



## Board Special Meeting

### **Work Session: Families, Education, Preschool and Promise Levy; Secondary Revisioning**

Tuesday, November 27, 2018, 4:30 – 7:30pm

Board Auditorium, John Stanford Center

2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134

### Minutes

#### Call to Order

Director Burke called the meeting to order at 4:32 p.m. Also in attendance were Directors Patu, Mack, Geary, and DeWolf. Director Harris arrived at 4:34 p.m., and Director Pinkham arrived at 4:40 p.m. Staff present were Superintendent Denise Juneau; Stephen Nielsen, Deputy Superintendent; Michael Tolley, Chief Academic Officer; and Cashel Toner, Executive Director Curriculum Assessment & Instruction.

#### Work Session: Families, Education, Preschool and Promise Levy

Superintendent Juneau welcomed partners from the City of Seattle in attendance, including city Department of Education and Early Learning Director Dwane Chappelle, and offered her congratulations on the passage of the city's Families, Education, Preschool and Promise Levy. Mr. Tolley outlined the agenda for the work session, and asked Mr. Chappelle to speak to the accomplishments of the city's 2011 Families and Education Levy (FEL) and 2015 Seattle Preschool Program (SPP) Levy.

Mr. Chappelle summarized investments made under the FEL for 2018-19, including investments at 41 Seattle Public Schools (SPS) partners, more than 50 partnerships with community based organizations, 59 summer learning sites, and 25 school based health centers and health support services at partner SPS schools. Mr. Chappelle also spoke to the K-12 services provided under the levy for 2017-18, and addressed Director questions about reductions in racial opportunity gaps, tailored academic services, and levy-funded health services.

Mr. Chappelle next summarized investments made under the SPP Levy in 2018-19, including 77 SPP classrooms, two family child care provider hubs, and 24 SPP and 9 SPP Plus classrooms in Seattle Public Schools. He noted the 98 percent satisfaction rate for families whose SPP experience was in Seattle Public Schools. In response to a question from Director Mack, Monica Liang Aguirre with the City of Seattle reported that SPP classrooms overall are about 90 percent full and that SPP classrooms in SPS schools are nearly full.

Ms. Toner spoke to the partnership between the city and Seattle Public Schools, now in its fourth year, and summarized key data points, including that the district has met 100 percent of performance targets. Director Harris requested additional information on the interplay between the district's strong performance and the city's performance-based contracting.

Ms. Toner noted that 79 percent of preschool students in the SPP program with SPS rise into SPS kindergarten, and added, in response to a question from Director DeWolf, that the district will be working to better understand enrollment trends as the relatively new program continues. Director Harris asked whether longer-term evaluation is planned to gauge the success of students participating in the program. Ms. Toner noted that the SPP program at SPS initially started with just three classrooms, but that evaluation will continue over time and as the program expands. Mr. Chapelle spoke to the role of evaluation as part of the overall SPP. Director Pinkham requested that further analysis be conducted to disaggregate data to better understand how students of color are served by the program.

Ms. Toner spoke to the district's performance, with 88 percent of SPS SPP students meeting or exceeding widely-held expectations, and Director Burke requested additional information about how the district's performance is positively impacting the overall results for SPP. Ms. Toner noted a recent report comparing Seattle's preschool program to those in other cities, and answered questions from Directors regarding the local performance. Director Harris asked about the cost per student for SPP classrooms provided in SPS. Ms. Toner noted that the cost is fully supported by city grant funding, and Mr. Chapelle stated that the amount is roughly \$12,000 per student.

Mr. Chapelle next spoke to the recently passed Families, Education, Preschool and Promise (FEPP) Levy, which merges and replaces the expiring FEL and SPP Levy. He noted the goals of the new FEPP Levy are to partner with families and communities to advance education equity, close opportunity gaps, and build a better economic future for Seattle students by investing in four areas: high-quality early learning, physical and mental health services that support learning, college and job readiness experiences that promote high school graduation, and post-secondary opportunities. Director Burke spoke to the alignment between SPS and FEPP goals. Mr. Chapelle provided a budget summary for levy investments and noted, in response to questions from Director DeWolf, that child care vouchers will be funded through the levy for families experiencing homelessness and that funding will also be provided for a family support program that includes wraparound services. Mr. Chapelle also confirmed that funding is provided for Nova, though not the full amount needed, and Director DeWolf offered assistance in connecting to a potential partner. Director Burke asked whether the Georgetown Campus for South Seattle College will be part of this work, and Mr. Chapelle noted that implementation planning is ongoing but that SPS staff are involved in the design team.

