

DEEL Levy Oversight Committee

AGENDA

Tuesday, May 9, 2017

4:00 – 5:30 p.m.

Boards and Commissions Room L280

City Hall, 600 4th Avenue

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| Welcome and Introductions | Dwane Chappelle |
| Review and Approve 3/14/17 Minutes | Dwane Chappelle |
| Review Agenda | Dwane Chappelle |
| Levy funding for two-tier bell times | Dwane Chappelle Ben Noble, City Budget Office Pegi McEvoy, Seattle Public Schools Maida Lynn Chen, MD |
| FEL K12 Mid-Year 2016-17 SY Report Briefing | K-12 Team |
| Thank You and Adjourn | Dwane Chappelle, All |

Attachments

Draft minutes from 3/14/17 meeting

Next Meeting

July 11, 2017 Summer Learning Site Visit, Location TBA



DRAFT



DEEL LEVY OVERSIGHT COMMITTEE
Tuesday, March 14, 2017

MINUTES

Members Present: Kevin Washington, Shouan Pan, Allison Wood, Hueiling Chan, Larry Nyland, Council President Bruce Harrell, Erin Okuno, Greg Wong and Sandi Everlove
LOC Members Absent: Richard Burke, Lucy Gaskill-Gaddis, Cristina Gonzalez, Sadia Hamid, and Ruth Kagi

Others Present: Dwane Chappelle (DEEL), Sid Sidorowicz (DEEL), Monica Liang-Aguirre (DEEL), Cameron Clark (DEEL), Holly Campbell (DEEL), Kathryn Doll (DEEL), Sonja Griffin (DEEL), and Leilani Dela Cruz (DEEL), Brian Goodnight (Council Central Staff), Waslala Miranda (CBO), James Bush (SPS), and Phyllis Campano

Dwane Chappelle greeted everyone and called the meeting to order. D. Chappelle then approved the December 13 meeting minutes.

Monica Liang-Aguirre gave the Seattle Preschool Program (SPP) Update presentation.

Greg Wong asked if the tuition amount has stabilized and if it's predictable now. Sandi Everlove asked if there's an increase in full pay or in pay overall. M. Liang-Aguirre and Leilani Dela Cruz answered that it's about the same as last year: 20%. M. Liang-Aguirre reminded the group that in the beginning of the year it was 70% for free tuition, but the number has now decreased due to changes in enrollment.

Erin Okuno noted it would be interesting to see where the program is serving first and second generations for Latino and Asian populations. M. Liang-Aguirre agreed and stated DEEL would research it.

G. Wong asked if DEEL knows why some students are leaving. M. Liang-Aguirre answered there are no alarming trends. Allison Wood asked if it's evenly distributed by sites. M. Liang-Aguirre answered DEEL is unsure.

Kevin Washington asked if the dynamic would change if the application response dates were pushed up. M. Liang-Aguirre stated there are multiple reasons, including decline rates, and that she'd go into it further detail during the presentation. Larry Nyland noted part of the reason could be as time progresses, residents become more aware of the preschool sites around them.

E. Okuno asked if DEEL knows why students of color are enrolling more after the program's start date. M. Liang-Aguirre stated DEEL is researching who applied early and why that was the case. M. Liang-Aguirre stated it appears to be the parents that are most

looped into the system and DEEL's outreach; it seems to be about whom DEEL have done a better job reaching and who is more likely to respond by a given deadline. Sid Sidorowicz asked if it's because of income eligibility: that the 3-year-olds who are enrolling later are more likely to be children of color. L. Dela Cruz answered yes: since DEEL prioritizes 4-year-olds and enrolls them first and then enrolls lower income 3-year-olds. M. Liang-Aguirre noted that DEEL is researching whether DEEL's SPP policy is inadvertently privileging Seattle's over income 4-year-olds over lower income three-year-olds. M. Liang-Aguirre added that it appears the children who need the program most, are enrolling later and getting fewer days of the program. G. Wong noted that one of the targets of the program is to have income diversity. G. Wong agreed that there are more low-income children who need the services, but noted the goal of having a diverse income to truly have a universal program. M. Liang-Aguirre agreed, adding DEEL also wants all students to start in September, at the beginning of the program. G. Wong added the preference was to give priority to four-year-olds and that the current three-year-olds will be a good portion of next years' four-year-olds. G. Wong also noted it will be interesting to see how the four-year-old demographics change over the next two years.

K. Washington asked if parents are giving a reason when declining. M. Liang-Aguirre stated often it's geographic, so DEEL is offering parents more preferences this year to hopefully eliminate multiple rounds of applying. L. Dela Cruz noted there was a group of parents who declined unless they were selected for the one and only site they wanted. K. Washington asked if those sites offered something specific or if there was another reason why they only wanted one particular site. L. Dela Cruz stated DEEL has not asked why.

S. Everlove asked if students are going to other preschools or not filling out the enrollment forms as speaking another language since there are higher enrollments with SPS, versus SPP, with some of the language groups; in particular with Somali and Spanish speaking students. M. Liang-Aguirre stated DEEL is unsure. L. Dela Cruz offered there are other programs like Head Start, Family Child Care, ECEAP, etc. and that certain cultures prefer some of these different programs; they tend to attract students with a second language preference. E. Okuno noted if a family is attached to Head Start or another program, that they would stay with that program instead of transitioning into an SPP classroom. L. Dela Cruz concurred. A. Wood noticed that there's an opposite trend with Chinese families and is curious if DEEL's outreach could be an explanation as to why ties are stronger with certain communities. L. Dela Cruz agreed that could be a reason and added another reason could be that one of the providers that is now in the program is a Chinese dual language site. G. Wong noted there is a higher Vietnamese increase with SPP than with SPS as well.

L. Nyland asked how the City is finding new facility spaces. M. Liang-Aguirre answered that Cameron Clark with DEEL is assisting and that DEEL is looking into all options. L. Nyland added portables work well and M. Liang-Aguirre noted DEEL hasn't initiated any work with portables. L. Nyland mentioned there are 45 churches that have partnerships with schools and that they are another possibility. Council President Harrell asked if the providers that bid on the RFI spaces were existing providers. L. Dela Cruz said that process was open for anyone to apply. L. Dela Cruz noted DEEL did prioritize preexisting providers and those facing displacement, or those having facility barriers that keep them from becoming SPP classrooms. B. Harrell was curious if decisions were based on the

highest bid; L. Dela Cruz stated DEEL handled the entire RFI process and there was no bidding process. K. Washington asked if the current providers look stable and if DEEL expects any changes over the year. M. Liang-Aguirre answered that SPS does not expect any changes, but things change year to year. M. Liang-Aguirre added DEEL does not know of any sites with issues, other than those in SPS buildings. S. Sidorowicz added there are some known site issues in the Pathway program.

S. Everlove would like more information on the FCC Pilot. M. Liang-Aguirre stated Cameron Clark can provide information after the meeting and that she can also give a presentation on it in a few months.

E. Okuno noted it is very unpleasant to pay by phone for SPP parents and asked if there will be a credit card payment option through the new Parent Portal. K. Washington asked if DEEL's interfaced with the parents to see if there's a desire for parents to pay online. M. Liang-Aguirre answered that DEEL has. L. Dela Cruz noted that there are numerous structural and permission barriers at this time. K. Washington noted DEEL should be able to use one of the other Departments' systems, if DEEL is unable to use their own. S. Sidorowicz answered that the different systems are complex and that there are different security issues, including some with the application that will need to be resolved first. S. Sidorowicz added DEEL cannot use Utilities' sites since they are on separate systems and supported by their own fees; however, he stated DEEL will get to online payments.

E. Okuno noted she sees the efficiency in doing applications online, but paper applications are preferred by families of color (due to the relationship aspect). M. Liang-Aguirre stated DEEL will be doing online applications only, but will offer to help the families in person fill out the application online.

S. Everlove asked if the SPP Outreach consultant will be utilizing the community health clinics. M. Liang-Aguirre answered that she would connect with S. Everlove after the meeting.

L. Nyland noted there can be issues with maximizing first choice and M. Liang-Aguirre noted that DEEL is not ranking, instead parents are asked to select all of the sites they are willing to go to.

K. Washington asked what "financial reasons" refers to and if certain providers are not joining SPP due to being unable to meet the requirements. L. Dela Cruz explained there are different reasons why providers are not joining: some of the sites collect more income with their current programs than they would if they converted to SPP, the teacher wage requirements are too high, and there are increases in site locations' rent.

S. Everlove asked if the SPP+ outreach plan is different and if the teachers will have special training. M. Liang-Aguirre answered yes, that SPS is responsible for enrolling the families and letting them know it's an option; there will be 6 slots reserved for IEPs and the rest will be enrolled by DEEL; the classrooms will have a fulltime SPP teacher (a general education teacher), a part-time special education certified teacher, and a paraprofessional.

K. Washington noted on the map one can see where there are currently no SPP locations and that it may be easier to get existing providers into these locations, than a newer provider. L. Dela Cruz concurred and added that with newer providers DEEL must ensure they're qualified, which can take longer than using a provider DEEL already knows and has evaluated. L. Dela Cruz also noted some of the locations on the map do not actually have any preschools. S. Sidorowicz noted there also may be private providers who are not interested in SPP. E. Okuno stated if a map of the demographics SPP is trying to reach was overlaid on top, then the areas showing no SPP sites may also be areas not currently targeted at this time, but ones hopefully reached in the future. M. Liang-Aguirre noted Pathway sites are also not included.

S. Everlove asked if DEEL can disaggregate the children attending two full years versus one, and those who are under 300%. M. Liang-Aguirre answered yes, and DEEL will have those results next year. Sonja Griffin agreed that data on children under 300% is important. E. Okuno added there are grandfathered-in children as well. S. Everlove noted the value of data: to see if SPP is working and if so, using data to support the importance of continuing the program. K. Washington asked if DEEL can show data from the provider aspect: that the providers who've participated are doing better than those that did not. K. Washington added provider data would be helpful with recruitment. L. Nyland noted DEEL should have WaKIDS data on the kids for all of the above: no preschool, 1 or 2 years of preschool, free or reduced lunch, etc. S. Everlove added that published studies carry more weight and asked if UW can publish a study with the results from the SPP pilot. L. Dela Cruz noted a third-party evaluation is underway and that DEEL will discuss the UW suggestion.

G. Wong asked if there will be a presentation on the quality, curricula, and training pieces. S. Griffin stated she would gladly give a presentation on this.

D. Chappelle thanked everyone for coming and adjourned the meeting at 5:25 p.m.



Seattle Department of Education & Early Learning

Edward B. Murray, Mayor
Dwane Chappelle, Director

DATE: May 9, 2017

TO: Levy Oversight Committee

FROM: Dwane Chappelle, Director, DEEL
Sid Sidorowicz, Deputy Director, DEEL
Donnie Grabowski, Finance Director, DEEL

RE: Seattle Public Schools 2017-18 School Year Transportation Funding Request

Section 6 of Ordinance 123567, establishing the 2011 Families and Education Levy states that, “The Council requires that before the Executive submits to the Council any proposed changes in Levy funding requiring Council approval by ordinance, the Executive will seek the recommendation of the Oversight Committee.”

Mayor Murray has proposed a one-time, \$2.3 million funding commitment of unspent, unencumbered funds from the Families and Education Levy’s Middle School budget to support Seattle Public Schools’ request to pay for SPS-contracted transportation services (buses, drivers, fuel) to move from a three-tier bus and bell schedule to a two-tier schedule for the 2017-18 school year. (Letter from SPS Superintendent Nyland attached.) DEEL has prepared legislation amending the Families and Education Levy Implementation and Evaluation Plan (Plan), previously adopted by Ordinance 123834 to achieve this transfer. Please see the attached proposed revision to the Plan (page 8).

Background:

The American Medical Association and the American Academy of Pediatrics recommend that secondary school students start school after 8:30 a.m. to match students’ biological and sleeping patterns. Evidence presented to the SPS Bell Times Task Force in 2015 suggested that teenagers may benefit from later school start times with more sleep, better health, improved academics, and lower truancy rates.

