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EARLY LEARNING

ELEMENTARY

MIDDLE SCHOOL

HIGH SCHOOL

STUDENT HEALTH



February 2011  
Seattle, Washington

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R E P O R T  
2 0 0 9 - 2 0 1 0

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**PLEASE NOTE:** *This file is an interactive PDF. You may use the bookmarks in Acrobat shown at left, or click on the table of content items above. You will find a navigation bar within the investment sections, as well as links to items online.*

*Also, items shown in **RED** refer to glossary definitions that appear at the end of each section.*

## PREFACE

*This Levy had three overarching goals: school readiness, academic achievement, and high school graduation.*

### Seattle's Families and Education Levy: Improving the lives of Seattle students since 1990

In November 1990, Seattle voters approved a groundbreaking initiative for the future of the city's children. The Families and Education Levy provided support to children and their families both in and out of school in an effort to help all Seattle's children become safe, healthy, and ready to learn.

The Families and Education Levy programs in schools and communities throughout Seattle proved so effective that voters renewed the Levy in 1997. The \$69 million, seven-year levy supported programs in five areas, contributing to the success of children around the city.



### 2004 Levy: Focus on Closing the Achievement Gap

In order to understand need, and use data to provide clear, identifiable measurements, a State of Children and Youth Report was issued in 2002 which found that, overall, young people in Seattle fared well compared to children in other large cities. However, some children were faring better than others.

There were clear differences in the well-being between children of color and white children, children from low-income families and those from middle- and upper-income families, and children living in north and south Seattle. Similar results were seen in subsequent State of Children and Youth Reports which were issued in 2003 and 2004.

This disparity has been referred to as the Achievement Gap and addressing it has long been a goal of the Seattle Public Schools. Improving academic outcomes for students of color and low-income children therefore became a cornerstone of the expanded **Families and Education Levy Proposition** [Adobe PDF] in 2004, a \$117 million, seven-year property tax levy which voters approved. This Levy had three overarching goals: school readiness, academic

*When the Levy was renewed in 2004, only 50% of African American, Latino and Native American students were graduating from high school, compared to 64% of white students.*

achievement, and high school graduation. While the Levy continues to fund many of the programs instituted in the past, there is a sharper focus on preparing children for school and improving academic achievement of those students living in neighborhoods with the highest poverty rates, lowest attendance rates, and largest number of youth who have failed to pass State assessments. The Levy invests in students who are the most academically challenged, with the goal of directly improving their achievement in school and serving students and schools that have traditionally underperformed.

The Families and Education Levy invests in Seattle students, pre-kindergarten through high school. Levy programs help students both inside and outside of the classroom, and are designed to impact academic achievement.

Levy investments improve upon the work being done by Seattle Public Schools through academic, health and family support.

The Levy represented a change in direction toward academic achievement for City investments in children and youth. When the Levy was renewed in 2004, only 50% of African American, Latino and Native American students were graduating from high school, compared to 64% of white students.

As we have done after every year of Levy implementation, it is important to reflect on what we have learned, examine the state of academic achievement in Seattle Public Schools, and determine how the Levy can best contribute to student outcomes. Part of this work is making sure Levy-funded investments are aligned with Seattle Public Schools' strategic plan goals and scorecard measures. Another part is ensuring Levy investments are using leading indicators for predicting student success. These indicators can be used to identify students in need, develop appropriate strategies, and create outcome targets to measure effectiveness.

Innovative leadership within each school plays a crucial role in the success of our students. In partnership with schools, community organizations, teachers and families, we've developed new strategies for improving achievement especially for very low-performing students and/or students who are English language learners, we've implemented new academic programs, we're working to foster great communities for our students, we've increased professional standards for early education teachers, and we're addressing unique strategies to improve attendance and on-time graduation. We know there is much more to be done, and we expect to see continual improvement in the outcomes of our investments.

## Impact of Levy Investments



This report examines the investments of the Levy over the past five years and tries to determine whether these investments have been effective in helping students achieve academically, and whether they have contributed to closing the achievement gap for students in Seattle. It also provides a summary of the investments and outcomes of the Levy in 2009-10.

The overarching goals of the Levy are:

- School Readiness
- Academic Achievement and Closing the Achievement Gap
- Increasing High School Graduation Rates

Our investments begin with early learners (two- and three-year-olds) and extend to high school seniors.

Investments are in these areas:

- Early Learning
- Elementary School Community Learning Centers / Family Support
- Middle School Programs
- High School Academic Achievement Strategy
- Student Health

This report highlights outcomes data for the 2009-10 school year. It also includes outcomes data from preceding years. These data are important management tools to:

- Track progress on indicators of school readiness, academic achievement and high school graduation
- Determine which Levy programs met the 2009-10 targets
- Make course corrections for future investments

## Levy Indicators of Progress

In addition to the targets for school readiness, academic achievement and high school graduation, each program set interim indicators of progress toward targets. Examples of indicators include:

- Student participation levels in Levy programs
- Increases in homework completion rates
- Passing core courses
- Increasing attendance rates
- On-time promotion to 10th grade
- Families attending parent/teacher conferences and other school events

## Snapshot of Success

*Overall, since the 2004-05 school year, over 1,600 children have entered kindergarten ready to succeed in school, and 1,500 elementary school students, 2,500 middle school students, and 2,000 high school students met grade level standards who had not done so previously. These numbers represent unduplicated counts of students.*

Furthermore, thanks to Levy investments since 2005, the programs and services invested in by the Families and Education Levy have successfully provided:

- Preschool support for approximately 4,000 children
- Out-of-school activities (tutoring, etc.) for more than 20,000 children and youth
- Parent and family engagement and support to at least 12,000 students' families
- Academic support and interventions to more than 19,000 students
- Physical and mental health services to over 40,000 students

More information is available at [www.seattle.gov/neighborhoods/education/edlevy\\_report.htm](http://www.seattle.gov/neighborhoods/education/edlevy_report.htm).

