

COVER SHEET

Organization Information:

Organization name: University Tutors for Seattle Schools (UTSS) _____

Organization address: 4526 35th Ave. W. Seattle, WA 98199 _____

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

Washington State Non – Profit Corporation

Application Components and Checklist (submit in this order)

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

Contact Information:

Contact person: Dr. Greg Fritzberg _____
(please print clearly)

Title: Professor of Education, Seattle Pacific University _____

Mailing address: 3307 3rd Ave. W. Seattle, WA 98119 [Peterson #415] _____

Day/Work phone: 206-281-2363 Email address: gregf@spu.edu _____

Signature:  _____ Date: 2/14/12 _____

Additional information is provided in Attachment 3.

Cover Sheet, Legal Status, and Format

1. A cover sheet precedes this document. 2. All Request for Qualifications application sections are complete and within the required parameters.

Key People

1. University Tutors for Seattle Schools (UTSS) – formerly SPU Tutors - provides 30-50 part-time (fluctuates with funding) *graduate and undergraduate tutors* who serve under one Teacher/Administrator and the Principal at each of five SPS schools. Our focus for next year is southwest schools: Chief Sealth International High School (CSIHS), Denny International Middle School (DIMS), and West Seattle Elementary School (WSE), with a sub-priority of children living in the High Point neighborhood served by this pathway. We will focus our RFQ responses on these three schools.

2. Greg Fritzberg, Ph.D., is a full-time Education Professor at Seattle Pacific University who has partnered with southwest schools since 2008. Dr. Fritzberg has published widely on equal educational opportunity, and invests in these schools with the specific aim of making tangible academic impact with low-income students, as measured by outcomes and indicators in direct alignment with the FEL's identified goals.

Previous Experience

1. Since its inception in 2008, UTSS has targeted “focus” students and school populations as they are identified by the FEL. BECU funding from 2008-11, HECB grants from 2009-11 (no longer offered by the state) and ongoing Federal Workstudy funding draws focus from our primary contracting partner since 2009: The SPS-DOE Advanced Placement Incentive Grant that specifically aims to increase low-income and non-white participation in college preparatory coursework.

2. UTSS does not provide direct services, but provides tutoring support for CSIHS, DIMS, and WSE's school-specific strategies addressing the academic achievement of focus students. We describe our activities *and results* school-by-school below, leading with DIMS because that is where our work started and it remains an anchor partnership.

Denny International Middle School: In 2008-09, UTSS provided 10 part-time (6-12 hr.'s wk.) undergraduate tutors for approximately 60 gr. 6-8 AVID students twice per week (AVID is a study skills/college envisioning course for low-income students). Students' requests were mainly for Mathematics assistance, which corresponded with 2008 school-wide Mathematics WASL results.

In 2009-10, UTSS tutors increased in number to 12-15 and branched out of AVID into small-group tutoring under the direction of Denny's Math Coach, and also into Mathematics classrooms where they have served as informal instructional assistants (circulating tutors) to the present. UTSS' Mathematics assistance at Denny has corresponded with significant and steady WASL/MSP gains, our targeted academic outcome at DIMS (and the FEL's), as this chart makes clear:

Year	Tutor-supported strategy	WASL/MSP pass rates (averaging gr. 6-8 Math)*
2007-08	Prior to UTSS arrival	34.1% WASL Math
2008-09	AVID classrooms only	39.1% WASL Math
2009-10	Targeted small groups and Mathematics class "IA's"	53.7% MSP Math
2010-11	Continued Math focus	61.5% MSP Math

*Note: Isolating the contribution of 12-15 part-time Mathematics tutors toward Denny's overall WASL/MSP gains between 2008 and 2011 is difficult, as tutors are obviously just one piece of the school's overall success. Denny's leaders describe their perceptions of UTSS' past, current, and future contribution to their academic improvement in this way:

In the words of Kyung Chung, Math Coach, and Jeff Clark, Principal, DIMS:

"Recently Denny was named one of the recipients of the 2011 Washington Achievement Award in the Improvement Category by OSPI. While many factors played into this success, UTSS tutors perform a major part of our day-to-day math instruction and intervention. The tutors make it possible for implementing individualized intensive interventions and also for differentiating the levels/paces to meet individual student's needs in many math classrooms.

Our Math Team sincerely hopes that the partnership with UTSS continues. The tutors not only contribute to the MSP scores, but have become positive role models. Many of our students come from families with no college graduates, so it is imperative to have these invaluable interactions between the tutors and our students."