Beginning with the 2016-17 school year, Seattle Public Schools “flipped” the start times for elementary and secondary students, resulting in elementary schools starting before 8:00 a.m. and three different start times across the district schools. While there is some data indicating this change has had favorable results for secondary school students, it has created challenges for parents with children at multiple grade levels.

Seattle Public Schools has now requested that the City fund \$2.3 million in one-time transportation expenses to move to a two-tier bus and bell schedule which it is unable to support because of budget constraints. This one-time investment will help Seattle Public Schools secure future funding from the State for ongoing transportation costs associated with the change.

The 2016-17 school year marks the fifth year of implementing the Families and Education Levy. The Levy has accrued unencumbered, unspent balances over the last few years for several primary reasons:

- In 2013, \$1.5 million in unspent resources from the 2004 Levy was used to support activities planned as part of the current levy, thus freeing up the same amount of funding from the current levy.
- At the start of implementing the 2011 Levy, not all funds were awarded to applicants as expected because DEEL did not receive enough quality applications. Since then, DEEL has worked to provide technical assistance to potential proposers and has seen an increase in the number of qualifying applications.
- There were administrative savings in OFE prior to the establishment of DEEL.
- Contracts established on a reimbursable basis have been underspent.

The Levy Implementation and Evaluation Plan includes transportation funding as a strategy for Middle School Academic Achievement. While this transportation investment has been in support of athletics and after school activities, it has been adopted with the recognition that transportation can be an important element in supporting students. DEEL has proposed using this category of funding to respond to SPS' request. The Levy's Middle School budget has accrued approximately \$2.7 million in underspend through 2015.

In considering the potential use of the available underspend the "one-time" nature of the available funding was an important consideration. The underspent dollars cannot be invested in new on-going programming without creating a "bow wave" in expense for future levy renewal. Therefore, it makes most sense to identify a one-time investment to make with these dollars. The school bus purchase, represents such an expense.

DEEL has reserved enough underspend across Levy programs to account for actual revenue being less than planned, and is confident that the Levy will not be overspent with this \$2.3 million, one-time payment to SPS.

Funding for Crossing Guards

In addition to the School District's request for funding to help them re-align their transportation to a two-tier system, the District also requested \$376,000 of ongoing funds to support their crossing guard program. The Mayor has proposed using funds from the School Safety Traffic and Pedestrian Improvement Fund to support this ongoing request.

April 6, 2017



Mayor Ed Murray
City of Seattle
PO Box 94749
Seattle WA 98124-4749

Re: Support requests for student safety

Dear Mayor Murray:

Thank you for our ongoing partnerships to ensure that our city supports our students and families. I feel fortunate to have a city that provides the kind of support Seattle does for Seattle Public Schools. Although the state of Washington is 43rd in funding our schools, Seattle Public Schools acknowledges that the support Seattle taxpayers and the City provide is a critical part of the success the District achieves, including:

- A local levy of \$50 million more than most districts;
- A Families and Education Levy of \$35 million in City support; and
- A City-funded universal pre-school.

The City of Seattle and Seattle Public Schools also collaborate on an ongoing basis to provide a coordinated focus on school safety. Joint trainings with the Seattle Police Department, the City-sponsored Seattle School Traffic Safety (SSTS) Committee, and coordinated technology systems all contribute to maximizing student safety.

Now Seattle Public Schools needs your help to continue providing a safe and welcoming environment.

Crossing Guard Program

The Seattle School Traffic Safety Committee (SSTS) recommends one or more crossing guards at 107 specific school locations in order to provide continuity of safety for students walking to and from school. (SSTS is comprised of a team from, SDOT, Pedestrian Safety, Cascade Bicycle Club, Seattle Police Department, Seattle Neighborhood Greenways, Seattle Public Schools Transportation and Risk Management Departments and Citizens At-Large.) For 40+ years, the Seattle Police Department funded crossing guards; the annual cost at that time was \$545,000. In 2010, SPD discontinued that service. In response to family concerns regarding safety, the district has managed the program since then **with a current annual budget of approximately \$376,180**. With the district's current crisis funding levels from the State, even this reduced amount is not feasible. The board of directors is focusing all available resources into classrooms. Seattle Public Schools is requesting that the City of Seattle (City) fund this important program. The district could support this effort by managing the program if that would be easier for the City.

One-Time-Only Cost of Transportation Realignment to a Two-Tier System

After a four-year study of the research around the American Association of Pediatrics and American Medical Association recommendations to move start times for adolescents later so that they match students' biological and sleeping patterns, the school district "flipped" the bell times for elementary and secondary schools for the

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2016-17 school year. In anticipation of this change, community-based organizations and particularly Seattle Parks and Recreation programs provided valuable information and support to make this transition for families as easy as possible. Early information on the impact of this change is very promising: Seattle students are sleeping longer hours (as compared to Washington students who are reporting less sleep) and there is a reduced level of discipline for our high school minority students.

In 2016-17, the district was able to make significant changes to school bell times within the state funded three-tier bus schedule, moving all but 12 elementary or K-8 schools to earlier tiers. However, during the lengthy community engagement process, community and family members were clear in their preference for a two-tier transportation system so that elementary schools could start after 8am and the third tier schools could have the same earlier bell times as their peers.

In 2017-18, the district is scheduled to lengthen its instructional day in order to improve educational outcomes for our students. This has renewed concern about maintaining a three-tier system. With this upcoming schedule, our first tier elementary schools will begin earlier at 7:45 a.m. and the third tier schools will end as late as 3:55 p.m. The City's Seattle School Traffic Safety Committee has recommended that elementary schools start no earlier than 7:59 a.m. due to safety concerns about visibility.

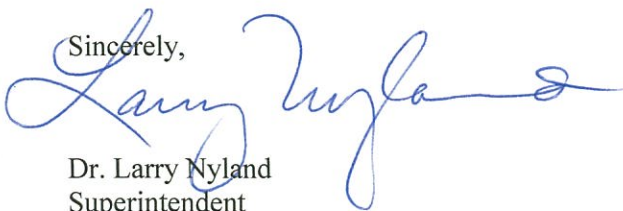
Unfortunately, due to the budget constraints, Seattle Public Schools cannot fully implement a two-tier system that meets American Academy of Pediatrics recommendations and community expectations without external investment. The physical shape of the city, increasing traffic congestion, the current district budget deficit, and lack of dedicated funds for the additional buses needed, are all barriers to implementing a two-tier schedule, which would support the SSTS recommendations for elementary school start times to be at 8:00 a.m. so elementary students could travel to school in daylight hours.

Washington State funds transportation on a reimbursement basis (the State budget allocation for the 2017-18 school year will be based on the experience in the 2016-17 school year). **If the district can receive external funding of \$2.3 million to move the transportation system to a two-tier system for the 2017-18 school year, this will be a huge step to help secure future funding for ongoing bell time stability.**

School districts across the country are struggling with community pressures to change their bell times. Seattle is at the forefront of this effort and is drawing national attention and praise for this change. We would like to complete the work of this transition and solve the riddle of transportation costs. Standardizing elementary and secondary start times will also be an important ingredient in helping before- and after-school program providers deliver coordinated services to Seattle students.

Together we will become one of the first urban districts in American to create a safe and healthy school bell time schedule to enable all students to have access to quality instruction that aligns to our student's body clocks. Thank you for your consideration and support.

Sincerely,



Dr. Larry Nyland
Superintendent

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Attachment 1: The Families and Education Levy Implementation and Evaluation Plan

OVERVIEW

This Families and Education Levy Implementation and Evaluation Plan sets forth the criteria, measurable outcomes and methodology by which Families and Education Levy (Levy) programs will be selected and evaluated for the Levy approved by voters in November 2011.

All Levy investments will be made for the purpose of achieving the outcomes described below. Progress towards those outcomes will be used to measure success and to provide information for course corrections. Specific numeric targets will be set each year so that organizations receiving investments are clear of their goals and understand how their success will be evaluated.

All Levy programs will be selected and evaluated using an outcome funding framework. In this approach the City is investing Levy proceeds to achieve the following three city-wide outcomes:

- Children will be ready for school
- All students will achieve academically and the achievement gap will be reduced
- All students will graduate from school college/career ready

School readiness is measured by:

- The Washington Kindergarten Assessment of Developmental Skills

Academic achievement is measured by:

- The Measurements of Student Progress;
- The Washington English Language Proficiency Assessment;
- The High School Proficiency Exam;
- On-time promotion to 10th grade; and,
- End-of-Course Math Exams.

Students graduating from school college/career ready is measured by:

- On-time graduation;
- Graduating with the Washington State requirements for entry into a four-year college, and/or completion of a career and technical education course of study;
- Graduates enrolling in post-secondary education;
- Graduates not needing to enroll in remedial education courses; and,
- Graduates continuously enrolled in college for one year.

To achieve the three Levy outcomes, the City will set clear numeric targets for each Levy program and define and track indicators that measure progress toward targets. These indicators include, but are not limited to:

- Families demonstrating increased positive behavior on the PACT and the CBT
- Children making gains in the Standard Score from the fall pre-PPVT to the spring post- PPVT
- Children with a minimum of two assessments meeting age-level expectations on Teaching Strategies Gold
- Children are in classrooms meeting an ECERS standard of 4 in each subscale or an average of 6 in all subscales
- English Language Learners in all grades making State English proficiency test gains
- Elementary students in all grades making or exceeding annual typical growth on reading MAP
- Elementary students in all grades making or exceeding annual typical growth on math MAP
- Elementary students with fewer than 5 absences per semester
- Middle school students in all grades making or exceeding annual typical growth on reading MAP
- Middle school students in all grades making or exceeding annual typical growth on math MAP
- Middle School students passing all courses
- Middle School students with fewer than 5 absences per semester
- 7th and 8th grade students enrolled in the College Bound Scholarship Program
- 9th grade students making or exceeding annual typical growth on reading MAP
- 9th grade students making or exceeding annual typical growth on math MAP
- High School students passing all courses
- High School students with fewer than 5 absences per semester

Progress toward outcomes and indicators will be measured using assessments in effect during the 2011-12 school year. Should these be changed or terminated during the period Levy programs are in effect, OFE will substitute the appropriate assessment replacements.

Measurable outcome, methodology, and criteria for program evaluation:

The outcome funding framework includes the tracking and verification of results as the key tool of program evaluation. The City will consistently review progress toward targets and make course corrections. Targets will be updated annually based on results.

Levy-funded programs will rely on approaches that have demonstrated success at achieving results. OFE and Levy partners will track to success on a regular basis through a system of data collection, analysis and evaluation, and course corrections.

Each program using Levy investments will be required to collect specific data that is likely to be predictive of successful outcomes. Staff will be expected to review and consider student and program data on an ongoing basis to determine whether course corrections are necessary.

Through a data-sharing agreement with SPS, OFE will provide Levy programs with periodic summaries of student progress on the specific indicators listed above. Because the data-sharing agreement will provide for OFE to receive anonymized individual-level records, comparisons can be made with students in the same school, across the district, or with similar characteristics.

Periodic, in-depth analysis or evaluation of Levy programs can be conducted to provide direction for course correction. As resources are available, and as program needs dictate, the Levy

database will be used for more rigorous statistical analysis of the effects of Levy investments on academic achievement. The database is robust enough to allow for modeling of statistically controlled comparison groups with appropriate safeguards for student confidentiality and protection of subjects' privacy.

Results from these methods of tracking to success are shared with Levy partners and are reported to the Levy Oversight Committee. During the annual review cycle, course corrections are adopted as informed by the different levels of data analysis.

Measurable outcomes, methodology and criteria by which Levy programs will be selected:

OFE will use a combination of Requests for Qualifications (RFQ) and Requests for Investments (RFI) to competitively award Levy proceeds. Health service investments will be awarded as described in the Health section below.