### GLOSSARY

**School Readiness:** Students meet kindergarten readiness standards (see Kindergarten Readiness).

**Academic Achievement and Closing the Achievement Gap:** Students meet grade-level standards on state tests in math, reading and writing and ensure that all students achieve at high levels, regardless of demographics.

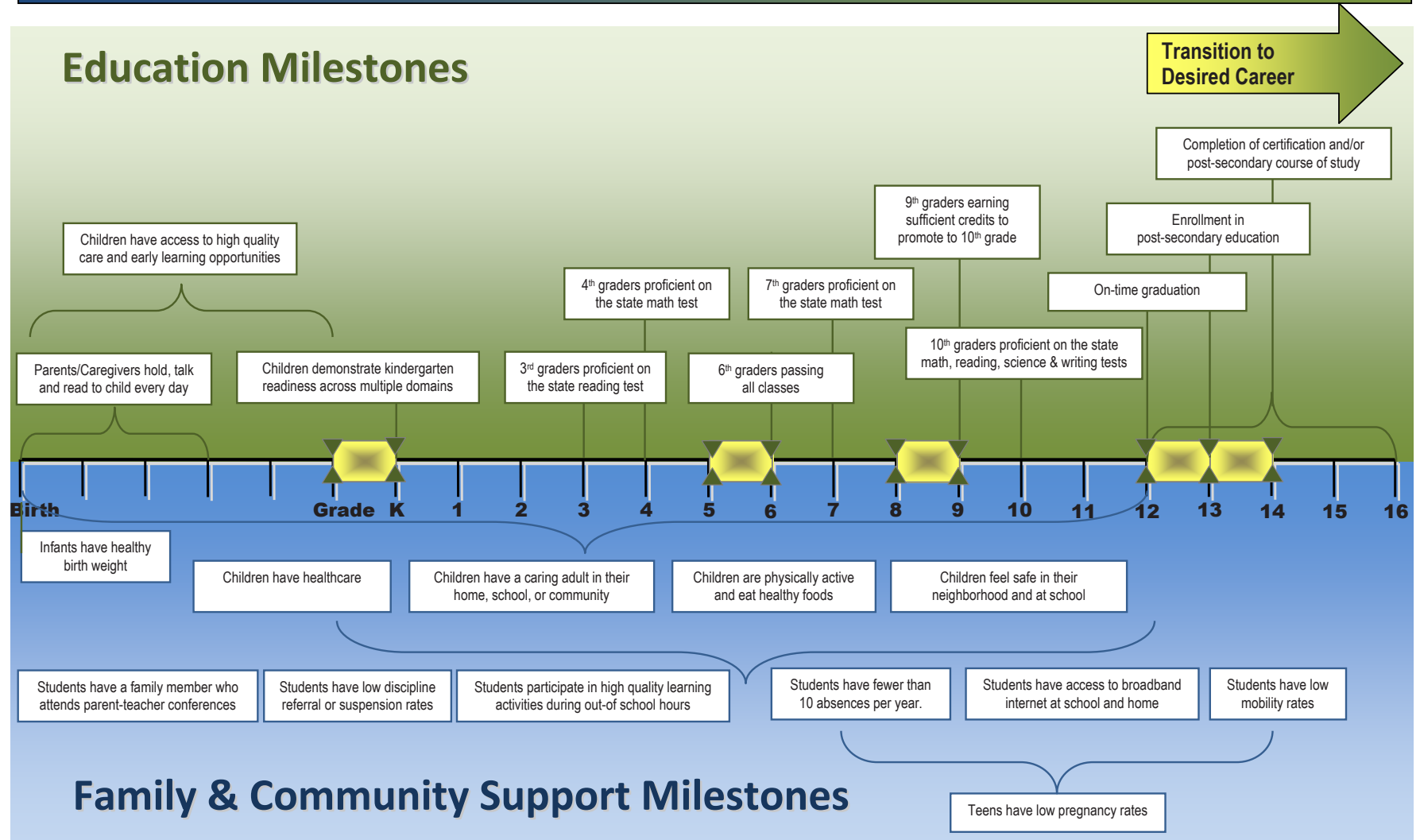
**Increasing High School Graduation Rates:** Students graduate from high school on-time.

## Seattle's Road Map to Success

In 2010, the City of Seattle developed the *Road Map to Success* to help guide City investments in children and families. The *Road Map* represents key milestones in educational achievement for children and youth, based on research and best practice. For example, students who are not reading by the end of 3rd grade face significant barriers to succeeding in school. Milestones such as attendance, passing core courses in 6th grade, or promoting on-time to 10th grade, are strong predictors of graduating from high school. Children and youth failing to meet the milestones on the *Road Map* are considered at risk for academic failure, making their life prospects quite bleak.

The *Road Map's* education milestones are aligned with goals set forth in the Seattle Public Schools' District Scorecard. The *Road Map* also includes a number of family and community support milestones, recognizing that factors influencing student success occur within and outside of the classroom.

