policy. Our Human Resources Department is dedicated to recruiting, developing and retaining a skilled, talented and diverse workforce. SU has determined that emphasizing diversity as a matter of institutional policy is an integral component of educational excellence. Achieving and engaging diversity among students, faculty and staff is a cornerstone of that tradition and Seattle University's institutional policy.

Student Search Student Search by Grade Select a Report



Find a Student

Use the drop down menu and last name to find individual student records

Pupil Number



Demographic Information		Math Assessments			
Current Classroom		2011 MSP Level - Math	L3	2011 MSP Score - Math	407
		2012 MSP Level - Math	L3	2012 MSP Score - Math	419
Surname		2011 Spr RIT Score - Math	219		
First Name		2012 Spr RIT Score - Math	222		
Gender		Reading Assessments			
Grade	<input type="text" value="5"/>	2011 MSP Level - Reading	L3	2011 MSP Score - Reading	405
		2012 MSP Level - Reading	L3	2012 MSP Score - Reading	411
Language	<input type="text" value="Somali"/>	2011 Spr RIT Score - Reading	199		
		2012 Spr RIT Score - Reading	209		
		TC Assessments			
		2010/11 Score	<input type="text" value="Q"/>	2010/11 Level	4
		2011/12 Score	<input type="text" value="T"/>	2011/12 Level	3

 MAP Scores by Language Group

Grade	Language	Avg Spr 12 MAP Score- Math	Avg Spr 12 RIT Score- Read	N
1		157.0	158.7	24
	Somali	151.4	154.4	18
	Spanish	147.3	151.7	8
2		185.2	181.2	24
	Somali	182.8	186.7	17
3		192.9	191.8	24
	Somali	195.8	194.6	11
	Spanish	198.0	197.5	13
	Vietnamese	197.3	198.2	7
4		202.2	198.6	22
	Somali	185.2	183.2	5
	Spanish	192.7	189.9	8
	Vietnamese	200.3	191.4	8
5		210.4	205.2	25
	Somali	205.8	197.3	5
	Spanish	203.6	200.6	10
	Vietnamese	231.1	217.1	12

Growth on Reading and Math RIT scores Spring 2011 to Spring 2012

1st graders	Program (25 students)	No Program (31 students)	District Average
Math growth	35.9	34.2	21.0
Reading growth	30.6	29.8	19.0
2nd and 3rd graders	Program (21 students)	No Program (83 students)	District Average
Math growth	15.6	14.1	12.0
Reading growth	15.5	16.2	12.5
4th and 5th graders	Program (24 students)	No Program (63 students)	District Average
Math growth	13.2	12.4	10.5
Reading growth	11.5	12.5	7.5