First, OFE will use the RFQ process to identify organizations with various areas of expertise to determine which of them meet OFE standards, using criteria described below, for providing Levy-funded programs. Organizations intending to partner with schools for programs funded by Levy investments will submit an application to OFE responding to specific questions regarding their experience with improving academic outcomes. OFE will review responses and identify those organizations that demonstrate qualifications for achieving results. When schools submit RFIs, as described below, they may select any organizations approved through the RFQ process that are likely to achieve the school's specific results. There is no Levy funding directly resulting from the RFQ process.

Second, OFE will require schools to compete for Levy investments by submitting an RFI application that outlines how they will achieve Levy outcomes. The RFI application will require schools to develop and commit to a plan that will improve academic outcomes for specific groups of students. OFE will review plans and contract with the School District to invest in those schools that propose and are most likely to achieve the greatest results for the amount of funding requested.

In the RFI application, schools may directly provide program elements or may partner with any organizations approved by OFE in the earlier RFQ process. Schools proposing to partner with organizations that have not participated in the RFQ process and who are proposed to receive \$5,000 or more in Levy funding in any school year will be required to include an RFQ response from the organization in the school's RFI application. OFE will not allocate Levy funding for partner organizations that do not meet RFQ standards, with the exception of organizations that will receive no more than \$5,000 per school year in Levy investments.

RFIs will also be used to award Levy proceeds for Early Learning, Summer Learning, and Health programs. These investments may be awarded either to schools or community partners. Once OFE has selected a particular school or organization through the RFI process, OFE may negotiate changes to specific program elements to meet the intended targets or to adjust for available funding.

When evaluating RFQ and RFI submittals, OFE will use a variety of methods to determine which proposals sufficiently demonstrate an ability to achieve academic results. OFE will review past success at achieving results, the means and methods proposed, and the commitment of leadership to improving outcomes. Additionally, OFE may consider the costs of programs as a factor, though this shall not be the sole determinative factor. Depending on the RFQ or RFI under consideration, OFE will use some, or all, of the criteria listed below. In addition, in its performance of due diligence prior to investing Levy proceeds, OFE may use other approaches to ensure proposers have the capacity and commitment to achieve results.

RFQ and RFI Criteria for Non-School Partner Organizations:

1. Knowledge and demonstrated use of best and/or promising practices
2. Experience and evidence of achieving academic outcomes previously
3. Use of data to monitor progress of students
4. Evidence of ability to change course if data warrants
5. Expertise in working with students and families from groups that over populate the academic achievement gap - immigrants/refugees, low income and students of color
6. Experience working in school settings or collaborating with schools
7. Use of English language learner instruction techniques
8. Use of quality assessment tools
9. Ability to leverage additional funds

RFI Criteria for Schools:

1. Title One School/Schools with high numbers of low performing students
2. Experience and evidence of achieving academic results
3. Ability to provide schedule flexibility
4. Ability to provide hiring stability
5. Ability to identify target student populations and their academic needs
6. Collective effectiveness and expertise of the team of community providers the school includes in their plan to comprehensively address the academic (and other relevant) needs of students targeted for improvement
7. Pre-School - 3rd grade framework in place
8. Active use of data to guide instructional practice
9. Use of Common Core Standards
10. Standards-based grading
11. College-going culture
12. Teachers and principals trained in English Language Learner acquisition
13. In-School suspension policy
14. Algebra I in 8th grade

- 15. Integration of social, emotional, behavioral and family support
- 16. Ability to leverage additional funds

The specific uses of the RFI and RFQ processes and their frequency are described in the Investment Area section that follows.

The City shall use the process established under SMC Chapter 20.50 for selection of consultants.

LEVY INVESTMENT AREAS:

Ordinance 123567 established the following primary investment areas for Levy proceeds:

- Early Learning and School Readiness
- Elementary School Academic Achievement
- Middle School Academic Achievement and College/Career Preparation
- High School Academic Achievement and College/Career Preparation
- Student Health

1. EARLY LEARNING AND SCHOOL READINESS

Early Learning and School Readiness consists of the following strategies:

- Professional development for early learning educators
- High-quality preschool programs
- Home visiting program
- Health and mental health screening and support

Early Learning investments will contribute toward the following outcomes:

- Children meeting age level expectations on WaKIDS
- 3rd graders meeting MSP reading standard

The following indicators will be used to track to results:

- English Language Learners in all grades making State English proficiency test gains
- Students in all grades making or exceeding annual typical growth on reading MAP
- Students at all grades having fewer than 5 absences per semester

Methodology:

Early learning providers for high-quality preschool programs and health and mental health screening and support will be selected using a competitive RFI approach. Providers of professional development and assessment will be selected through a combination of RFI, RFQ, and consultant contract approaches. The City will contract with United Way King County to manage the home visiting program, and the agreement will require United Way to award investments to subcontractors through a competitive process. Early learning programs will be phased in over the course of six school years so RFIs will be issued each year as

additional programs are implemented. In addition, RFIs will be issued to replace providers who have been unable to achieve results.

Early learning programs may also be proposed as part of an elementary school RFI as described below.

2. ELEMENTARY SCHOOL ACADEMIC ACHIEVEMENT

Elementary School Academic Achievement consists of the following strategies:

- Elementary school innovation sites
- Community based family support services for immigrant, refugee, and Native American students
- Summer learning

Elementary School investments will contribute toward the following outcomes:

- Children meeting age level expectations on WaKIDS
- 3rd graders meeting MSP reading standard
- 4th graders meeting MSP math standard
- 5th graders meeting MSP science standard

The following indicators will be used to track to results:

- English Language Learners in all grades making gains on the State English language proficiency test
- Students in all grades making or exceeding annual typical growth on reading MAP
- Students in all grades making or exceeding annual typical growth on math MAP
- Students at all grades having fewer than 5 absences per semester

Methodology:

Elementary school investments will be awarded using a combination of RFQ and RFI processes. For elementary innovation sites, schools will submit an RFI that describes in detail the outcomes and indicators to be achieved, the means and methods to achieve the results, and the proposed partners for the school year. Levy proceeds may be applied only to partners who were qualified by OFE through the RFQ process. Elementary innovation sites may also submit an RFI that includes a partner approved through the early learning RFI, or may propose to provide pre-k programs directly if the school had responded to the RFI for Early Learning Pre-School Providers.

Elementary innovation sites must address five key areas:

- Pre-K-3 Alignment and Collaboration
- Extended in-school learning time
- Social/emotional/behavioral support
- Student and family support services
- Out-of-school time programs

Four new elementary innovation sites will be added each year for five years, until approximately 23 schools are using this approach. In addition to new sites, each participating school must resubmit an RFI annually.

In addition to school based student and family support services, investments in community based family support will be awarded through an RFI process separate from the school innovation site RFIs.

Summer learning may be awarded as part of an elementary innovation RFI, either in combination with an RFQ approved partner organization or provided directly by the school. Summer learning may also be awarded directly to non-school partners through an RFI. Summer learning will be phased in over six school years, beginning with the 2012-13 school year.

3. MIDDLE SCHOOL ACADEMIC ACHIEVEMENT AND COLLEGE/CAREER PREPARATION

Middle School Academic Achievement and College/Career Preparation consists of the following strategies:

- Middle school innovation sites
- Middle school linkage sites
- Summer learning
- Supporting middle school strategies - athletics and transportation

Middle School Investments will contribute toward the following outcomes:

- 6th graders meeting MSP reading standard
- 7th graders meeting MSP math standard
- 8th graders meeting MSP science standard

The following indicators will be used to track to results:

- English Language Learners in all grades making State English proficiency test gains
- Students in all grades making or exceeding annual typical growth on reading MAP
- Students in all grades making or exceeding annual typical growth on math MAP
- Students in all grades passing all courses
- Students in all grades having fewer than 5 absences per semester
- 7th and 8th graders enrolled in College Bound

Middle school investments for innovation sites and linkage sites will be awarded using a combination of RFQ and RFI processes. For both innovation sites and linkage sites, schools will submit an RFI that describes in detail the outcomes and indicators to be achieved, the means and methods to achieve the results, and the proposed partners for the school year. Levy proceeds may be applied only to partners who were qualified by OFE through the RFQ process.

Middle schools must address five key areas:

- Extended in-school learning time
- Social/emotional/behavioral support
- College and career planning
- Family involvement
- Out-of-school time programs

All investments for middle school innovation and linkage sites will be awarded in the 2012-13 school year, although full investments for extra learning time and college/career planning will be phased in over two years. Each participating school must resubmit an RFI annually.

Summer learning may be awarded as part of a middle school innovation site RFI, either in combination with an RFQ approved partner organization or provided directly by the school. Summer learning may also be awarded directly to non-school partners through an RFI. Summer learning will be phased in over five school years, beginning with the 2012-13 school year.

Funding for middle school athletics and transportation will be awarded through a direct contract with Seattle Public Schools on a non-competitive basis and will be negotiated annually. The City will provide one-time transportation funding to Seattle Public Schools for the 2017-18 school year for the costs of moving from a three-tier bus and bell schedule to a two-tier bus and bell schedule. These funds are not limited solely to providing transportation to middle school students.

4. HIGH SCHOOL ACADEMIC ACHIEVEMENT AND COLLEGE/CAREER PREPARATION

High School Academic Achievement and College/Career Preparation consists of the following strategies:

- High School innovation sites
- Summer learning

High School investments will contribute to the following outcomes:

- 9th graders promoting on time to 10th grade
- Students graduating on time
- Students graduating with HECB requirements for entry into college
- Students completing CTE course of study before graduation
- Students passing end-of-course math tests
- Graduates enrolling in post-secondary education
- Graduates taking fewer remedial courses in college
- Graduates continuously enrolled in post secondary education for one year

The following indicators will be used to track to results:

- English Language Learners in all grades making State English proficiency test gains
- 9th grade students making or exceeding annual typical growth on reading MAP
- 9th grade students making or exceeding annual typical growth on math MAP

- Students in all grades passing all courses
- Students in all grades having fewer than 5 absences per semester

High school investments for each strategy will be awarded using a combination of RFQ and RFI processes. For innovation sites, schools will submit an RFI that describes in detail the outcomes to be achieved, the means and methods to achieve the results, and the proposed partners for the school year. Levy proceeds may be applied only to partners who were qualified by OFE through the RFQ process.

High schools must address five key areas:

- Extended in-school learningtime
- Social/emotional/behavioral support
- College and career planning
- Familyinvolvement
- 8th to 9th gradetransition

All investments for high school innovations sites will be awarded in the 2012-13 school year, although investments for college/career case management will be phased-in starting in 2015. Each participating high school must resubmit an RFI annually.

Summer learning may be awarded as part of a high school innovation site RFI, either in combination with an RFQ approved partner organization or provided directly by the school. Summer learning may also be awarded directly to non-school partners through an RFI. Summer learning is awarded beginning with the 2012-13 school year.

5. STUDENT HEALTH

Student Health consists of the following:

- School-based health centers (SBHCs)
- School district health services
- Interagency healthservices
- Mental health and dental enhancements
- Elementary health

Health investments will contribute to the following outcomes:

- Children meeting age level expectations on WaKIDS
- 3rd graders meeting MSP reading standard
- 4th graders meeting MSP math standard
- 5th graders meeting MSP science standard
- 6th graders meeting MSP reading standard
- 7th graders meeting MSP math standard
- 8th graders meeting MSP science standard
- Students graduating high school on time
- Students graduating with HECB requirements for entry into college
- Students completing CTE course of study before graduation
- Students passing end-of-course math tests
- 9th graders promoting on time to 10th grade

The following indicators will be used to track to results:

- English Language Learners in all grades making State English proficiency test gains
- Students in all grades making or exceeding annual typical growth on reading MAP
- Students in all grades making or exceeding annual typical growth on math MAP
- Students at all grades having fewer than 5 absences per semester

Health services investments will be awarded as follows:

SBHCs

- The City will directly contract with Public Health - Seattle & King County (PHSKC) for SBHCs.
- Prior to receiving Levy investments, operators of SBHCs will be required to submit to PHSKC detailed plans that illustrate
 - o Program enhancements and new strategies under their continuing partnership
 - o Collaboration with other Levy-funded strategies,
 - o Coordination with schools to identify and address the academic and health needs of the Levy's priority students, and
 - o New academically oriented performance targets.
- Failure to achieve Levy outcomes will result in competitive RFI processes to re-award Levy proceeds.