## Seattle's Road Map to Success: Critical Milestones and Transition Years



The road map represents a timeline that begins with the birth of a child (far left side) and progresses through childhood, adolescence, and early adulthood to conclude at the point of transition to a desired career (far right side). Gold boxes highlight key transition years – beginning kindergarten, starting middle school, entering high school, graduating from high school, and both the freshman and sophomore years of college. Along the roadmap are critical milestones that provide opportunities to measure both individual and community progress toward success.

 = Key Transition Years

(Adapted with permission from Strive Cincinnati's Roadmap to Success)



# EARLY LEARNING INVESTMENTS



## Early Learners are Most in Need

Scientific research confirms what parents have known forever. The earliest years of a child's life are filled with learning and wonder and carry the capacity for astounding growth. Helping children, particularly children from low-income families, master the early challenges of language and numbers, and helping them translate these skills into a love of learning that leads to superior academic performance are key goals for Seattle's Families and Education Levy. Our work over the past five years has also reinforced the knowledge that the achievement gap is present even before students enter preschool. In fact, some children enter preschool already two to three years behind in their receptive English language skills, and many struggle in other developmental areas. Our investments fund a comprehensive set of quality early learning services, from two and three years old through preschool, and utilize multiple funding sources to maximize investments. Levy funds are aimed at the following groups of preschool learners and professionals:

- Three- and four-year-olds from families who earn 110%-300% of the Federal Poverty Level (FPL) enrolled in local early learning centers
- Two- and three-year-olds from low-income families

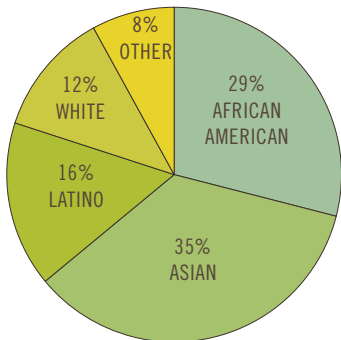
## Strategies for Success

To close these gaps, Levy investments focus on increasing the quality of classrooms and preschool teachers through the following strategies:

- Full and half-day preschool programs for 600 low-income four-year-olds
- Focus on bilingual/dual language programming
- Teacher training, coaching and mentoring
- Academic coursework and technical assistance for teachers
- Additional hours of care for preschool children
- Home visits with families twice a week

Investments were made in the **Parent-Child Home Program (PCHP)** for low-income families, **Step Ahead Preschool Program** (non-Step Ahead children who are in the same preschools and classrooms as the Step Ahead children also benefit from the Levy-funded professional development and training), **Seattle Early Education Collaborative (SEEC)**, and **Kindergarten Transition**.

### WHO WE SERVE





## Levy Report



Our greatest success to date has been leading the effort to develop standardized definitions and measurements of what early learning should be and how to measure that progress. When we began in 2004, there were no agreed-upon definitions for what school readiness was, few consistent metrics to assess readiness, unclear professional development goals and standards, and no kindergarten transition system that collaborated with Seattle Public Schools. Our work through community partnerships has collaboratively aligned administrative programs with Levy-funded, state-funded, and federally funded programs and we've created a city-wide early learning system to leverage resources to achieve greater outcomes.

We created the SEEC Assessment System, which defined school readiness, created **Kindergarten Readiness Guidelines** by aligning **multiple frameworks**, identified **measurement tools** and set child readiness goals.

We then developed the SEEC Professional Development System, which **implemented a school readiness standard**, and **provided training institutes and college degree completion programs**.

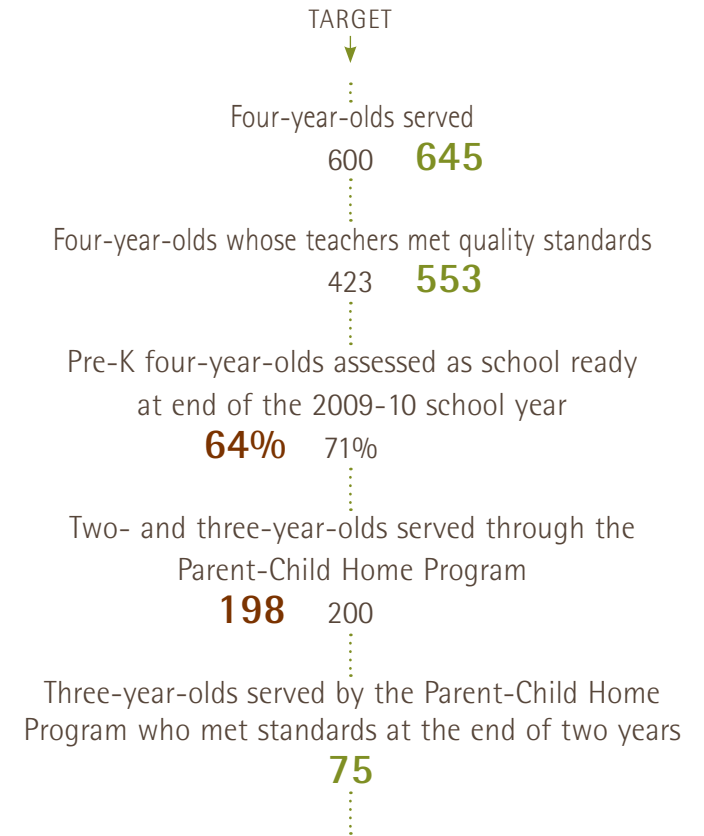
We also set in place the SEEC Transition System. Starting in 2008 each preschool participating in the SEEC Transition System receives outreach from Seattle

*“Our work over the past five years has also reinforced the knowledge that the achievement gap is present before students enter preschool.”*

Public Schools during the preschool year which includes math and reading activities and provides Family Support Workers with referrals to ensure that preschoolers achieve kindergarten readiness.