Chief Sealth International High School: After initiating BECU and Federal Workstudy-funded tutoring work at DIMS in 2008-09, UTSS began at Sealth in 2009-10, supporting Sealth's 9th grade Achievement Center led by Academic Intervention Specialist (AIS) Sandra Whiton, as DIMS 8th graders migrated to Sealth. The purpose of our 9th Grade Achievement Center tutoring support was keeping freshman with high SPS risk-indicator profiles earning at least 2.5 credits per semester. After 2009-2010, 87% of Sealth freshmen met this goal, 10% higher than the previous year. Additionally, 79% of freshmen passed all their core academic courses, up from 57% in 2008-09. In 2010-11, we tracked individual risk-indicator profiles for 45 freshmen prioritized for tutoring, and also surveyed these students' perceptions of academic self-efficacy. 45 summary narratives and Ms. Whiton's endorsement of UTSS tutors is available upon request.

In 2011-12, Megan Snow became Sealth's new Academic Intervention Specialist, and following Megan's lead we are making changes at the end of Fall Semester, 2011-12. We believe with Megan that Language Arts credit retrieval coursework with UTSS tutors can help struggling freshmen maintain their graduation progress by definition, but also provide context for academic skill growth more effectively than more general tutoring. The programmatic alteration of how 8 UTSS tutors will be used in Spring 2012 responds to Fall Semester data showing that 50% of Freshmen failing grades were in either Language Arts or History, the majority of these in Language Arts, compared with only 15% in Freshman Algebra. This programmatic adjustment by the 9th Grade

Achievement Center and UTSS aims to respond to freshman difficulties promptly, preventing 9th graders from falling behind in their critical first year of high school, a problem that is highly predictive of dropping out.

In the words of Megan Snow, Academic Intervention Specialist, and Chris Kinsey, Principal, CSIHS: “Over the past three years, UTSS tutors have played an integral role in reaching our academic goals for 9th grade students, and we hope to continue that partnership going forward. Historically, the tutors have provided intensive academic support to freshmen students in our elective classes, Focus and Avid, and at extended learning opportunities, such as MASH and Saturday Study Hall. Wanting to increase the number of students they impact and integrate them into our school culture, they are now supporting freshmen students and teachers in core content classes throughout the building in addition to the after-school programs and our Language Arts and Algebra credit retrieval classes.”

West Seattle Elementary School: Our decision since 2009-10 to engage CSIHS students mainly during their 9th grade transition year reflects our increasing conviction that starting younger and working longer with FEL focus students is most effective. This conviction led to the expansion of our DIMS work in the opposite direction, piloting tutoring work in 2011-12 at one of Denny’s feeder schools, the recently re-organized West Seattle Elementary School (WSE) in the High Point Community.

At WSE, two carefully selected graduate school counselors are employed part-time under School Counselor Laura Bermes, working with Kindergarten and grades 1, 2, and 5, intentionally covering the entrance and exit grades. Our selected data report will come from this first-year work, and the data report reveals the multi-pronged character of this effort, only to increase as we add tutors next year.

Working two full days each, the graduate tutors address targeted academic skill deficits using a “push in” model with individuals and small groups of children. Grade-specific descriptions of tutorial strategies and impact are contained in the attached UTSS Intervention Impact Summary Sheet for Fall Semester, 2011-12.

In the words of Laura Bermes, School Counselor, and Vicki Sacco, Principal, WSE: “The partnership between UTSS tutors and West Seattle Elementary Schools contributes greatly to our mission which, in part, is to work collaboratively to provide all students with the academic skills essential for ongoing success in school and in life. In a recent grade level meeting a fifth grade teacher described how Rachel, one of the UTSS tutors, provides targeted fluency intervention for several struggling students in her classroom twice a week. The teacher reported that the students were showing vast improvements in their fluency. Without the UTSS tutor, this teacher would struggle to meet the individualized needs of all students. The West Seattle Elementary team wants to build upon this successful collaboration with UTSS.”

3. Funders for UTSS during the last two years:

Boeing Employees Credit Union (BECU), 2008-11. Contact: Deborah Wege, Executive Director of BECU Foundation. (206) 439-5907; dwege@becu.org.

Washington State Higher Education Coordinating Board (HECB), 2009-11. 100% Reimbursement State Workstudy Award. Contact: Jeffrey Powell, Associate Director of Student Financial Assistance. (360) 704-4150; jeffreyp@hecb.wa.gov.