School District Health Services

- The City will directly contract with Public Health - Seattle & King County (PHSKC) for School District Health Services.
- Prior to receiving Levy investments, SPS will submit to PHSKC a plan that:
 - o Illustrates how the Levy investment:
 - Maximizes school district health service capacity.
 - Explores alternative service delivery methods or staffing models to increase efficiencies.
 - o Demonstrates how district health services will collaborate with other Levy-funded investments.
 - o Includes new academically oriented performance targets.

Interagency Health Services

The City will directly contract with PHSKC for interagency health services. PHSKC will present an RFI process to the Levy Oversight Committee in the first quarter of 2013. Public Health - Seattle & King County (PHSKC) will coordinate the RFI process in partnership with OFE and HSD.

Mental Health and Dental Enhancement

The City will directly contract with Public Health - Seattle & King County (PHSKC) for Mental Health Enhancement. PHSKC will manage a technology implementation and quality improvement process in SBHC mental health services.

The City will directly contract with PHSKC for dental enhancement services. PHSKC will present an RFI process for dental enhancement to the Levy Oversight Committee in the first quarter of 2013. PHSKC will coordinate the RFI process in partnership with OFE and HSD.

Elementary Health

The City will directly contract with PHSKC for elementary health services. PHSKC will coordinate the RFI process for Elementary Health in partnership with OFE and HSD. An RFI for Elementary Health investments beginning in the 2012-13 school year will be issued in early 2012. An RFI for additional investments starting in the 2013-14 school year will be issued in the first quarter of 2013.

Criteria for selection

- Previous experience providing similar services and achieving results.
- Demonstrated use of data to design, implement and modify programs.
- Demonstrated ability to jointly plan and implement strategies with schools and with community-based organizations to achieve results.
- Demonstrated willingness to implement innovative strategies.
- Demonstrated ability to leverage financial and in-kind resources to achieve results.



Seattle Department of Education & Early Learning

FAMILIES AND EDUCATION LEVY
2016-17 K-12 MID-YEAR REPORT

LEVY OVERSIGHT COMMITTEE

MAY 9, 2017

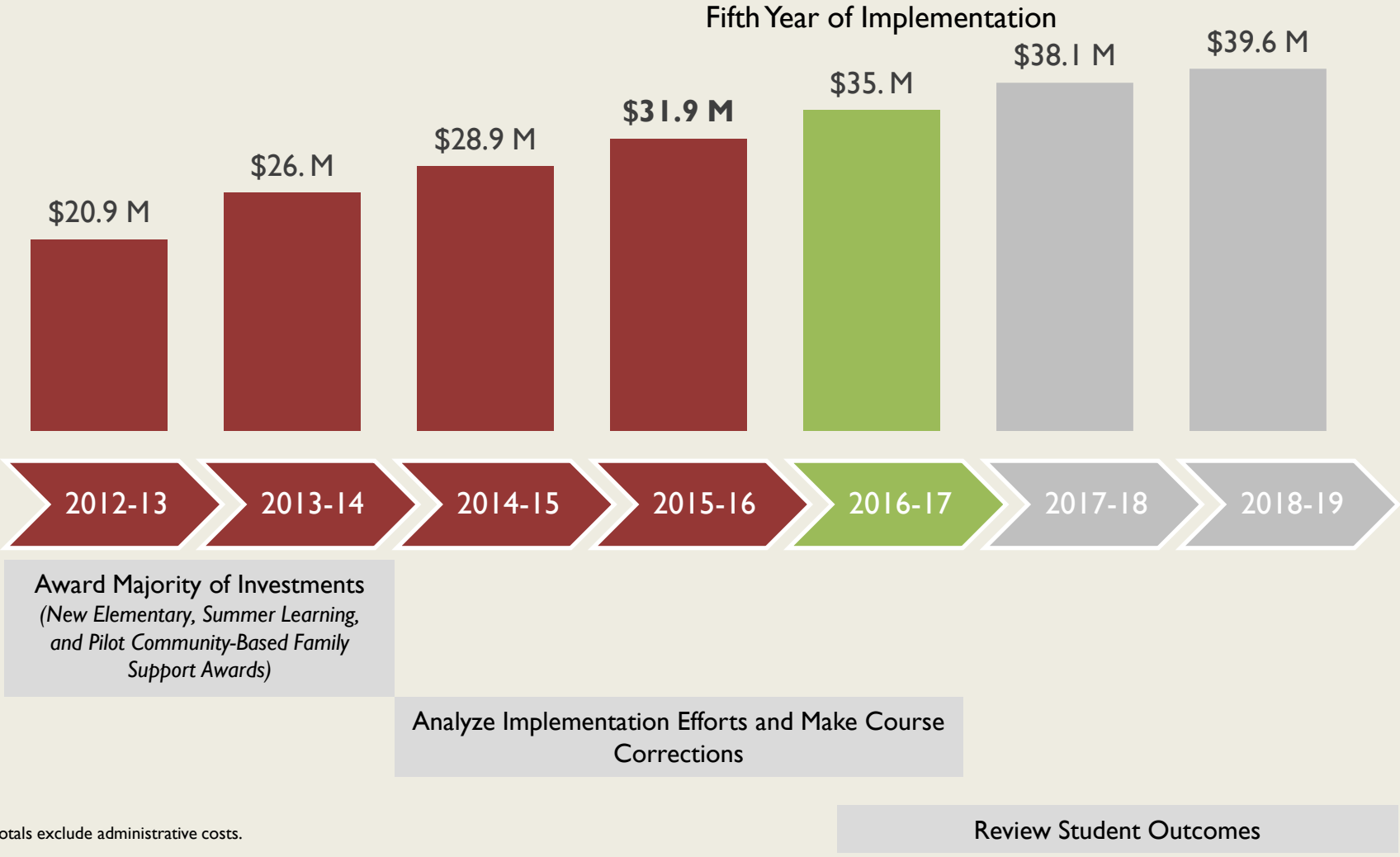
Families and Education Levy K-12 Mid-Year Report

- Levy Investment Snapshot
- Implementation Highlights and Summary of Semester I Results
- Closing

2017 LOC AGENDA ITEMS

- **February** – Elementary School Site Visit
- **March** – Early Learning Enrollment
- **April** – *no meeting*
- **May** – SPS Two Tier Bell Times & K12 Mid-Year Report
- **June** – *no meeting*
- **July** – Summer site visit
- **August** – *no meeting*

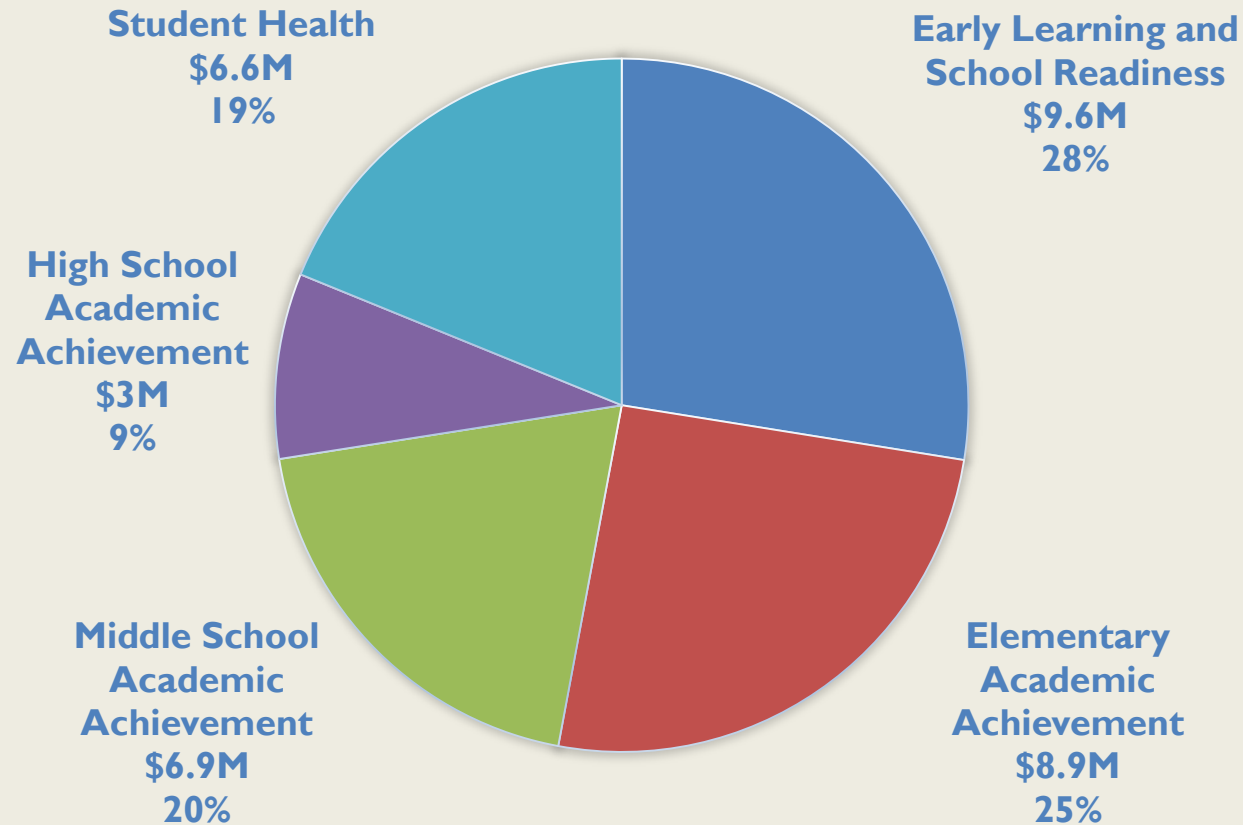
2011 FAMILIES AND EDUCATION LEVY PROGRAM INVESTMENTS



Note: Totals exclude administrative costs.