### HOW WE'VE DONE: 2009-2010

*Figures shown to the right of target in green indicate goal was met or surpassed, and figures shown to the left in red indicate goal was not attained.*



## The Work Continues

The nature of the achievement gap shows the need for deeper investments earlier, in both preschool and elementary school. In order to ensure preschool children are being fully prepared for kindergarten, the Levy raised its standards for kindergarten readiness and is working toward ensuring all children are ready to meet those standards. However, with only 50% of low-income Kindergarteners having been enrolled in a formal preschool program, challenges persist in how to reach the remaining 50% of young children at risk. These early learners are tomorrow's students and future citizens, who need continued help in preparing them for academic success.

### EARLY LEARNING CENTER LOCATIONS

Community Day School Association: Leschi, Beacon Hill, Madrona, Hawthorne, Maple, Highland Park  
 Chinese Information and Service Center  
 Seattle Public Schools  
 South Shore  
 Seed of Life  
 Tiny Tots  
 Refugee Women's Alliance  
 José Martí  
 La Escuelita

Black Star Line  
 Causey Learning Center  
 Denise Louie: Beacon Hill, International District, Lake Washington  
*Sound Child Care Solutions:*  
 Little Eagles, Southwest Early Learning Center  
*All locations above, plus:*  
FOUR HEAD STARTS  
 Neighborhood House  
 First AME

United Indians  
 Seattle Public Schools  
SIX ECEAP SITES  
 EEU at UW  
 Prospect Preschool  
 CCS MLK Home Day Care  
 Primm  
 Refugee and Immigrant Family Services  
 Sea Mar

### GLOSSARY

**implement a school readiness standard:**

School readiness standards are based on children scoring a 4 on curriculum-embedded assessments

**Kindergarten Readiness**

**Guidelines:** Culturally and linguistically competent guidelines to support assessment of preschool children in the city of Seattle.

**Kindergarten Transition:**

A process to ensure families successfully move from preschool to kindergarten.

**measurement tools:** Multiple tools include curriculum-embedded assessments and the Peabody Picture Vocabulary Test (PPVT-IV).

**multiple frameworks:**

1) Washington State Early Learning and Development Benchmarks; 2) the Essential Academic Learning Requirements; 3) Head Start Child Outcomes Framework; and 4) the National Association for the

Education for Young Children

**Parent-Child Home Program (PCHP):** A home visiting program for low-income families with young children ages two and three.

**provided training**

**institutes:** Professional development opportunities provided for early learning professionals throughout the year.

**Seattle Early Education Collaborative (SEEC):**

A collaborative effort to enhance the City's early learning investment includes Step Ahead, SEEC ECEAP programs, Head Start, Comprehensive Child Care Programs, and other child development agencies.

**Step Ahead Preschool Programs:**

Serves low-income 4-year-old children whose families earn between 110% and 300% of the Federal Poverty Level (FPL).



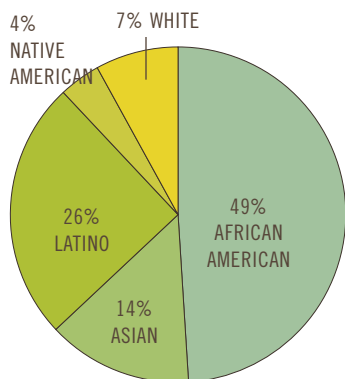
## ELEMENTARY SCHOOL INVESTMENTS



### Strong Foundations for Young Students

Our work with elementary school students and their families supports Seattle Public Schools by providing social and emotional learning assistance as it impacts academic achievement, and a targeted approach to help students who are falling behind. The Levy programs help identify and create strategies for improvement for students who scored Level 1 or Level 2 on the State Assessment or are below grade-level on the **DRA**. Additional investments provide support to families so that students can succeed in academic coursework. By ensuring a strong foundation within the school system for addressing tardiness, absenteeism, or skill gaps at an early age, many potential problems are prevented.

#### WHO WE SERVE



91% FREE/REDUCED LUNCH  
32% ENGLISH LANGUAGE LEARNERS

### A Place for Learning

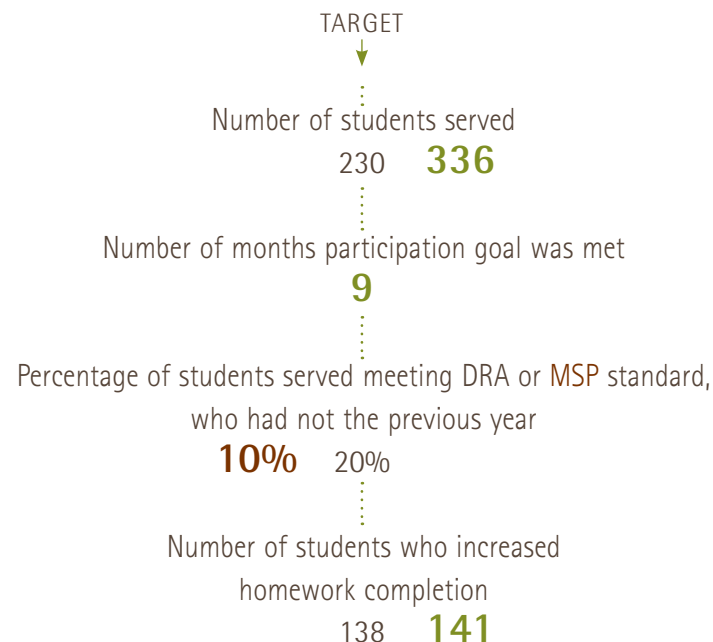
Community Learning Centers (CLCs) in three elementary schools were established to provide a comprehensive set of services, activities and learning experiences that are aligned with academic standards, culturally relevant and tailored to the needs of students and families. Center staff coordinate activities with school staff to maximize learning by connecting after-school activities to the school curriculum.

