

Date: Thursday, March 24, 2016
To: Larry Nyland, Superintendent
From: Michael F. Tolley, Associate Superintendent for Teaching and Learning
Re: Friday Memo for March 25, 2016

DIVISION OF TEACHING AND LEARNING:

Department of Curriculum, Assessment & Instruction

The following are responses to a School Board Director's question about assessment.

Is an SBA Math assessment being given to 10th and/or 11th graders this year? The assessment is being made available to 10th grade students. At last inquiry, only one high school is going to administer the Smarter Balanced Assessment (SBA) Math to 10th grade students. The 11th grade students will be taking the Math for federal accountability and to measure their College and Career Readiness (Common Core) Standards. Administration of the assessment for 11th grade is required while 10th grade is optional.

Is it a graduation requirement? It is one of the tests that students may apply to the graduation Math assessment requirement. Students will also be allowed to use one of the End of Course (EOC) Exams in either Algebra or Geometry to meet this requirement through the Class of 2018. For the Class of 2019 and beyond, only the SBA Math will be used for the graduation Math assessment requirement. We have offered our school leader and families a breakdown of these requirements since 2014. That "High School Testing Requirements" graphic along with many other informational resources are available on our Smarter Balanced FAQ page here: <https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=8890025> . We have also attached that document here.

Additionally, the Office of Superintendent of Public Instruction (OSPI) has a website at this link to see the various tests that will fulfill graduation requirements by year and subject. <http://www.k12.wa.us/assessment/StateTesting/default.aspx>

If so, for whom -- 10th (class of 2018) or 11th graders (class of 2017)? Any student in the class of 2016-2018 can use the SBA Math as one way to meet their graduation Math assessment requirement. Students in the class of 2019 and beyond will only have the SBA to apply to graduation requirements.

If not, what is the objective of the test and is it required? Because the SBA English Language Arts (ELA) is offered to 10th grade students, OSPI made the decision to also offer the SBA Math for 10th grade students this year. It is recommended that only students currently enrolled in Algebra II be candidates to take it in 10th vs. 11th grade. The SBA Math for 10th grade simply offers students another, earlier chance to meet graduation and assessment requirements.

Is this correct? If students have already taken and passed the EOC exams for algebra and/or geometry, they do not need to take the SBAC Math assessment to graduate. Yes. If students pass the Algebra or Geometry EOC assessments, they would meet the graduation requirement. However, the Smarter Balanced Assessment would still be required by the state for accountability.

24-Credit Task Force Update

Our 24-Credit Task Force plans to make implementation recommendations in April. To inform the process the task force has reached out to the community in a number of ways:

Community meetings: Two community meetings (at Ballard on March 24 and South Lake on March 29) are being held to discuss options and receive feedback from families, and interpreters are available at each meeting. We have communicated these meetings through direct emails to families, messages for principals to place in school newsletters, blurbs shared with our Community Based Organizations through School Family Partnerships, district social media and homepage postings.

Community surveys: Through the same aforementioned communication channels, two surveys have been shared with families: one for middle school/elementary families and one for high school families. The surveys are gathering feedback on High School and Beyond planning, high school schedules, Career and Technical Education, and more. Translations in our top five languages are provided online, with paper copies available at the community meetings. We have also asked principals to print and share these translated paper surveys with their English Language Learners (ELL) families at their individual schools.

The surveys close on March 30; by March 24, more than 1,400 families had responded.

If you receive questions from families, you may direct them to our webpage: <http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=16300>

The School Board will receive another update on the work of the 24-Credit Task Force during the Curriculum & Instruction Policy Committee meeting on April 4.

Advanced Learning Identification Update

The Advanced Learning Office is wrapping up the student testing and identification process for Advanced Learning Programs and Highly Capable Services.

As of March 24, out of 4,246 referred Seattle Public Schools students in grades K-8, the Multidisciplinary Selection Committee had made decisions for all but 85 students. Scores have been posted to The Source and families notified through email and mail.

The remaining 85 students are being addressed individually because they fall under special circumstances, such as a need to receive alternative testing services. The committee expects to address those needs and wrap up those decisions by next week.

Meanwhile, more than 150 appeals have been received to date, and staff is handling those cases individually.

We will continue to provide updates on our progress.

K-5 English Language Arts Adoption Update

The K-5 Adoption Committee met on March 15 and 17. Both meetings have been summarized below:

March 15, 2016 from 8:30 am-3:30 pm.