2016-17 FAMILIES AND EDUCATION LEVY ANNUAL BUDGET

TOTAL = \$35,043,239

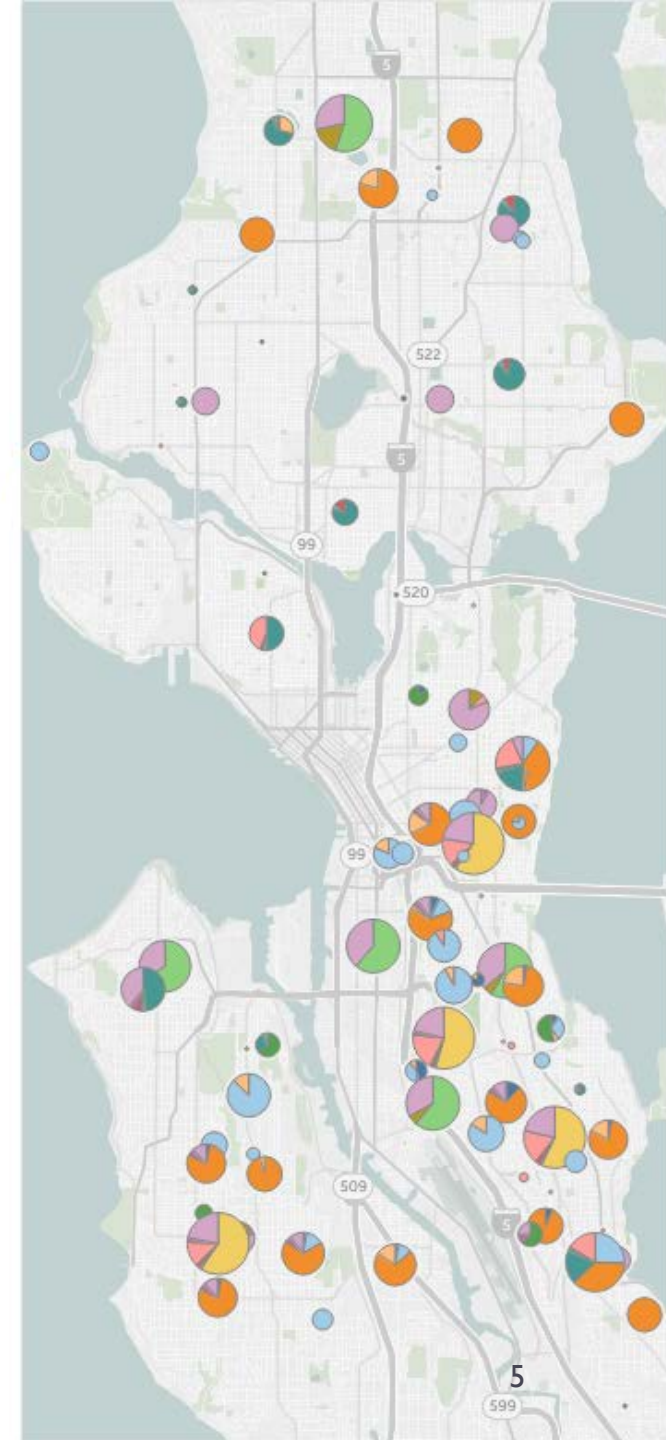
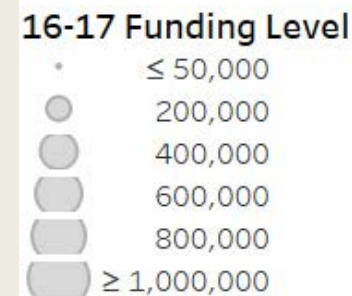


Note: School- and Community-Based Family Support funds are represented within Elementary. Summer Learning funds are represented in the Elementary, Middle, and High School areas. Budgeted funds include administrative costs and will therefore differ from total amounts awarded on slide 3.

DISTRIBUTION OF 2016-17 FAMILIES AND EDUCATION LEVY INVESTMENTS

Majority of the Levy Investments are concentrated in **southeast and southwest Seattle.**

Multiple Levy investments at many sites





MID-YEAR HIGHLIGHTS

2016-17

HEALTH

Seven of eight elementary health sites have added staff hours to better meet demand for services, leveraging levy funds with a range of additional funding sources including sponsor organization, levy innovation, and private grants.

Four middle school SBHCs are now participating in a project to ease HPV vaccine consent at SBHCs and increase knowledge and awareness of the vaccine, its benefits, and its availability at the SBHCs.

SBHC providers are now actively receiving weekly data about the students on their caseload. The data supports outreach, progress monitoring, and tailored student services and collaboration with school staff to influence health and academic outcomes.

Student-led campaigns are operating at ten high schools to improve HPV vaccination rates which have sorely lagged behind other recommended adolescent vaccines. The project eases vaccine consent at SBHCs, increases knowledge and awareness of the vaccine, its benefits, and its availability at the SBHCs.

Over 4,700 students served by School-based Health Centers and/or School Nurse during the first semester and health investments are on track to meet most annual performance measures.

ELEMENTARY

Tools of the Trade Mini-Conference

Strong collaboration between DEEL, SPS Title I, and SPS early learning staff brought together over 20 presenters and **over 100 participants** to the Tools of the Trade conference on **Saturday February 1st**.

Feedback from participants spoke highly of the welcoming environment, the value of new learning, and the instantly applicable content, strategies, and delivery methods learned in each session.

New Additions to Elementary Levy Cohort

- The Elementary Innovation cohort grew to 19 with the **onboarding of 3 new schools** in the fall of 2016-17.
- The final RFI process for ES Innovation funds concluded in February and resulted in 2 additional grantees for the 2017-18 school year. DEEL staff have been collaborating with these schools for a year now and will continue to support their planning efforts in preparation for implementation this fall.

Partnerships for Professional Learning

- This year we have partnered with the UW to provide **mathematics specific professional development** as well as **Professional Learning Communities (PLCs)** for job-alike positions across schools. Attendance and engagement at these sessions has been high and the learning is having a visible impact on teacher practice and student experiences.
- DEEL program staff and school partners share a strong desire to improve outcomes for **English language learners**, as a result we have spent time this year analyzing data, researching best practices, gathering input from school leaders, and developing partnerships with local experts to design an ongoing professional learning series that will strengthen the instructional practices of classroom teachers and increase their ability to be linguistically responsive to the needs of their emergent bilingual and multilingual students.

MIDDLE SCHOOL

Family Engagement

Levy funded schools use a variety of strategies to engage parents and families. Family engagement strategies build trusting relationships between families and schools and are critical for academic success.

– *Highlights:*

- *Denny International Middle School's Immigrant Rights Night*
- *Aki Middle School's Literacy Night*
- *Innovation Schools: Student Led Conferences*

Professional Development

Through a contract with the Center for Educational Leadership, FEL hosted 8 half-day walkthroughs focusing on how school leaders can support and lead professional development implementation.



Extended Learning Opportunities

The Levy funds several academic and enrichment activities outside of school hours (after-school and during school breaks). Extended learning opportunities improve academic skills, social emotional well-being, and student engagement.

– *Highlights:*

- *McClure Middle School: Homework Club and After-School Math Class*
- *Eckstein Middle School: LA Squad*
- *CLC Partners at 8 MS: Academic and Enrichment Classes*

HIGH SCHOOL

Opportunity Gap Closing Measures

Began implementation of more rigorous performance measures to close opportunity gaps between White/Asian students and other students of color. This year, focused on closing gaps in core course grades.

– *Highlight: All Levy high schools*

Restorative Justice

Levy is funding a Dean of Students position at Cleveland HS to coordinate restorative justice circles and train students and staff in facilitation, as a way to reduce disproportionate discipline and improve attendance for students of color.

– *Highlight: Cleveland HS*

Student Led Conferences

Levy high schools are required to implement student led conferences for the entire 9th grade. Putting students in the driver's seat of parent-teacher conferences empowers them to take ownership of their learning and increases family engagement.

– *Highlight: All Levy high schools*

High School Innovation Expansion

Mayor's 2017 Budget allocated general funds to expand Levy investment from 9th grade to additional grades at one current Levy high school. Cleveland HS was selected to expand restorative justice work and attendance interventions to 10th-11th grade students of color in SY2017-18.

– *Highlight: Cleveland HS*



ATTENDANCE

1ST SEMESTER SUMMARY OF RESULTS

S1 ATTENDANCE IN CONTEXT

CONTRIBUTING FACTORS

- SPS Bell time changes
- Transportation accessibility
- Increase in number of homeless students/families
- Political climate
- Particularly impactful flu season

STRATEGY IMPLEMENTATION

City Supported:

- ORCA Card Distribution
- Funding directed to MKV

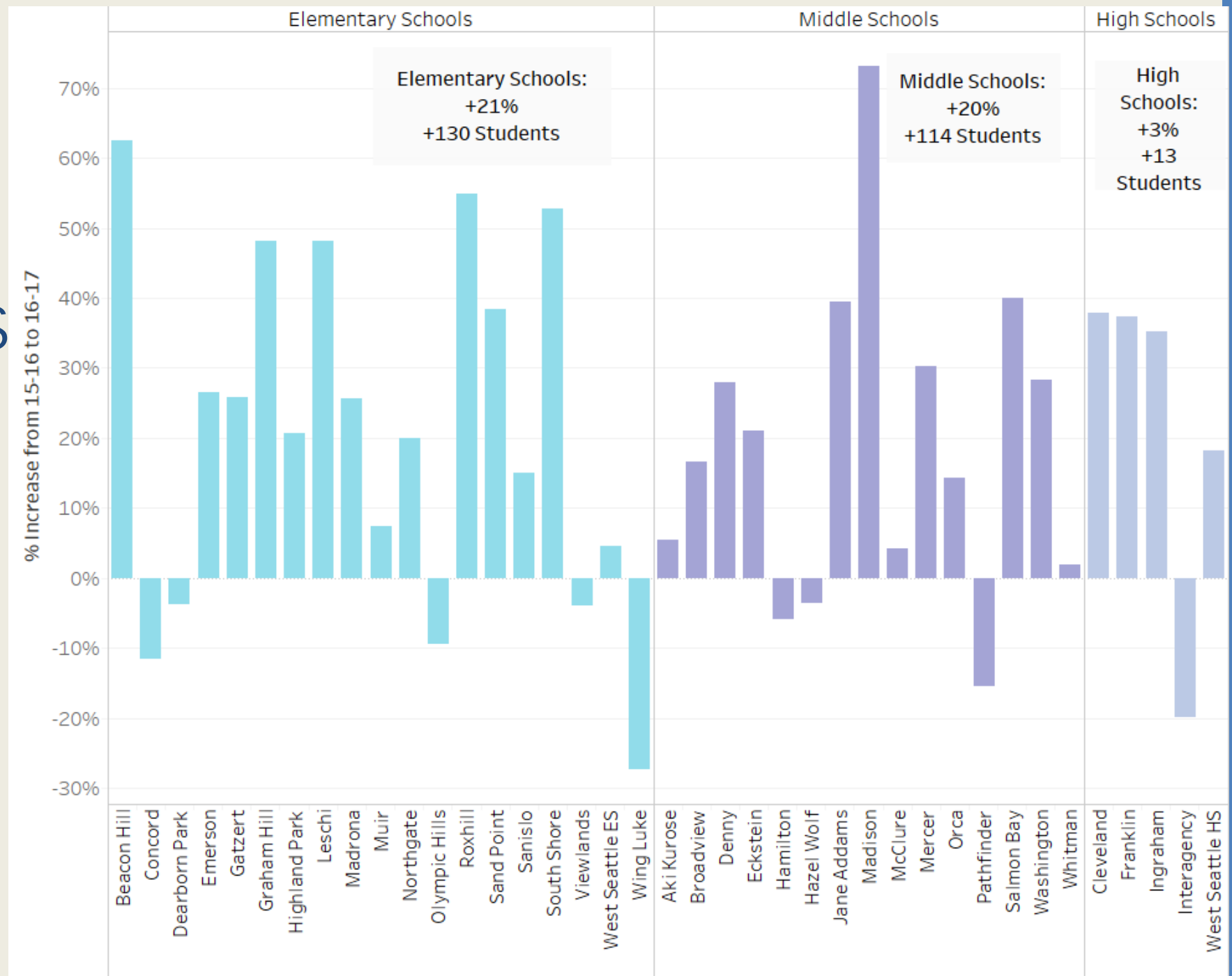
Levy Specific:

- Case Management
- Check and Connect
- School Climate and Culture (PBIS, RULER, etc.)
- Family engagement and communication
- K-8 Attendance Matters Workshops

