



DRAFT



City of Seattle

**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE**
Thursday, April 17, 2007 • 4:00–5:30 p.m.
City Hall, Norman B. Rice Conference Room

MINUTES

MEMBERS PRESENT: Someireh Amirfaiz, Tim Ceis, Cheryl Chow, David Della, Kris Hildebrandt, Antonio Hopson, Marie Kurose, Carla Santorno for Raj Manhas, David Okimoto, John Pehrson, Debra Sullivan

OTHERS PRESENT: Carla Bryant (Office for Education), Lin Carlson (Seattle Public Schools), Lori Chisholm (Parks), Jessica de Barros (OFE), Jerry DeGriek (HSD), Bob Fortner (Youth Tutoring Program), Donnie Grabowski (OFE), Sonja Griffin (HSD), Kathleen Groshong (HSD), Paula Houston (YMCA), Kathie Huus (Parks), Mary Johnson (HSD), Lauren Lee (HSD), Patricia Lee (Council Central Staff), Patricia McInturff (HSD), Holly Miller (OFE), Jennifer Moon (DOF), Erica Mullen (YMCA), Thelma Payne (SPS), Deeann Burtch Puffert (Child Care Resources), Janet Preston (SPS), Mary Jean Ryan (OPM), Sue Rust (OFE), Sid Sidorowicz (OFE), Kristi Skanderup (middle school support), Linda Rose Slater (SPS), Josh Sutton (YMCA), Viviana Ulloa (HSD), Meenoo Yashar (Child Care Resources), Billie Young (HSD)

David Della called the meeting to order and asked for introductions. The minutes of the March 8, 2007 Levy Oversight Committee (LOC) were approved with the clarification that Option B from the Middle Schools Options memorandum was adopted by the LOC.

D. Della explained that several LOC members had participated in detailed briefings the previous week on the Levy baseline and indicator data.

Holly Miller said the Office for Education (OFE) would make an abbreviated presentation of the baseline academic data for students currently served by Levy programs and indicator data for the first semester of the current school year in order to leave plenty of time for discussion by the LOC. The May LOC meeting will focus on recommendations for course corrections and program targets for next year. H. Miller said Jessica de Barros and Sid Sidorowicz are to be thanked and highly commended for their excellent work on the mid-year data. They have been thorough, painstaking and unstinting in their efforts to accurately represent progress on Levy programs.

J. de Barros noted that although the presentation would be brief, all of the data would be included in the full mid-year report which the LOC will receive in May.

J. de Barros presented the report program by program and took questions as the presentation proceeded.

Early Learning

Mary Jean Ryan asked why data was missing on the number of students from the Step Ahead preschools that had enrolled in Seattle School District (SSD). J. de Barros said the SSD had been unable to assign student identification numbers (IDs) to the students enrolled in the Step Ahead programs prior to entering kindergarten. OFE has not been able to obtain student ID numbers for these students after they had begun school, so it is now unclear how many students actually enrolled and are attending SSD.

H. Miller said the Partnership Agreement between the City of Seattle and the SSD stated that the District would assign IDs to the Step Ahead students. City and SSD staff are working to operationalize that agreement through an Early Learning Memorandum of Understanding (MOA). M.J. Ryan asked if the first cohort would be lost. Patricia McInturff said it should be possible to assign IDs retroactively and track the academic progress of those students.

J. Pehrson asked if there was planning to adopt an alternative to the DIAL-3, due to its inaccuracy as a kindergarten readiness assessment. H. Miller said the City is working with SSD on their selection of a kindergarten readiness assessment tool which is currently scheduled to be piloted in the fall of 2008 and implemented full scale in the fall of 2009. Carla Santorno said there are not many good kindergarten readiness assessment options on the market. SSD is continuing to look for an accurate instrument that teachers can use. H. Miller said until a kindergarten readiness tool is selected, the City will continue to rely on the curriculum-embedded assessments which assess cognitive readiness with more rigor than the DIAL-3 assessment.

D. Della asked if there was a standard for the number of days preschool offered during a school year. J. de Barros said there has not previously been a standard, but a standard will be created as a course correction for next year. Marie Kurose asked if there was a standard for hours per day of preschool. Sonja Griffin said the standard was 15 hours per week.