DOE – SPS Advanced Placement Incentive Grant sub-contract, 2009-12. Contact: David Ogden, Grant Director. (206) 252-0182; dhogden@seattleschools.org.

SPS School Staff partners– UTSS Site Coordinators and Principals:

Kyung Chung, Math Coach, DIMS; Jeff Clark, Principal, DIMS
Megan Snow, Academic Intervention Specialist, 9th Grade Achievement Center Director, CSIHS; Chris Kinsey, Principal, CSIHS
Laura Bermes, School Counselor, WSE; Vicki Sacco, Principal, WSE

4. The challenges and barriers FEL focus students face at WSE, Sealth, or Denny can be multiple and overlapping, such as low education levels of parent(s)/guardian(s), poverty, language and cultural incongruity between home and school, negative peer pressure, among other issues. UTSS' contribution to such overwhelming factors takes the form of relationships between caring, college-educated young adults – many from urban schools themselves – that provide strategic academic support while communicating confidence in the potential of the southwest students we serve.

Tracking to Success

1. The RFQ instructions for the “Previous Experience” section ask for *results* as well as activities, so here is a brief review of the data points discussed in that section.

Evaluating UTSS' partnership with Denny focused on improving school-wide Mathematics MSP scores by combining small-group tutoring of students identified by the Math Coach – during and after school – and circulating tutors in Mathematics classrooms. With up to 15 tutors on site and rarely less than 10 in any week, our case for contribution regarding Denny's positive trend line is compelling.

Evaluating UTSS' partnership with Sealth focused on overall percentages of 9th graders passing core subject courses, as well as monitoring individual student profiles for identified freshmen, and also qualitative survey data assessing self-perceptions of academic efficacy for the 45-50 students that occupied afternoon FOCUS classes and MASH afterschool assistance in the 9th Grade Achievement Center.

Evaluating UTSS' partnership with WSE this first year has focused on students' short-term progress in letter and color recognition, phonemic awareness, fluency, and number sense, the specifics varying with students' age. Certainly, MAP and MSP data will be addressed this spring as our first year winds down. This emerging elementary-level partnership - which will be an increasingly significant piece of our overall strategy going forward - is addressed further in the sample data report.

2. We will address Denny MS and Sealth HS in this question, and WSE in Questions 3 and 4. As a tutoring provider run by a full-time professor and a 4-6 hr./wk. doctoral

assistant, our programmatic adjustments in response to achievement data have mainly been between school years and at semester breaks, always in partnership with SPS site supervisors.

As described in the “Previous Experience” section, our tutoring placements evolved at Denny from student-initiated subjects for homework assistance to individual and small-group Mathematics tutoring combined with 12-15 circulating tutors in Mathematics classes in response to a small-to-modest gain in pass-rates on the 2009 WASL as compared with 2008. MSP pass rates in both 2010 and 2011 confirmed this strategy, again assuming that a significant number of university students in classrooms affected student mastery of the material.

The best example of programmatic responsiveness to data at Sealth is perhaps the most recent. As also described in the “Previous Experience” section, we are responding to Fall Semester 2011-12 Freshman course grade data indicating surprising Language Arts failure rates relative to Algebra by supporting Principal Kinsey and Megan Snow as they alter how the Achievement Center classroom operates pd.'s 4-6. This modification replaces a general assistance course with a credit retrieval strategy that prevents students from falling irreparably behind, while maximizing authentic learning as much as possible through the prevalent assistance of 8 UTSS tutors serving there and in other critical classrooms across the school.

3. Our tutoring partnership with West Seattle Elementary School in 2011-12 is the first time we are accessing weekly or monthly data about tutor impact. At the daily level, there are many informal teacher-directed adjustments, but not linked to printed data. We want to underline here that daily or weekly responsiveness certainly occurred via teachers redirecting tutors at both Denny and Sealth as well, but again informally. Our partnership with WSE overlaps with our desire to partner with High Point Neighborhood House and potentially the YMCA site there in the future, and also our conviction that one strategic way to support Denny and Sealth is to help kids arrive at these schools better prepared. Thus, we will significantly increase our present .8 FTE at WSE next year. WSE's data-based approach to academic intervention provides an authentic opportunity for more formal weekly or monthly programmatic adaptation. At WSE, our tutors work with identified children long enough to see substantive progress, so weekly adjustments are not about who is served (these decisions will be made at semester or mid-semester points), but in *how* teachers desire material to be re-taught or reinforced. Space does not permit examples here, but WSE School Counselor Laura Bermes has documented them and is available for consultation.