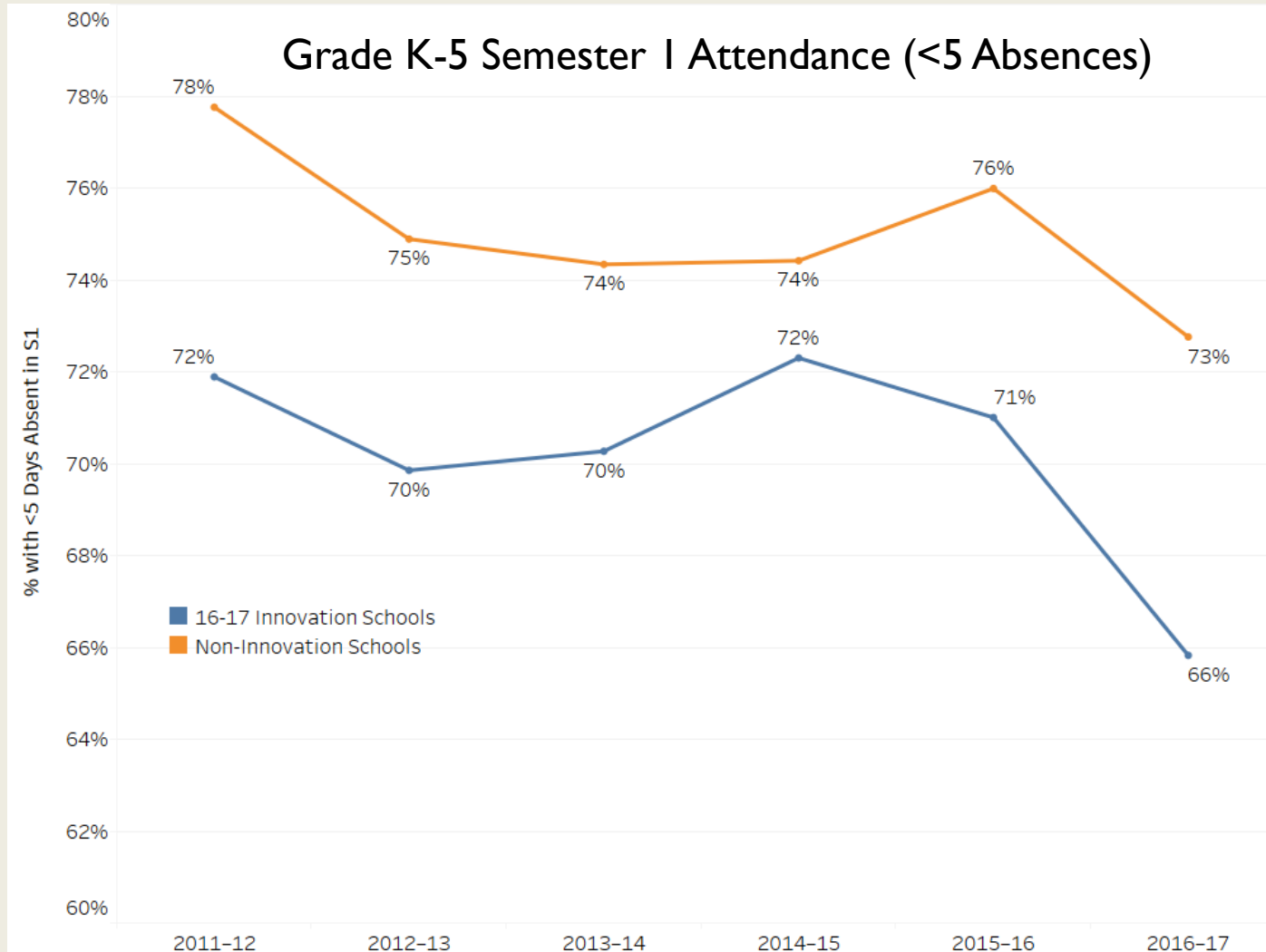
INCREASE IN NUMBER OF STUDENTS EXPERIENCING HOMELESSNESS

Graph shows percentage change by school from June 2016 to April 2017

Note: Data based on McKinney-Vento enrollment which defines homelessness as "individuals who lack a fixed, regular, and adequate nighttime residence"



ELEMENTARY ATTENDANCE TREND



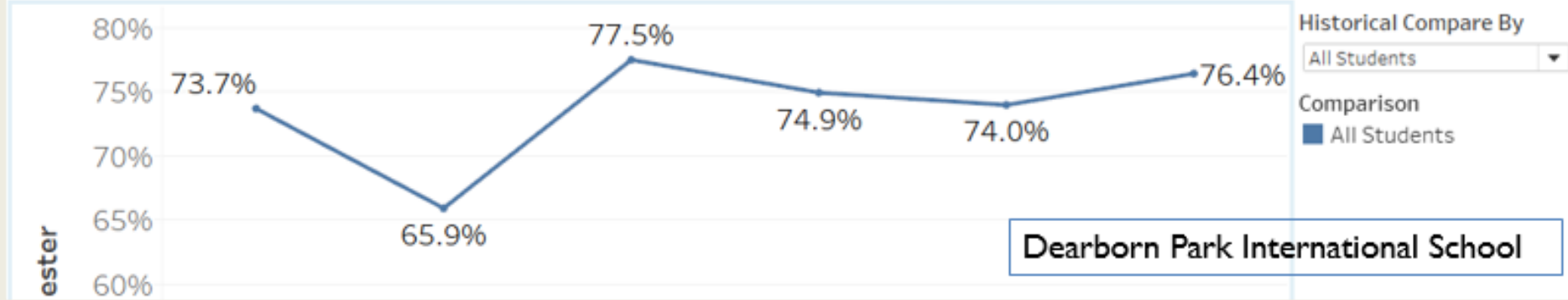
Innovation schools have always had a lower percent of students with fewer than 5 absences in semester I. However, the gap has been widening since SY14-15.

Notes:

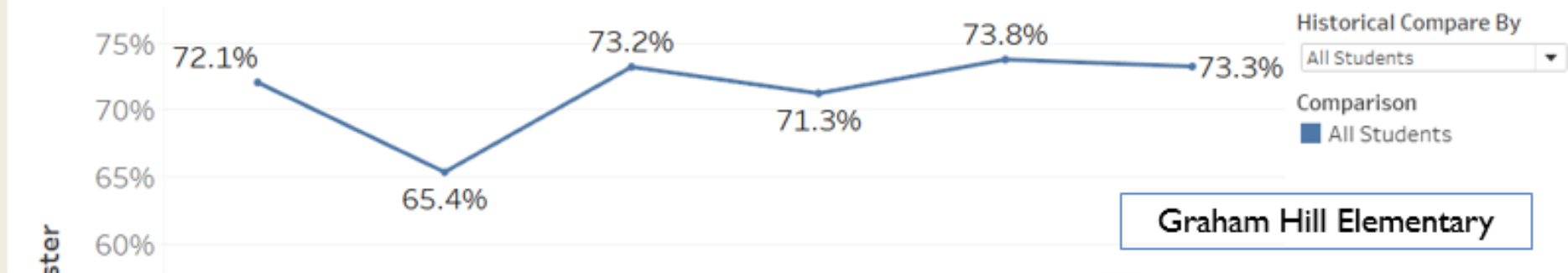
- “16-17 Innovation Schools” includes *all* 2016-17 Innovation Schools regardless of year funding began
- Inclusion of tardies in absences calculation beginning 2015-16

Despite the trend, some schools continue to show improvement or maintain a high rate of overall attendance.

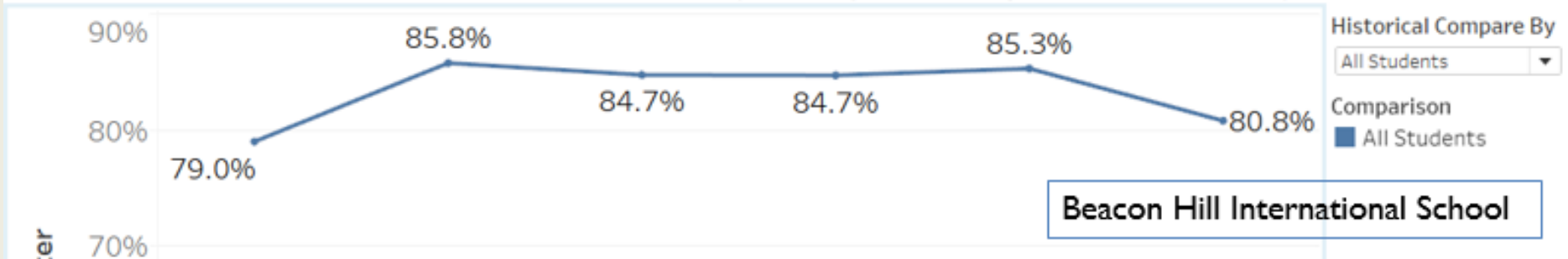
1st Semester Historical Attendance, Compared by All Students, K-5



1st Semester Historical Attendance, Compared by All Students, K-5

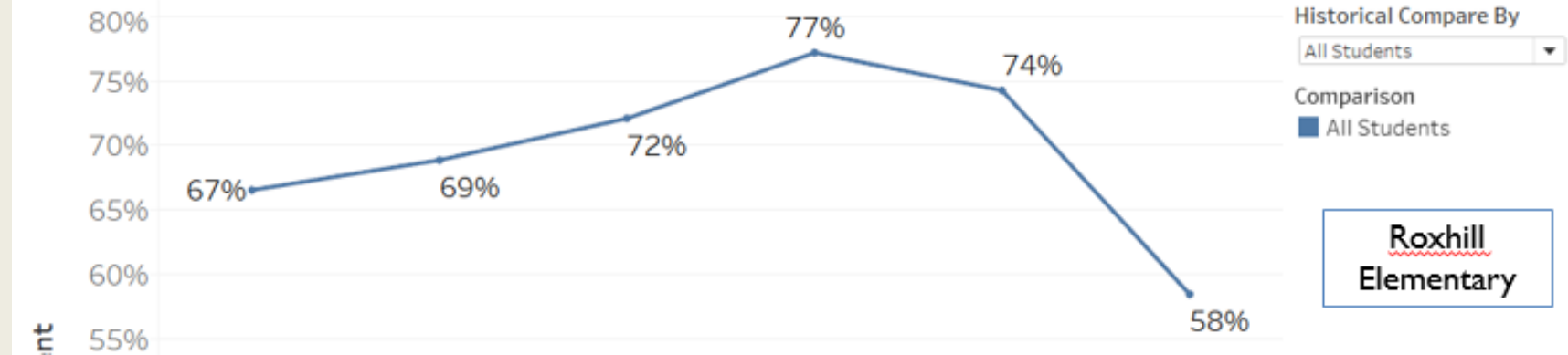


1st Semester Historical Attendance, Compared by All Students, K-5

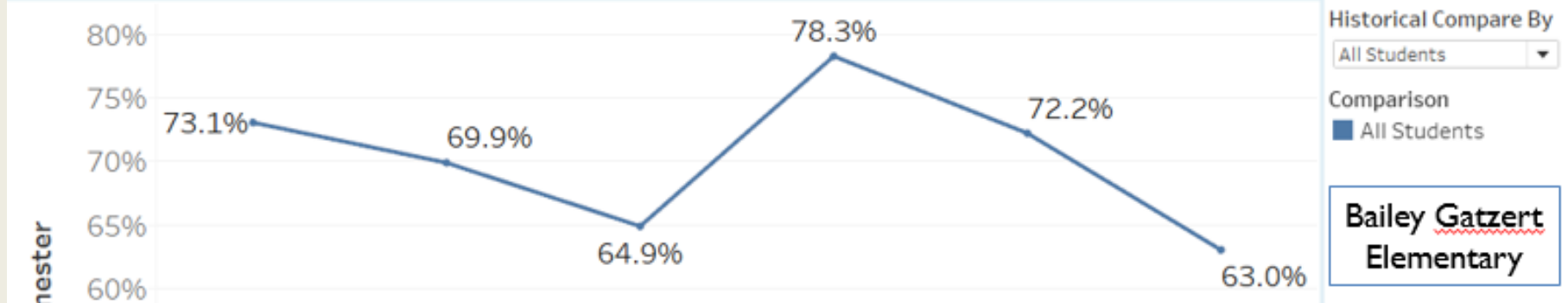


Still, many schools have seen a substantial impact on attendance rates this school year.