Governing Policies and Procedures: Committee members were given an overview of the policies governing the adoption process, as well as committee responsibilities, an overview of the instructional materials committee, and the Request for Proposal process (RFP). The policies and procedures overview included:

- RCW 28A-320.230 Selection and Adoption of Instructional Materials
- Superintendent Procedure 2015 SPB
- Purchasing regulations—the Request for Proposal process (RFP)
- Americans with Disabilities Act (ADA) Compliance: Special Education policy

The responsibilities of the adoption and instructional materials committees include:

Adoption Committee Responsibilities	Instructional Materials Committee Responsibilities
<ul style="list-style-type: none">• Develop selection criteria before any materials are reviewed for adoption consideration• Review the materials submitted by publishers for cohesiveness with the Selection Criteria• Solicit feedback through a variety of media• Provide justification for recommendations and texts not recommended• Recommend instructional materials for adoption	<ul style="list-style-type: none">• Approve the timeline of each specific adoption• Approve the membership of the Adoption Committee• Approve the selection criteria to be used by the Adoption Committee and ensure that the criteria are aligned to Board Policy 2015 and Superintendent Procedure 2015• Certify to the School Board that the final recommendation of the Adoption Committee was reached by following School Board policy

Details of the RFP process and restrictions regarding contact with vendors were shared. All vendors submitting instructional materials must provide evidence of compliance with: NIMAS-NIMAC, a national electronic file repository that makes National Instructional Materials Accessibility Standard (NIMAS) files available for the production of core print instructional materials in specialized formats; Web Content Accessibility Guidelines (“WCAG”) which maintains international standards for the World Wide Web and its accessibility; and Section 508 of the Rehabilitation Act of 1973. Committee members were informed that during the adoption process, publishers, vendors, sales representatives etc. shall not contact any District personnel directly or indirectly. Failure to comply with this requirement may result in disqualification of a company from further consideration.

Criteria Development: Committee members brainstormed the *most important* criteria for selecting instructional materials for K-5 English Language Arts (ELA). Individuals were then asked to identify at least two criteria for evaluation from the perspectives of multiple stakeholders: students, parents, teachers, and school or central office leaders.

During the afternoon session, committee members began the process of criteria development. Small groups were formed and given an anchor reading targeting a specific topic that will inform the committee's criteria. Topics included: the Balanced Literacy Framework, anti-bias and diverse representation, K-5 Adoption Survey data from staff and parent community, assessment, and common core state standards. Committee groups then worked collaboratively to brainstorm and come to consensus about resources that teachers may need to address each area and criteria that might be applied to instructional resources needed.

March 17, 2016 from 4:30 pm-7:30 pm.

Criteria Development Continued: Building on the first session wherein each subgroup of the committee generated 5 to 7 guiding questions/criteria based on anchor readings and documents around Balanced Literacy, the Common Core ELA standards, feedback from parent and family surveys, assessment frameworks, and state guidelines on diversity, bias and sensitivity; committee members reviewed the questions/criteria and categories drafted with the following questions in mind:

- Is the category well represented? Is anything critical missing?
- Is the criteria worded so that reviewers can find evidence in the instructional resources?
- Is any item unnecessary, inappropriate, or too controversial?

Revision, Round 1: Groups worked in teams to revise the question sets and make recommendations for each set of criteria within the five categories. **Revision, Round 2:** Groups were then reconfigured to suggest revisions from across the committees. In total, the committee developed 25 questions for the adoption criteria. These questions have since been uploaded to survey monkey so that adoption committee members can vote on the final language and inclusion of each question, a process to take us through **Revision, Round 3.**

Updates: The committee was informed that purchasing was not able to submit the RFP because the employee assigned to review ADA language was on vacation. The RFP will go out this week.

Next meeting postponed until April 27, 2016, when committee members will begin the materials review process.

Department of Coordinated School Health

Update of Changes to Family Support Services for 2016-17

The Family Support Program has been in existence over twenty-five years and was one of the original programs funded by the City of Seattle Families and Education Levy. For over twenty years they were funded centrally and managed centrally. At one time the program served 71 elementary schools and employed over 51 Family Support Program staff. The program's goals include increased family engagement and increased student achievement with a focus on closing the opportunity gap. Family Support Program staff provide wrap around case management services and link families to community resources in addressing challenges and barriers faced by families that interfere with student academic success.

In 2012-13 the City changed their investment strategy at the elementary level and began offering schools the opportunity to apply for Elementary Innovative Grants. At the same time resources allocated to the Family Support Program were reduced with fewer centrally funded sites, while

continuing central management for professional development and evaluation. Since the change in strategy there has been a decline in the number of Family Support Workers.

For the 2016-17 school year, the Letter of Intent received from Public Health - Seattle & King County (PHSKC) allocates \$406,312.00 of the City of Seattle Families and Education Levy to the Family Support Program. The allocation available to the District after the 25% performance pay is set aside is approximately \$304,734.00. This allocation will allow support for a program manager, part-time office assistant, and two (2) family support program staff which will cause us to alter our service delivery model.

Currently, centrally funded family support program services occur at the following 9 sites.

- Dunlap
- Hawthorne
- John Muir
- Kimball
- Leschi*
- Lowell
- Maple
- Martin Luther King
- Pathfinder & District-wide Native American Referral Services

Of these 9 schools, Leschi received a Families & Education Levy (FEL) Innovative Grant for 2016-17 and has included a Family Support Worker within their FEL budget. Therefore, with the projected central allocation for next year, site-based Family Support Program services will not be offered at 8 of the current sites. Therefore, the Family Support Program will be offering its services to schools with elementary students through a central referral service model.

Attachment: High School Testing Requirements Chart