Services provided include:

- Homework completion help
- Tutoring support focused on math and literacy
- English-as-a-Second-Language instruction
- Project-based learning
- Technology and enrichment activities (art, music, dance, etc.)
- Parent and family activities that promote academic achievement

#### HOW WE'VE DONE: 2009-2010

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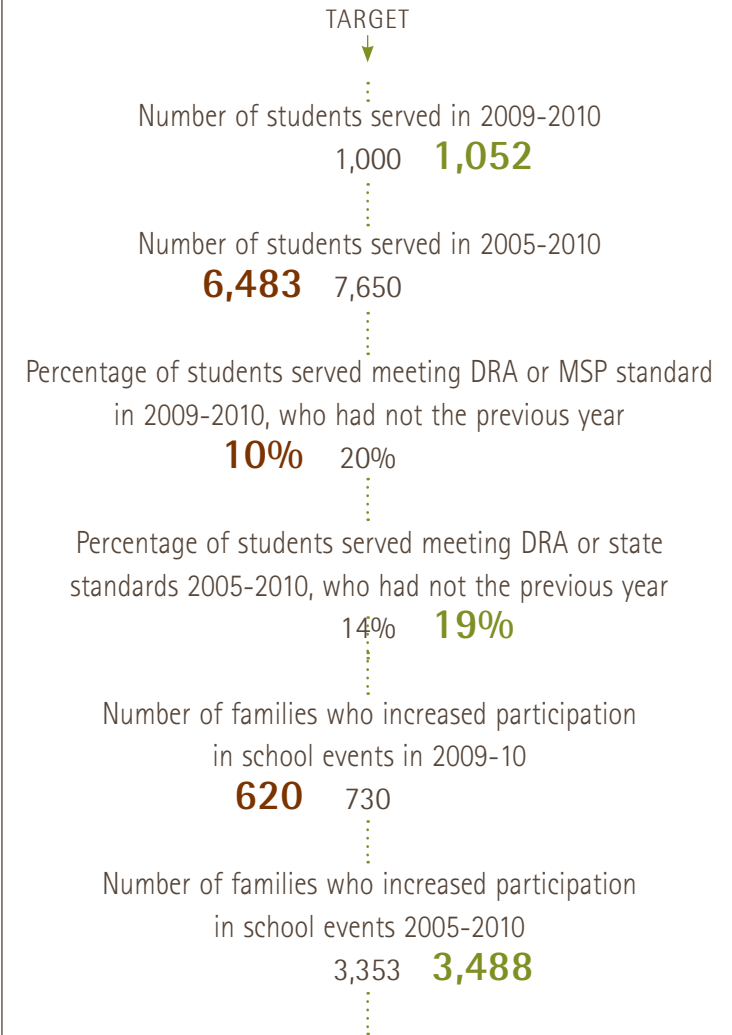
## Families at Risk Need Support

Students do better in school when they and their families are doing well at home. The Families and Education Levy helps make this possible by providing special support for students in need and by helping parents get more involved in school. When families are supported, students are supported and academic success will follow. To strengthen families in communities at risk, the Levy invested in Family Support Workers (FSWs) who work directly in elementary and K-8 schools, linking students and their families with resources needed to promote academic achievement. Teams within each school selected students based on the greatest social and academic need. Teams then set and tracked academic goals for individual students.

The Family Support Program used a formula to determine the level of service a school qualifies for based on student needs in each school. Family Support Workers were assigned to schools full time, part time, or on an as-needed basis. All elementary and K-8 schools were served by FSWs. Three middle schools also had FSWs that were funded partially through the Levy.

## FAMILY SUPPORT WORKERS: SNAPSHOT OF SUCCESS

*Figures shown to the right of target in green indicate goal was met or surpassed, and figures shown to the left in red indicate goal was not attained.*



*Future Levy investments will need to be an integral part of each school's academic improvement plan.*

## The Work Continues

Analysis shows that Levy elementary school investments have not been as impactful on academic achievement as others. While meaningful connections are being made with families, students who enter elementary school already significantly behind are not getting the academic support they need to close the gap. In 3rd grade, many students of color and those who qualify for free and reduced lunch are achieving reading proficiency at rates significantly below their peers. In math, similar patterns are evident in the 4th grade and continue to grow as students get older. Future Levy investments will need to be an integral part of each school's academic improvement plan. Investments need to reach families with the greatest barrier to involvement, particularly non-English-speaking families. Data on K-2 student performance is needed to better assess areas of improvement, be it content or specific schools where students are struggling in these early grades.

### GLOSSARY

#### Developmental Reading Assessment (DRA):

Administered in kindergarten, 1st and 2nd grades. This assessment is used to provide information on the reading skills and progress of each student. Additional information on the use of the DRA in Seattle Public Schools is available at: [www.seattleschools.org/area/asiso/test/dra/webdra.xml](http://www.seattleschools.org/area/asiso/test/dra/webdra.xml)

#### Measurements of Student Progress (MSP):

The state's exam for students in grades 3-8. MSP exams are given in reading, writing, math and science.