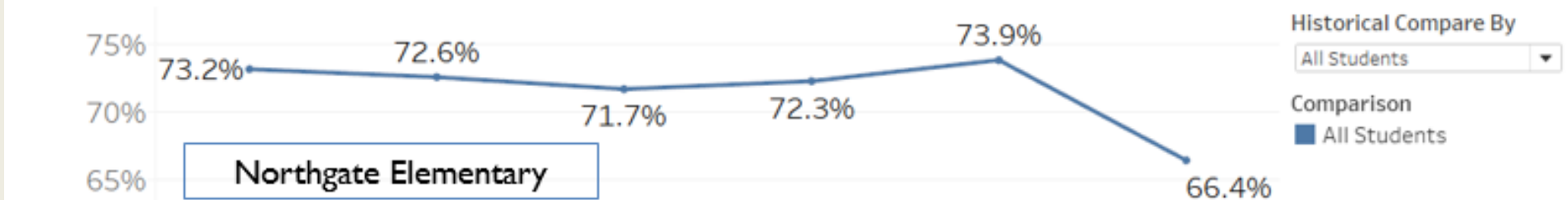
1st Semester Historical Attendance, Compared by All Students, K-5



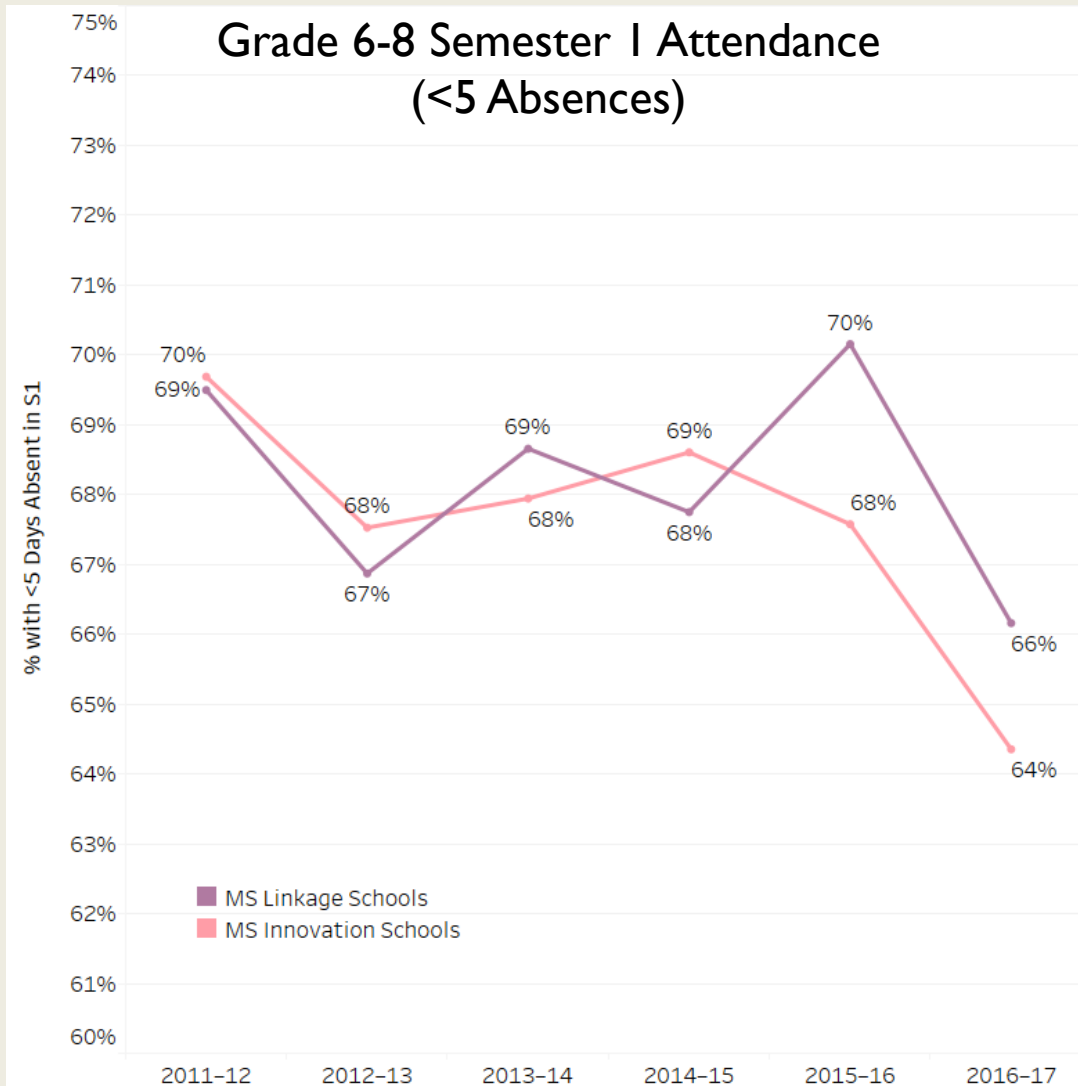
1st Semester Historical Attendance, Compared by All Students, K-5



1st Semester Historical Attendance, Compared by All Students, K-5



MIDDLE SCHOOL ATTENDANCE TREND

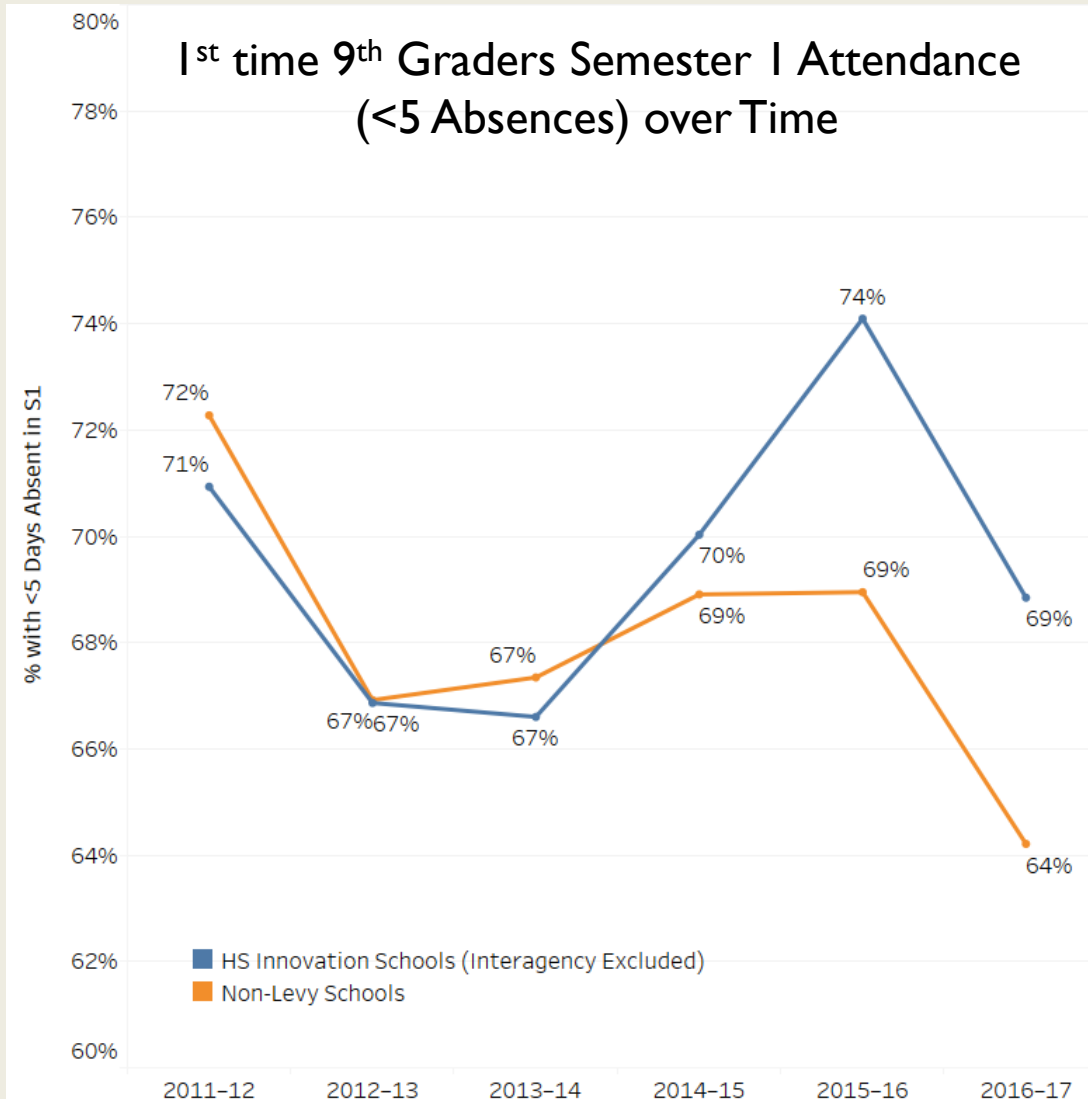


Innovation schools and linkage schools had similar percentages of students missing less than 5 days of school; however, the gap has widened since SY 2015-16.

Considerations:

- Inclusion of tardies in attendance calculation
- Increase in students impacted by homelessness

HIGH SCHOOL ATTENDANCE TREND



Selected Levy strategies:

- **Attendance Specialist** - works with students and families to resolve challenges and barriers that impact student attendance
- **Targeted Case Management** - team-based approach to provide additional supports for students with low attendance
- **Attendance Incentives** - Students recognized/celebrated for monthly academic success and staying on track for attendance

Note: 4 Comprehensive Levy High Schools, Interagency excluded, 16 Non-Levy High Schools

PERFORMANCE MEASURE RESULTS

ENROLLMENT

| Investment | Total Enrollment Across Investment | Enrollment Targets Met |
|--------------------------------|------------------------------------|------------------------|
| Community Based Family Support | 102 | 2 of 3 |
| Family Support Program | 210 | Target = 175 |

ATTENDANCE

| Investment | Attendance Targets Met 90% or ↑ |
|---|---------------------------------|
| ES Community Based Family Support | 3 of 3 |
| ES Family Support Program | 0 of 1 |
| ES Innovation | 5 of 19 |
| MS Linkage and Innovation | 4 of 12 |
| HS Innovation (includes Interagency Health) | 4 of 6 |



PASSING CORE COURSES

1ST SEMESTER SUMMARY OF RESULTS

PASSING CORE COURSES - MS & HS

- Fs in core courses are highly predictive of later dropping out of high school¹
- Similarly, students with GPAs below 1.5 (D average) at any grade are about half as likely to graduate as students with GPAs at or above 2.0 (C average)¹
- Over last two school years, DEEL increased the rigor of the Passing Core Courses performance measure to “C or better” (from “D or better”)
- Initially piloted in High Schools with small group of College Bound Scholars (who must maintain C average in order to remain eligible for scholarship)