Mr. Chapelle and Mr. Tolley spoke to the alignment between the mission and vision statements for SPS and the city's Department of Education and Early Learning and highlighted work to align student outcome measures with SPS's key performance indicators. Mr. Chapelle and Mr. Tolley next spoke to the steps, at the city and SPS respectively, that will take place over the coming months to implement the new FEPP Levy and establish a FEPP Levy Partnership Agreement. Mr. Chapelle explained, in response to a question from Director Mack, that the agreement will broadly encompass city grant funding to the district, and not just the SPP. Director Mack spoke to district capacity management processes and their relationship with SPP classrooms. Directors Geary and Harris requested additional detail regarding inclusion preschool

programming and asked about plans for expansion. Ms. Toner noted that the program is still relatively small but that the district is working to ensure it remains high quality as it is brought to larger scale.

Directors and Mr. Chapelle discussed the next steps for FEPP Levy implementation planning, including work by a reconstituted Levy Oversight Committee, which will include representation by a School Board Director and Superintendent Juneau. Mr. Nielsen highlighted the magnitude of the work required prior to the City Council's approval of a FEPP Levy Partnership Agreement in April 2019 and noted that the Board will have a follow up work session in January 2019.

Director Mack spoke to the timeline and its relationship to upcoming Board decisions regarding capacity management. Mr. Chapelle noted that the city will work to provide the district with relevant information early in 2019, and stated that because the 2019-20 school year will be a transition between investments made under the prior levies and the implementation of new levy programs, K-12 investments are planned to reflect the status quo. Ms. Toner stated that staff will work across departments to ensure levy-funded programming and capacity issues are considered together.

Director Harris asked whether implementation planning for the FEPP Levy will include charter schools. Mr. Chapelle noted that the city's legal department is continuing to review the question.

Mr. Nielsen, Mr. Chapelle, and Superintendent Juneau concluded the work session by reflecting on the partnership between the city and the district and forthcoming work to develop a Partnership Agreement.

The meeting recessed at 5:55 p.m. The meeting reconvened at 6:00 p.m.

### **Work Session: Secondary Revisioning**

Director Burke called the work session to order at 6:00pm.

Directors Burke, DeWolf, Geary, Harris, Mack, Patu, and Pinkham were in attendance.

Caleb Perkins, Director of College and Career Readiness began by stating the Work Session objectives as 1) an update on the work of Smart Goal 3; 2) a review and discussion around Strand 2 of Goal 3, and the plan in 2019-20 for helping students meet the graduation requirement of 24 credits; 3) discussion with School Administrators from Chief Sealth International and West Seattle high schools. A PowerPoint presentation was presented (handout).

#### **1. Update of Smart Goal 3:**

Mr. Perkins began by sharing the reminder that given the 2014 change in state law, the district will be going from 21 credits to 24 credits required for graduation with an emphasis on more science, more world languages, and fewer electives. The College and Career Readiness team has been working with Mr. Eric Anderson, Director of Research & Evaluation and his team to refine Smart Goal 3, Strands 1-4:

- Strand 1 – High School Professional Development for increased rigor and increased engagement.

- Strand 2 – High School Schedule
- Strand 3 – Implementation of CTE Plan for new course pathways, new work-based learning, new partnerships, and a new marketing campaign.
- Strand 4 – High School and Beyond Planning and Graduation: Naviance and HSBP lessons, Advisory supports, and supports for 9<sup>th</sup> and 10<sup>th</sup> graders.

Director Mack asked about added CTE credits. Mr. Perkins said there are already opportunities for cross-crediting in a number of subject areas (CTE crossed with science, CTE crossed with the arts), but it must be implemented with the same course rigor.