## MIDDLE SCHOOL INVESTMENTS



### Transitioning at a Critical Time

Middle school is a critical transition time for students as they shift from guided, hands-on instruction to the more independent environment of middle and high school. The Levy supports these youth by providing school-based intervention and treatment programs that provide mental health services, social/emotional counseling and truancy/dropout prevention to middle school students during school hours. Our Middle School Support work began in 2005 with only 1,900 students. This year we reached more than 2,855 students, and have made steady gains each year in the number of students who are meeting or exceeding state standards for the first time.

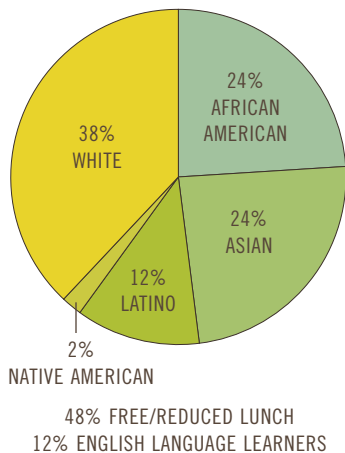
At each school a specific cohort of students is selected by teachers for academic intervention. All students who do not meet state standards are targeted for Community Learning Center participation, and the entire student body is eligible to participate in the centers as well. While Levy investments in 2009-10 continued to support all K-8 and middle schools in after-school tutoring and instruction, the bulk of the investment was targeted to **four innovation middle schools**. These larger

investments are more integrated into the structure of the schools and allow schools to align academic interventions and support services with specific student needs. For example, Levy-funded middle schools have been leaders in the use of academic data to schedule students into extra math classes matched with their skill level.

The Levy invested in two academically-focused middle school programs: Middle School Support Program (MSSP) and Community Learning Centers. Services included:

- Providing students with extended learning time, particularly for students struggling in math.
- Giving students at **four innovation sites** an additional period of course study with an emphasis on math which focused on basic math skills to help them succeed in their regular class.
- Providing additional instruction, much of which focused on math, to students at **other middle schools and K-8s**.
- Offering students a chance to participate in non-academically-focused activities, including nutrition classes, arts programs, and team building and leadership clubs.

### WHO WE SERVE



**MORE INFORMATION**

*Four Innovation Middle Schools*

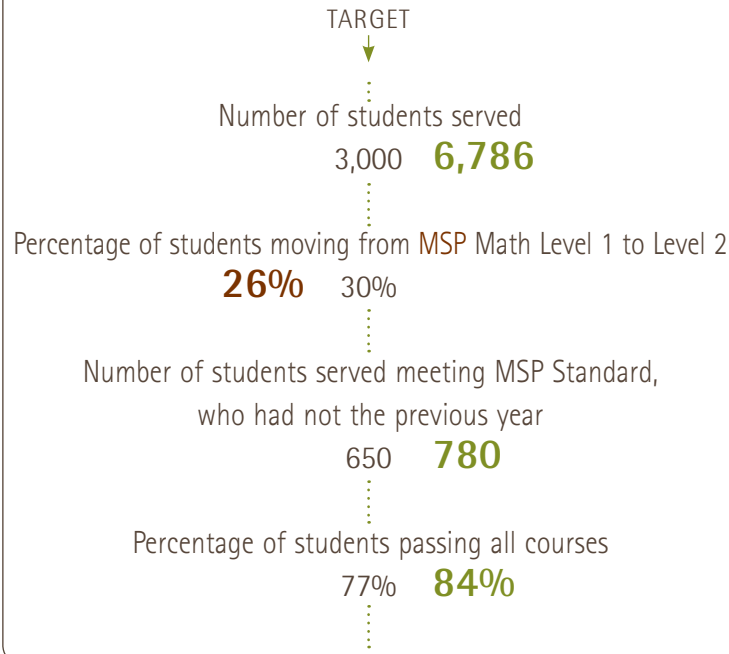
- Denny International
- Hamilton Middle
- Madison Middle
- Mercer Middle

*Other Middle and K-8 Schools*

- Aki Kurose Middle
- Washington Middle
- McClure Middle
- Whitman Middle
- Eckstein Middle
- Pathfinder K-8,
- South Shore K-8
- Orca K-8
- TOPS K-8,
- Jane Addams K-8
- Salmon Bay K-8
- Broadview-Thomson K-8
- Catharine Blaine K-8
- AS#1 K-8

**LEVY REPORT: 2009-2010**

Figures shown to the right of target in green indicate goal was met or surpassed, and figures shown to the left in red indicate goal was not attained.