J. Pehrson said that programs with better attendance should receive preference for funding next year. H. Miller said the Human Services Department (HSD) is providing coaching and professional development to support programs with attendance problems. P. McInturff said HSD is using both carrots and sticks to improve attendance. Debra Sullivan said she would like to see reports that show outcomes correlated with attendance rates by race and ethnicity.

Elementary Community Learning Centers (ECLCs)

T. Ceis asked what steps were being taken to help improve attendance at Van Asselt Elementary School's CLC. Kathleen Groshong said participation was being monitored monthly and CLC staff were working with Van Asselt Elementary staff to see how to improve attendance for specific children with chronic attendance challenges. K. Groshong said HSD was increasing participation goals and days available for next year's contracts. She noted that the Van Asselt CLC was slow to start up this year.

M. Kurose and Someireh Amirfaiz noted that students in the Limited English Proficiency (LEP) category are low-performing on the WASL. J. de Barros said that was probably because the number of students who are in that category this year, and who also took the WASL last year, is very small. Sid Sidorowicz pointed out that the students status on the charts is for this year, while

the WASL baseline data is from last school year. LEP students who meet both the reading and writing WASL standards last year are no longer maintained in LEP status.

Family Support and Family Involvement (FSW/FI)

J. Pehrson asked why the targets for FSW/FI were lower this year than last. J. de Barros said last year's targets were not value-added and this year's are value-added; that is, last year's targets included both students who had passed the WASL previously and those who had not. This year's targets will count only students who have not passed the WASL previously. J. Pehrson suggested footnoting that distinction in the report.

S. Amirfaiz asked if family activities were disaggregated by race and ethnicity. S. Sidorowicz said that data could be shown but wasn't for this presentation. D. Della said it would be included in the final report.

M. Kurose asked if Student Intervention Team meetings were for discipline purposes. H. Miller replied that they are usually not held for that reason. M. Kurose then asked if absences include suspensions. S. Sidorowicz said he was not sure and would check with SSD. (Follow up on this question: SSD counts suspensions as excused absences.)

D. Sullivan asked if all tables in the report could be disaggregated by race and ethnicity. J. de Barros said many of the tables would be disaggregated in the final report; the LOC power point presentation was meant to give an overview picture of Levy mid-year indicator data. David Okimoto asked if the data could then be revisited. H. Miller said OFE would look at how much they could do by the May LOC meeting and put some time on the agenda, if warranted, to discuss the data.

Middle School Programs

J. Pehrson asked if course corrections next year would address low participation levels in CLCs because it would be hard to be effective with such low participation levels. J. de Barros said course corrections would set higher participation levels and middle school innovation sites are already moving to mandatory attendance requirements for their after school programs. Students would be assumed to be participating in after school programs unless parents specifically chose for them not to participate.

S. Amirfaiz asked for an explanation of LEP/EEP/NON-LEP definitions in the baseline data. S. Sidorowicz said some students who receive Levy services were LEP last year and passed the language proficiency test and became NON-LEP or EEP this year. Debra Sullivan asked, since LEP/NON-LEP is binary, if it was then possible to track how students perform after they are no longer LEP. C. Santorno said LEP students are leveled by their scores on the English language proficiency test only before they pass the test. After LEP students pass the test, they are no longer tracked as part of the LEP category. Marie Kurose and Debra Sullivan asked if it was possible to track former LEP students after they pass the test and move out of LEP status. H. Miller said OFE would look into that question for the next meeting.

C. Santorno asked for a clear statement of the question that needed to be answered. M.J. Ryan said OFE would look at trying to formulate the question for the next meeting.

Seattle Team for Youth (STFY)

J. Pehrson asked if the attendance data included students who dropped out. S. Sidorowicz said if students were actively attending school during any given semester, OFE would get their attendance data.

J. Pehrson asked if receiving a GED was an outcome. J. de Barros said GED's are monitored as indicators. J. Pehrson said they should still be tracked as meaningful indicators. H. Miller said the LOC decided early on not to use GED's as outcomes.

A. Hopson asked if STFY tracks teen pregnancy for the girls being served. V. Ulloa responded that while STFY serves pregnant teens, they do not track data regularly about them. J. DeGriek noted that teen pregnancy is an indicator for health services.

D. Sullivan asked what changes are being considered for STFY. H. Miller said the STFY team is looking at issues such as static assignments of case managers in schools, working with eighth grade students to help them with the transition to high school and successful completion of the freshman year, lengthening case managers' services to students beyond eighteen months and coordination of resources with CASA START.