4. The attached WSE data report both explains our WSE interventions to provide sufficient context for review, and documents student progress data at grades K, 1&2 split, 2, and 5 during Fall semester 2011-12 (see Attachment).

Women and Minority Inclusion; Non-discrimination: UTSS is a Washington State Non-profit Corporation, UBI # 603-175-143. UTSS will not sub-contract during FEL participation. UTSS will hire undergraduate and graduate university students as tutors, and will comply with all applicable requirements under local, state, and federal law for non-discrimination in employment.

Sample Data Report - West Seattle Elementary: UTSS Intervention Impact Summary Sheet Fall Semester, 2011-12 – Literacy Progress Predictive of FEL MAP and MSP Indicators and Outcomes

Currently, we have two UTSS tutors each employed two full days per week. They pull individual students in Kindergarten, 2nd grade and 5th grade, and they work with groups (supporting a push-in model during school) in 1st, 2nd and 5th grades. Targeted students were identified through various academic measures, records of attendance, and identification of chronic behavioral issues that interrupt learning. The interventions offered by the UTSS tutors are individualized to meet the current needs of students from color recognition, letter recognition and phonemic awareness in Kindergarten and 1st Grade, to fluency and number sense in the 2nd and 5th grades. The instruction offered is tweaked weekly, based on teacher evaluation and input from WSE's Literacy Coach and/or Intervention team. Note underlined references to MAP indicators, and MSP after Grade 2.

Grade	Targeted Students	ELL	Home Language	Interventions Implemented	Measures of Student Growth – Data collected pre-intervention	Outcomes to Date
Kindergarten	Measures of Student Growth: Language Arts Assessment (LAA) - school-created/adopted assessment offered weekly to monthly (depending on teachers' requests); Number Recognition / Number Sense (NRNS)– school-created/adopted assessment offered monthly. This list does not include informal behavior (sticker charts) and classroom-based assessment of students' work production. <u>MAP testing is not done at the Kindergarten level, but LAA and NRNS assessments are indicators of future MAP (and MSP) success.</u>					
	K/Boy/101	ELL	Somali	Tutor teaches student colors and sorting: 2x's / week for 20 min. each	Student did not know any colors	Student can point to: red, blue, green, yellow
	K/Boy/105		Somali	Focus on engagement and behavior while teaching letters and sounds: 2x's / week for 20 min. each	LAA: 26 uppercase/ 23 lower case letters, 12 sounds	LAA: 26 upper case, 26 lower case letters, 17 sounds
	K/Boy/105-2		English	Tutor teaches letter recognition & writing: 2x's / week for 20 min. each	LAA: 3 uppercase /6 lowercase letters , 0 sounds	LAA: 16 uppercase/11 lowercase letters. <i>Student can now write his own name</i>
	K/Girl/103	ELL	Viet-nameese	Tutor teaches letter and sound recognition: 2x's / week for 20 min. each	LAA: 3 letters, 0 sounds	LAA: 9 letters, 3 sounds
	K/Boy/103		English	Tutor teaches letter & sound recognition: 2x's / week for 20 min. each	LAA: 4 letters, 0 sounds	LAA: 7 letters, 1 sound
	K/Boy/103-2			Tutor teaches letter & sound recognition: 2x's / week for 20 min. each	LAA: 9 letters, 0 sounds	LAA: 22 letters, 4 sounds