Director DeWolf said he is interested in adding an Ethnic Studies course as a required credit-earning opportunity. He added that the three elective credits could also be CTE classes.

Mr. Perkins stated that with the full implementation of the 24-credit requirement there will be less flexibility in the high schools' master schedules.

Director Harris stated concerns about the scheduling process and suggested the registrars meet to develop the best practices for development of their master schedules. Mr. Perkins said PowerSchool Scheduling training will be offered.

## **2. Update on Strand 2 of Goal 3: Expanding Credit-Earning Opportunities – Plan for 2019-20**

Mr. Perkins stated that due to budgetary challenges the district is not able to move forward with the Modified 7-Period Schedule for 2019-20, but is committed to help students stay on track to graduation and postsecondary readiness, and to provide support to students needing help in achieving 24 credits. (Slide 8—Timeline)

Director Harris asked when this decision was made.

Superintendent Juneau explained the decision was made in a previous Budget Work Session to put the modified 7 period schedule “on pause...the pot of money is not there.”

Director Geary does not want a deficit model, where kids who fail will be singled out as failures. She said the budget does not allow for students to “Try – Fail – Try”, and to save dollars is focusing on kids who are failing instead.

Director Mack asked about the budget dollars.

Superintendent Juneau stated that the budget numbers will become clearer at the next Board Work Session. She said the hard work will continue for raising standards and rigor, but that 7 periods does not mean students are learning more. She noted SPS needs to work with the state legislature to ask about funding for the additional requirements.

Director Harris added that a litigation strategy should be developed for work with the legislature.

Mr. Perkins described the key measures in moving forward with Strand 2:

- 9<sup>th</sup> Grade credit attainment – Out of 4,000 SPS 9<sup>th</sup> graders, 15% (or 600 9<sup>th</sup> graders) did not earn 6 credits in 2017-18.
- Graduation data
- Research-based measures connected to postsecondary readiness

Mr. Perkins stated that 9<sup>th</sup> grade is the “important year” for GPA, Credit Earning, and mapping Graduation progress.

Mr. Perkins noted that SPS has made progress in supporting struggling students by using the following strategies: (Slide 15)

- Academic Intervention Specialists
- Case Management
- Tutoring
- Academic Support through Advisory
- Lower Class Sizes for Key Classes
- 0-Period, After-School, Summer Courses

### **3. Strand 2 – Case of Specific Schools**

Mr. Perkins introduced Mr. Brian Vance, West Seattle High School Principal; Ms. Sandra Whiton, Academic Intervention Specialist, WSHS; and Ms. Christa Ernst, Assistant Principal, Chief Sealth International High School. They were invited to provide input regarding questions about the plan in 2019-20, helping all students earn 24 credits, meet graduation requirements, and graduate ready for postsecondary success.

Mr. Vance stated it is now better to focus our efforts to curriculum alignment, professional development, and assistance for students. He agreed it more important to find strategies for creating more engaging classes than the 7-period schedule.

Ms. Whiton said that WSHS had already begun working towards the 24-credit goal before the requirement by monitoring the data for Opportunity Gap students and focusing on on-time graduation data.

Ms. Whiton noted WSHS received a \$92,000 grant for Summer School for 2017-18 and 2018-19 providing extended learning opportunities along with credit retrieval/grade repair. The summer school has been opened to other schools in the area. She said the statistics are good—a 92% on-time graduation rate and students-on-track rate up from 64% to 90%.

Ms. Whiton explained that WSHS offers an after-school tutoring center run by UW Interns, a SAT prep .5 credit elective class, and an Intro to Programming course. Also, Saturday Study Hall is held once a month for 100-200 students staffed by certificated teachers.

- The school offers two 0-periods for electives (PE and Woodworking), and one Geometry class. These classes are open to Denny International Middle School.
- Ms. Whiton is working with the Career & Technical Education department to write a grant for a 9<sup>th</sup> Grade Rising Program.

Ms. Ernst stated Chief Sealath International High School has a three-prong approach—Credit Retrieval, Grade Repair, and People Power to help support the students.