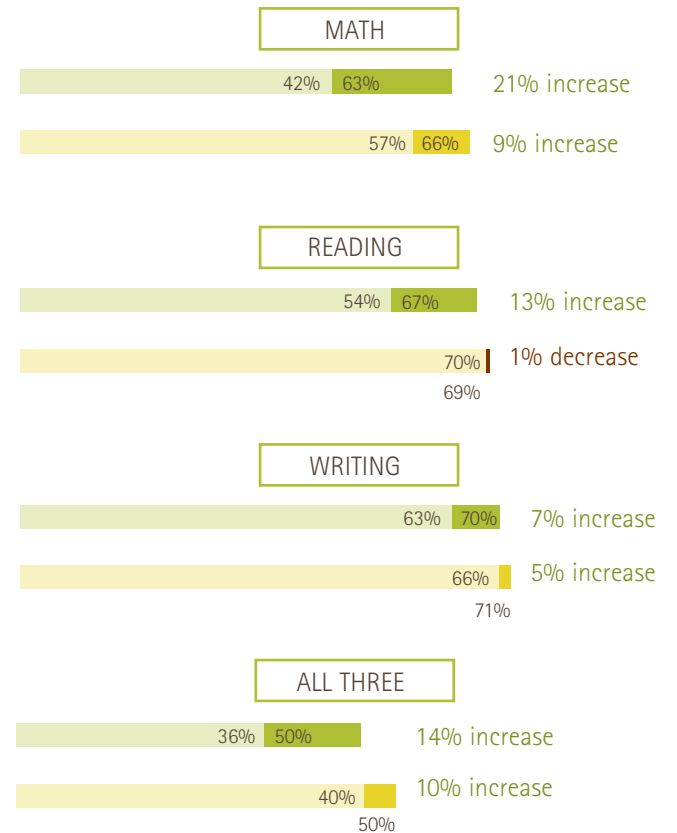
**The Work Continues**

While great strides have been made in math, schools continue to struggle with Level 1 math students, who are often two or more years behind grade level and lack basic math skills that prohibit them from accessing grade-level material. Future investments will continue the model of Community Learning Centers and programs with math focus that target students who are falling behind.

**PASSING RATES FOR STATE ASSESSMENT: 7th GRADE**

Levy-Funded Students (2005/6, 2009/10) | Non-Levy-Funded Students (2005/6, 2009/10)

Changes shown represent the percentage point increase or decrease of students meeting standards.

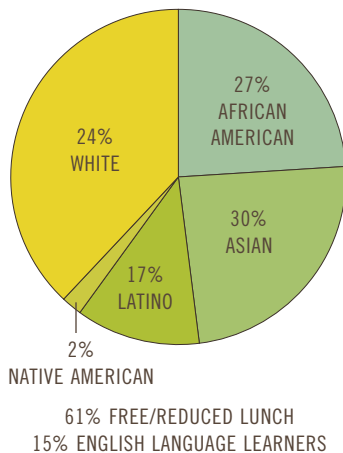




## HIGH SCHOOL INVESTMENTS



### WHO WE SERVE



### On-time Promotion Rates Climb

Given some of the positive outcome trends for middle schools, the Levy is utilizing a similar strategy for high schools by investing deeply in the three high schools with the highest number and percentage of 9th graders with indicators that **predict dropping out**. Our strategies focus on 9th graders, and our goals are to increase attendance, increase academic skills, ensure they pass their classes and move to 10th grade on time. On-time promotion to 10th grade is a key milestone for students, and improving this has a direct correlation to improved graduation rates in the 12th grade. Many of the youth served have not passed previous state tests and, based on their barriers to academic success, are the hardest-to-serve youth. This outreach is the last stop before they completely drop out of the educational system.

In 2009-10, Levy-funded high schools have performance targets related to attendance and passing classes, which can be easily monitored through the district's weekly data reports.

Strategies include:

- A one-week 8th to 9th grade summer bridge transition program that orients students to high school expectations, study skills, courses and available resources.
- A six-week summer academic enrichment program for incoming 9th graders (skills include math, literacy, cooking, service learning, and business skills).
- Tiered interventions depending on the level of need. Each tier receives a different level of intervention from school staff which may include connecting with families (conferences, phone/emails, etc.).
- An early warning system to identify students and track progress.
- Social and emotional support through 9th grade social workers and counselors embedded in classrooms.
- Extended learning time before, during, and after school to build skills and complete credits.
- Opportunities to make up missed work and earn credits.
- Professional development, training and planning time for staff, using student data to develop and modify strategies.