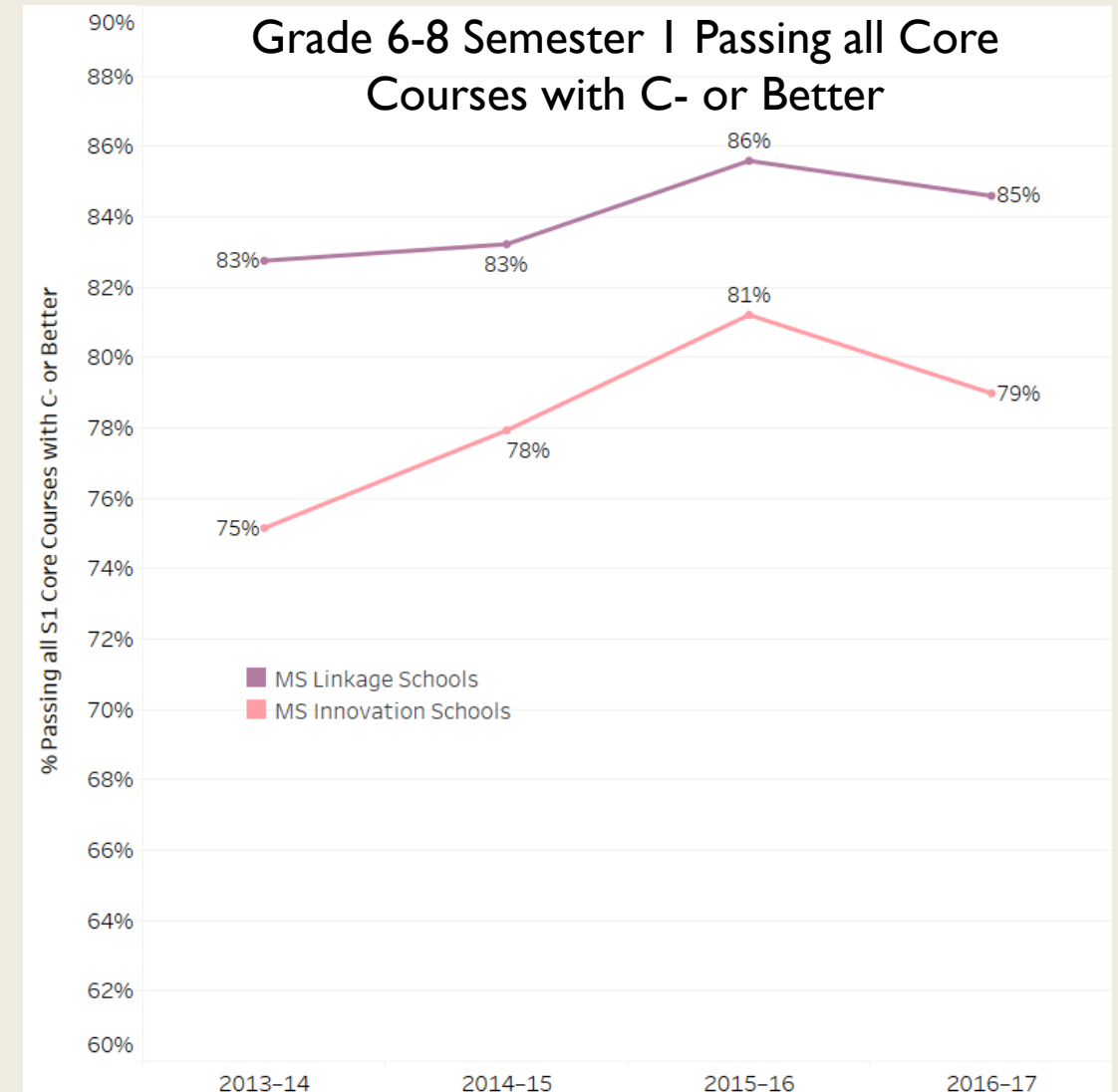
¹Mary Beth Celio. *Seattle School District 2006 Cohort Study. September 2009.*

MIDDLE SCHOOL COURSES TRENDS

While there was a **slight** decrease in the percentage of students passing core courses with a C- or better, students passing courses remained consistent (93%).

Note:

- New target as of 2016-17
- Unknown how recent shifts to standards based grading has impacted data
- 35% of Levy funded middle schools have passing core courses as a performance metric



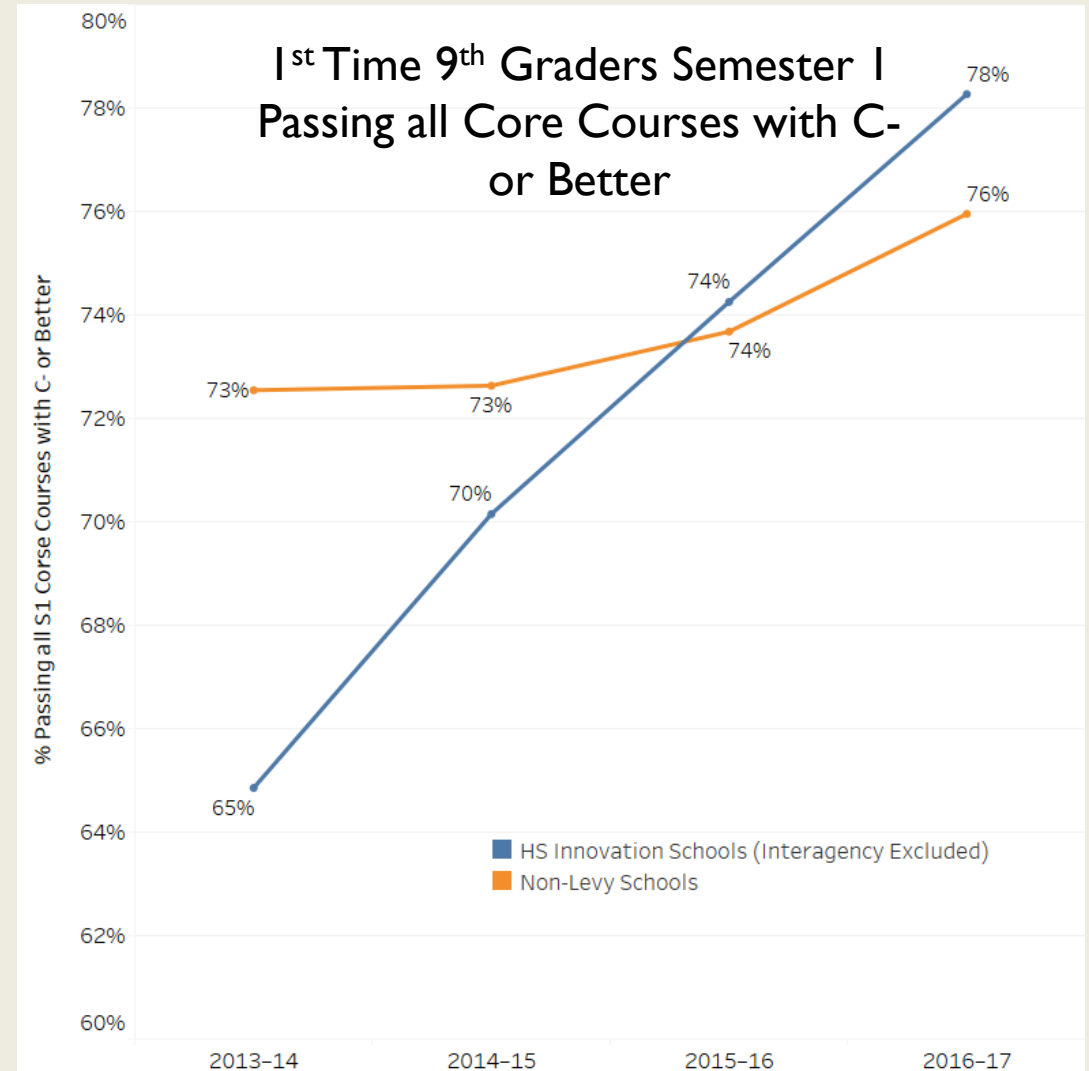
HIGH SCHOOL COURSES TRENDS

Selected Levy strategies:

- **Focus Classes:** Higher risk students are strategically placed into cohorts where they take same classes with same teachers and additional supports
- **Targeted Case Management** - team-based approach to provide additional supports for students with D's or E's
- **Additional Tutoring Opportunities** - During class, after-school, and on weekends provided by school staff and community partners

Capacity-building:

Sound Grading Conference: Professional development opportunity for teachers from all five Innovation High Schools focused on standards-based grading practices.



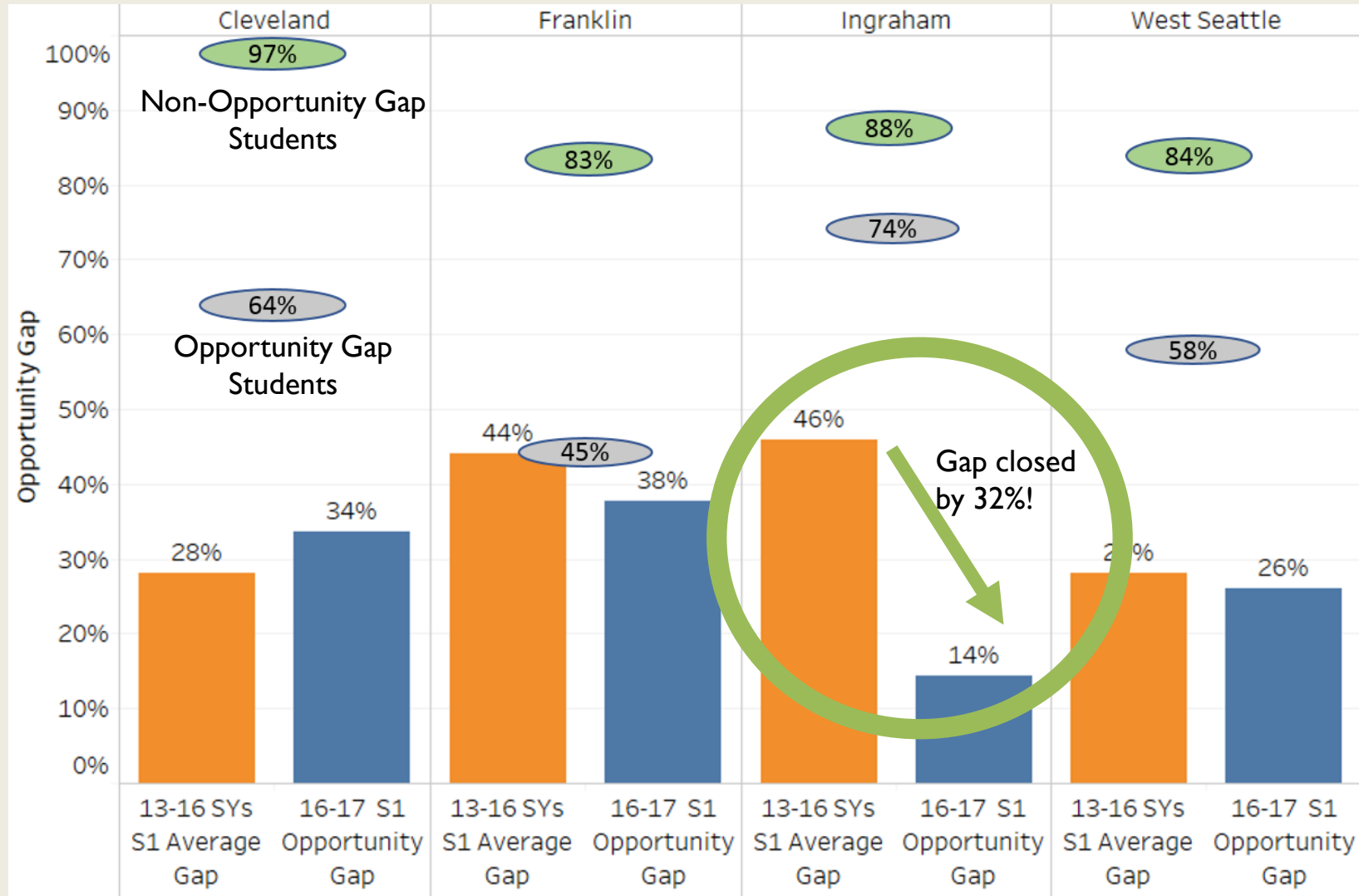
Note: 4 Comprehensive Levy High Schools, Interagency excluded, 16 Non-Levy High Schools²³

PERFORMANCE MEASURE RESULTS

PASSING CORE COURSES WITH C- OR BETTER

| Investment | Attendance Targets Met 90% or ↑ |
|---|------------------------------------|
| MS Linkage and Innovation | 4 of 6 |
| HS Innovation | 4 of 5 |
| HS Innovation (College Bound Scholars - Case Management only) | 2 of 5 |

OPPORTUNITY GAP CLOSING MEASURE: PASSING CORE COURSES WITH "C OR BETTER"



Last year’s RSJI analysis (presented to LOC) revealed large opportunity gaps by race.

This school year, we implemented more rigorous performance measures for 9th grade students at all comprehensive Levy high schools.

Initial focus on closing gaps in passing core courses (with “C or better”), a predictor of HS graduation.

- From SPS District Scorecard**
- Non-Opportunity Gap Students:** Asian and White Students
 - Opportunity Gap Students:** American Indian, Black/African-American, Latino/Hispanic and Pacific Islander Students
- (Does not include students who identify as Multi-Racial or Other.)

A decorative graphic on the left side of the slide, consisting of two parallel, wavy lines in shades of blue and white, creating a stylized, organic shape.

QUESTIONS?