



DRAFT



City of Seattle

**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE**
Tuesday, January 22, 2008 • 4:00–5:30 p.m.
7th Floor, City Hall

MINUTES

MEMBERS PRESENT: Tim Burgess, Tim Ceis, Cheryl Chow, Frances Contreras, Kris Hildebrandt, Antonio Hopson, Marie Kurose, David Okimoto, Carla Santorno for Maria Goodloe-Johnson,

OTHERS PRESENT:

Eric Anderson (Human Services Dept), Tom Bailey (Middle School Support), Carla Bryant (Office for Education), Lin Carlson (Seattle Public Schools), Lori Chisholm (Parks), Jerry DeGriek (HSD), Betsy Graef (Council Staff), Sonja Griffin (HSD), Becky Guerra (Finance), Kacey Guin (OFE), Mary Johnson (HSD), Patricia Lee (Council Central Staff), Patricia McInturff (HSD), Holly Miller (OFE), Erica Mullen (YMCA), Sue Rust (OFE), Anne Shields (PHSKC), Sid Sidorowicz (OFE), Linda Rose Slater (SPS), Kevin Stoops (Parks), Margie Viall (HSD), Pat Wells (HSD)

UW College of Education Students: Anna Couch, Larry Anger, Tim Herron, Carol Bershad, Jackie Martinez, Andrea Griggs, Jessica Salvador, Cheryl Reid, Sarah Garner, Monica Nixon, Ann Yamane

Tim Ceis called the meeting to order and asked for introductions. The minutes of the December 11, 2007 meeting of the Levy Oversight Committee (LOC) were approved. Tim Ceis introduced new Council Member and LOC Co-Chair, Tim Burgess. He remarked that he had just returned from attending the funeral of De'Che Morrison, a young man recently killed in gang violence in Seattle. If he had ever wondered about the value of the work of the LOC, that experience brought it home to him.

Report Back on High School Dropout Prevention Program

Holly Miller reviewed the 2008-09 School Year Investment in High School Academic Achievement and Dropout Prevention memo, a follow-up to the December 2007 program proposal. Marie Kurose asked if disproportionality would be taken into consideration among the criteria to determine selection of schools. H. Miller referred M. Kurose to the original proposal which analyzed the drop-out risk factors at each comprehensive high school. The schools with the most students at risk are also those schools with high disproportionality.

M. Kurose asked if staff had looked at the reasons for dropping out. H. Miller said the Mary Beth Celio study of dropouts in the Portland Public Schools provided staff with the risk factors that are associated with dropping out. (That study is being replicated for Seattle Schools but, until that is complete, OFE is relying on the Portland study.) OFE examined where those risk factors were found in Seattle's high schools.

M. Kurose asked if community partners were included in the interventions. H. Miller said the funding would be directed to three or four high schools that would prepare plans for how they would address the risk factors and produce outcomes among their students in a coherent, sustained manner. They might choose to use community partners in that effort.

Carla Santorno said the funds would align with and support District efforts. She noted there were a surprising number of students at risk in all city high schools.

Antonio Hopson asked if certain schools or neighborhoods seemed more likely than others as candidates for these funds. He hoped the funding would not be spread too thin. H. Miller said she agreed. The program will focus on three or four schools. While students with risk factors are present in all schools, they tend to live in concentrated neighborhoods.

David Okimoto noted that the Levy was trying to align with the District, raising the question for him about the District theory of action or approach. C. Santorno said the most important aspect of the District's plan is quality instruction and quality leadership in every school. The strength of the City's proposal is that it identifies other variables that might predict student success or failure.

M. Kurose said an early focus of the Levy was on disproportionality and reduction of the achievement gap. Will this initiative address this specifically? H. Miller said the data reviewed for the 9th grade initiative confirm what we have known from the beginning. Schools with high numbers of students of color and poor students also have high numbers of students with the risk factors analyzed. One interesting result of the Mary Beth Celio research was that these risk factors predict dropouts regardless of ethnicity or economic status. Levy money will be invested in predominantly low-income schools located in southeast or southwest Seattle and in schools with high numbers of students of color.