<p>1st / 2nd Grade Split</p> <p>Key: CVC= Consonant-Vowel-Consonant</p>	<p>One UTSS tutor is assigned to work with our 1st/2nd grade classroom through a push-in model for 45 minutes, 2x's a week. It's tougher to attribute growth for individual students through this model, but we do monitor fluency on a regular basis and can see growth with the students that the tutor generally focuses on (1st grade students). The advantage of a circulating tutor is that the immediate academic needs of students above and beyond direct classroom teaching can be addressed by the tutor, under the supervision of the classroom teacher. The tutor re-teaches and reinforces lessons just taught by the classroom teacher. Data to note: Using the Basic Phonics Skill Test, the 1st grade students in this class have gone from 45% of students at benchmark in decoding CVC words to 95% of students at benchmark since tutoring began. They also improved in learning blend sounds, going from 35% at benchmark to 86% at benchmark. This BPST indicator should correlate with MAP Reading improvement in Winter 2012.</p>					
<p>2nd Grade</p>	<p>In second grade, UTSS tutors pull students for individual or paired tutoring, focused primarily on literacy. There is a regular record of literacy progress for WSE 2nd graders, but only individuals receiving individual attention are reported below. Tutors impact 2nd grade numbers not only for these focus students, but school-wide because their work with individuals allows teachers to adjust and differentiate curriculum while knowing individual needs that concern them are being addressed.</p>					
<p>2nd/Boy/113</p>	<p>ELL</p>	<p>Somali</p>	<p>Tutor focus is fluency & comprehension. For this student, the Tutor also focuses on behavior management / support.</p>	<p>Words per minute: 57 Accuracy: 97% Retell: 15</p>	<p>Words per minute: 91 Accuracy: 97% Retell: 51</p>	
<p>2nd/Boy/113-2</p>	<p>ELL</p>	<p>Spanish</p>	<p>Tutor focus is fluency & comprehension.</p>	<p>Words per minute: 24 Accuracy: 77% Retell: 13</p>	<p>Words per minute: 43 Accuracy: 93% Retell: 17</p>	
<p>2nd/Girl/113</p>	<p>ELL</p>	<p>Spanish</p>	<p>Tutor focus is fluency & comprehension</p>	<p>Words per minute: 34 Accuracy: 79% Retell: 14</p>	<p>Words per minute: 59 Accuracy: 92% Retell: 11</p>	
<p>2nd/Boy/113-3</p>	<p>ELL</p>	<p>Somali</p>	<p>Tutor focus is fluency & comprehension</p>	<p>Words per minute: 16 Accuracy: 62% Retell: 16</p>	<p>Words per minute: 40 Accuracy: 83% Retell: 2</p>	
<p>5th Grade</p>	<p>Both tutors are assigned to 5th grade classrooms through a push-in model for both the reading and math block of the day (about 75 minutes, 2x's a week). The difference between this model and the 1st grade model, is that the tutors are assigned specific students to monitor and tutor. This often means pulling students to the hall for individual instruction that re-teaches and reinforces initial lessons as needed. It also may mean working with a small group of students in the class as needed. Students were chosen in one classroom based on academic needs alone. In the other classroom, they were chosen based on more factors, including: attendance, behavior, and academic concerns. Progress is monitored by the tutors and by teachers on a regular basis. This report shows growth of individual focus students via Running Records, a measure of reading comprehension and fluency. The 5th grade benchmark for beginning of year is T, & for the close of year is W. Ideal growth at this point in the school-year is just above .5. Interpret movement along the alphabet as a proxy for literacy progress. <u>Running Records is predictive of MAP Reading and MSP Reading improvement.</u></p>					

5th Grade continued	5 th /Girl/106		Spanish	Tutor focuses on fluency and comprehension. Sometimes, tutor helps with math – under teacher supervision.	Running Record Level: O	Current Running Record Level: T Growth: 1.33
	5 th /Boy/106	ELL	Somali	Tutor focuses on fluency and comprehension. Sometimes, tutor helps with math – under teacher supervision.	Running Record Level: Q	Running Record Level: T Growth: .75
	5 th /Boy/106-2		Samoan	Tutor focuses on fluency and comprehension. Sometimes, tutor helps with math – under teacher supervision.	Running Record Level: Q	Running Record Level: T Growth: .75
	5 th /Boy/106-3		English	Tutor focuses on fluency and comprehension. Sometimes, tutor helps with math – under teacher supervision.	Running Record Level: T	Running Record Level: V Growth: .67
	5 th /Girl/108	ELL	Spanish	Tutor focuses on fluency and comprehension. Sometimes, tutor helps with math – under teacher supervision.	Running Record Level: L	Running Record Level: N Growth: .58
	5 th /Girl/108-2	ELL	Somali	Tutor focuses on fluency and comprehension. Sometimes, tutor helps with math – under teacher supervision.	Running Record Level: M	Running Record Level: N Growth: .33
	5 th /Boy/108	ELL	Spanish	Tutor focuses on fluency and comprehension. Sometimes, tutor helps with math – under teacher supervision.	Running Record Level: H	Running Record Level: L Growth: .42
	5 th /Boy/108-2		English	Tutor focuses on fluency and comprehension. Sometimes, tutor helps with math – under teacher supervision.	Running Record Level: H	Running Record Level: L Growth: .42
	5 th /Boy/108-3		English	Tutor focuses on fluency and comprehension. Sometimes, tutor helps with math – under teacher supervision.	Running Record Level: V	Running Record Level: <i>Student withdrawn</i>