- Social Worker – paid for out of the Baseline budget
- Graduation Success Aide
- Case Management
- Contact Time

Ms. Ernst noted these individuals are instrumental in getting the students connected to their school, keeping them in school, and adding adult figures into their lives. She added that better results are achieved if a summer credit recovery program is held at the students' own schools with familiar teachers.

Director Geary stated that the School Board is in the process of writing the Credit Retrieval Policy. She feels it would be beneficial for case management people to read and provide input to make sure procedures and language are correct.

Director Mack addressed the information on Slide 15 of the PowerPoint. She noted the six different strategies to support students to stay on track have costs associated. She asked how is SPS doing this—lower class sizes, 0-Periods—Levy dollars—Foundational dollars—additional out of Baseline? If these strategies are working to meet Goal 3, how do we ensure Budget...consistently across the District?

Mr. Perkins said the work is to find ways to address all students who need to earn 24 credits and graduate ready for postsecondary success and how to do it equitably.

Mr. Vance stated one way is for professional development and curriculum development to engage the students. Director Mack agreed.

Director Pinkham favors summer school programs for rising 9<sup>th</sup> graders. Ms. Whiton said WSHS has picked up the program that had been run by the YMCA.

Ms. Whiton explained the Risk Indicator Data being utilized by WSHS. The Atlas Program produces a SPS report that calculates the risk numbers for attendance, grades, test scores, and other data indicators to monitor students' progress. The students in maximum of 13 or 14 percentile are flagged for follow-up; students with a lower percentile are considered to have profound socio-emotional issues. At this time, only homeroom teachers can see the report, but can form a group to view.

Director Patu stated that implementation, consistency, and people in place only make a program successful.

Ms. Whiton stressed the need of sustainability—keeping the Tutor Center; Summer School; working the staff into the Baseline budget; IAs becoming tutors.

Director Burke asked about the approximate amount of Levy dollars for WSHS programs? Ms. Whiton answered \$400,000 for the year and \$92,000 for Summer School.

Mr. Tolley asked about Career Navigators. Ms. Ernst commented about the new Career Connected Learning Coordinators in the schools, and how the students have benefitted from career exploration options.

Director Burke commented that professional development, when it is done well, is very important. He asked what is effective PD?

Mr. Vance stated students graduate on time, more making progress; fewer in tutoring. The teachers are more engaging; those are effective indicators.

Mr. Perkins said the CCR team is working with Research & Evaluation to get a more precise sense of the “return on investment” for PD. Director Harris would like a written report documenting the findings.

Mr. Perkins stated that more work is to be done. He noted that early warning system indicators are important. He referenced PowerPoint Slide 21—What supports do students need to stay on track? What more should we explore?

- The six items shown in Slide 15 (Academic Intervention; Case Management; Tutoring; Academic Support through Advisory; Lower Class Sizes for Key Classes; 0-Period, After-school, Summer Courses
- Expanding Middle School Credit Opportunities
- Expanding Dual Credit
- Expanding Competency-based Credit Options
- Expanding District Summer School
- Enhancing High School & Beyond Planning
- Providing Regular Off-Track Reports
- Providing District-run Credit Retrieval Program
- Providing 2-credit Waiver
- Reevaluating Service Learning Requirements

Mr. Perkins added, providing access to the Seattle Skills Center across the district is helpful and important.

## **Closing**

Director Mack said there needs to be a future meeting on Policies.

Director Patu stated to keep students on track is to have a personal relationship with them.

Director Harris said that the Seattle Education Association should be present.

Director Pinkham said regarding PD, can cultural courses in the evening be given credit? Mr. Perkins answered that they can receive credit as long as they meet the regular requirements of rigor for a high school credit.

Director Burke said regarding High School and Beyond, the Board wants to be on the same page as school administration.

Director Burke asked how many schools with a modified schedule now, are they in a different place, do they have more students on track? Mr. Perkins answered broadly speaking, “yes”.

Superintendent Juneau thanked the school leaders for their work with budget and secondary re-visioning conversations.

**Adjourn**

This meeting adjourned at 7:30 pm.