Tim Burgess noted that it appears the Levy is focusing efforts in areas where students are struggling and is helping to engage the community in Seattle Public Schools. H. Miller agreed and mentioned the work going on to coordinate community mental health services with the middle school clinics as an example.

Annual Report

Kacey Guin presented the Families and Education Levy Annual Report for the 2006-07 school year.

Frances Contreras said the District's Limited English Proficiency (LEP) looks worse than the State's. Sid Sidorowicz said the data reflects only the "value-added" students. The total number of students succeeding is probably greater.

K. Guin said an additional handout shows data broken down by detailed categories.

F. Contreras asked why there are Hispanic White and Hispanic Indian categories. K. Guin said those are categories the School District uses. S. Sidorowicz said he would follow up with District staff to understand the distinction.

K. Hildebrandt asked if the data had analyzed the detailed ethnicity by free and reduced lunch status. K. Guin said the numbers resulting from such analysis would probably be too low to be useful. The Levy can only report on results with more than ten students in a category.

Antonio Hopson said the “Black” category still includes a large aggregation of ethnically distinct groups and wanted to know why. K. Guin and S. Sidorowicz said the data are reported in these categories by the Seattle Public Schools. H. Miller said the District is well aware of these data limitations. C. Santorno said the District is using an antiquated system.

D. Okimoto asked if the students designated as “Match” in the early learning program were ECEAP and therefore lower income. H. Miller said that was correct. The data shows these “Match” students’ assessment and attendance outcomes are lower. HSD is looking at ways of combining resources to equalize quality and outcomes.

M. Kurose asked about the status of the kindergarten readiness assessment. Carla Bryant said a group of early learning providers is working with the University of Washington to identify a tool that can be used by providers and Seattle Public Schools, if they wish. M. Kurose asked how students from Levy preschool programs are performing in Seattle Public Schools. H. Miller said the City has not received ID’s for these students from the District yet so we cannot look at their performance. The good news is that Superintendent Goodloe-Johnson recently approved assigning and retrieval of ID’s so we should be able to get data relatively soon.

F. Contreras said last year the Levy had decided to become more focused on English Language Learners (ELL). She would like to make ELL students a greater emphasis after the District ELL audit is completed. M. Kurose said that underscores the need for disaggregated data.

T. Ceis said if everyone is meeting their targets, it seems like we are not stretching enough. M. Kurose asked if the original targets were established before the baseline was derived. H. Miller said they were and targets have been subsequently revised upward.

A. Hopson noted that targets were set low when the Levy first started. With more experience programs should be able to accelerate their goals.

D. Okimoto said he is okay with improving targets, but there is too much focus on the WASL. He is concerned that there is too much standardized testing. The Health targets seem more aligned with services. The WASL results do not tell the whole story. Services should help schools achieve their goals, but should also report on indicators more aligned with program services. H. Miller said the LOC will see detailed indicator data in the mid-year report. She said the District is making progress on formative assessments. C. Santorno noted the need for more immediate outcomes because the WASL results are lagged too much to help programs.

F. Contreras said it would be good to see more information about course work, enrollment in types of classes and progress. H. Miller said these types of data have been discussed with the District for the new Ninth Grade program, especially since WASL

passage won't be known for most students until their tenth grade year. We will have to look at interim indicators to assure we are making progress. Some of those indicators are suggested by the Mary Beth Celio study.

Tim Burgess said it would be good to know the need for services in order to fully understand the context for service delivery.

M. Kurose said the discussion about outcomes goes back to the early discussions about the Levy supporting SPS to meet student academic achievement. The theory is that we support these programs so that students succeed academically and graduate.

A. Hopson said we need to prepare for the time when NCLB goes away.

K. Hildebrandt said she supports D. Okimoto's request for more indicators.

The LOC meeting adjourned at 5:25 p.m.