## MORE INFORMATION

*three high schools*

Chief Sealth High School  
Franklin High School  
West Seattle High School

## GLOSSARY

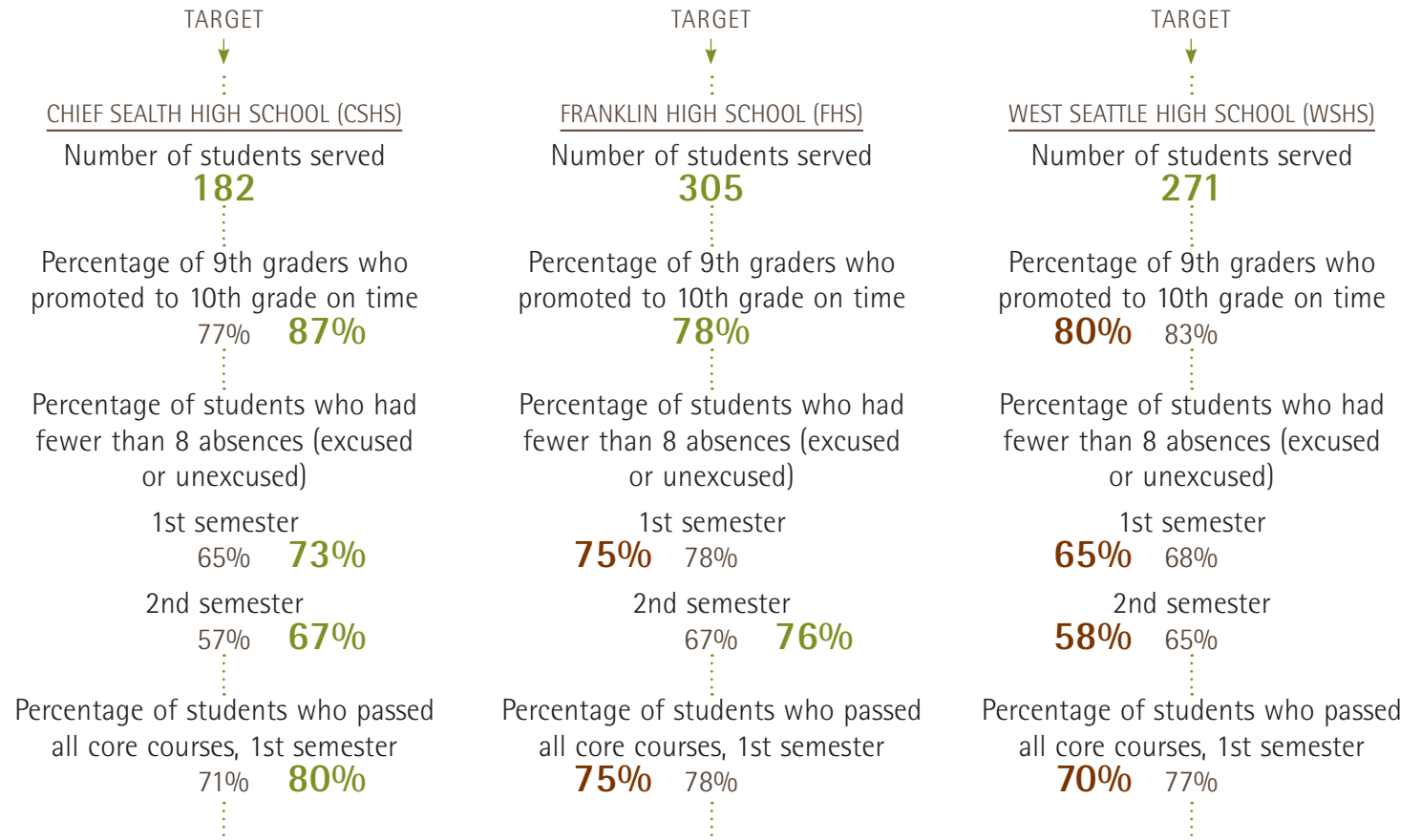
indicators that predict dropping out  
Based in research, indicators include passing all core courses and school attendance.

## Seeing Success

Seventy-five percent of all first time 9th-grade students passed their core classes as compared to 70% in previous years.

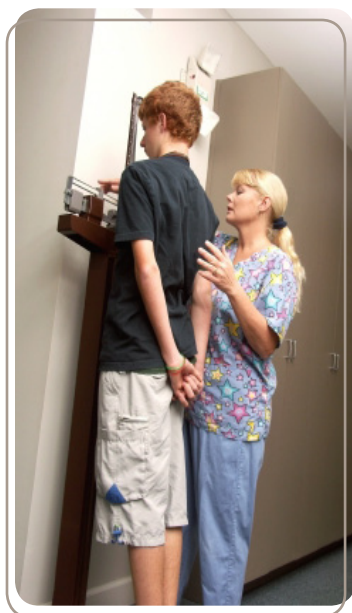
## INDICATORS OF ACADEMIC SUCCESS/OUTCOMES OF INVESTMENTS: 2009-2010

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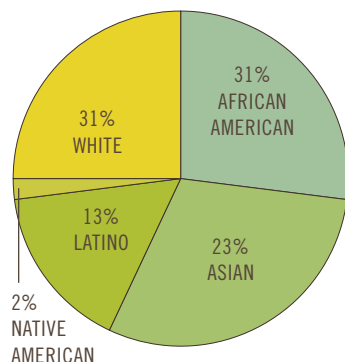




## STUDENT HEALTH INVESTMENTS



### WHO WE SERVE



55% FREE/REDUCED LUNCH  
12% ENGLISH LANGUAGE LEARNERS

Students must be healthy in both mind and body to thrive in the classroom. The Families and Education Levy helps achieve this by funding school nurses and school-based health centers in middle and high schools to improve students' health and promote healthy lifestyles.

### Good Health is Paramount to Success

Students who are struggling in school are often the same students who lack regular access to health care. Without basic care such as flu shots or treatment for minor illness, poor health can lead to significant barriers to learning.

Yet we know that when high-risk students use health centers, they are more likely to improve their GPA and attendance than a matched group of students who do not use health centers (Journal of Adolescent Health March 2010: "Impact of School-Based Health Center Use on Academic Outcomes"). Another study found that students who moderately use health centers (80% of users) are 33% less likely to drop out of school than students with similar risk for dropping out who did not use the health centers.

The Levy invested in School-Based Health Centers (SBHCs) and nurses in all **ten comprehensive high schools** and **four middle schools** to promote physical and mental health.

These were sponsored by five local healthcare organizations:

1. Group Health Cooperative
2. Seattle Children's Hospital/Odessa Brown Children's Clinic
3. Public Health – Seattle & King County
4. Neighborcare Health
5. Swedish Medical Center

Services provided for adolescents include:

- Comprehensive primary health care, including both medical and mental health care.
- Screenings, health assessments, and interventions that focus on students who are academically at risk.
- Integrating risk prevention strategies into primary health care, emphasizing mental and behavioral health interventions.
- Helping students manage chronic conditions.
- Addressing high-risk behaviors most common among adolescents.
- Immunization compliance for all Seattle Public Schools students.

Levy investments in student health have had a tremendous impact on not only academic achievement, but graduation rates as well.



**MORE INFORMATION**

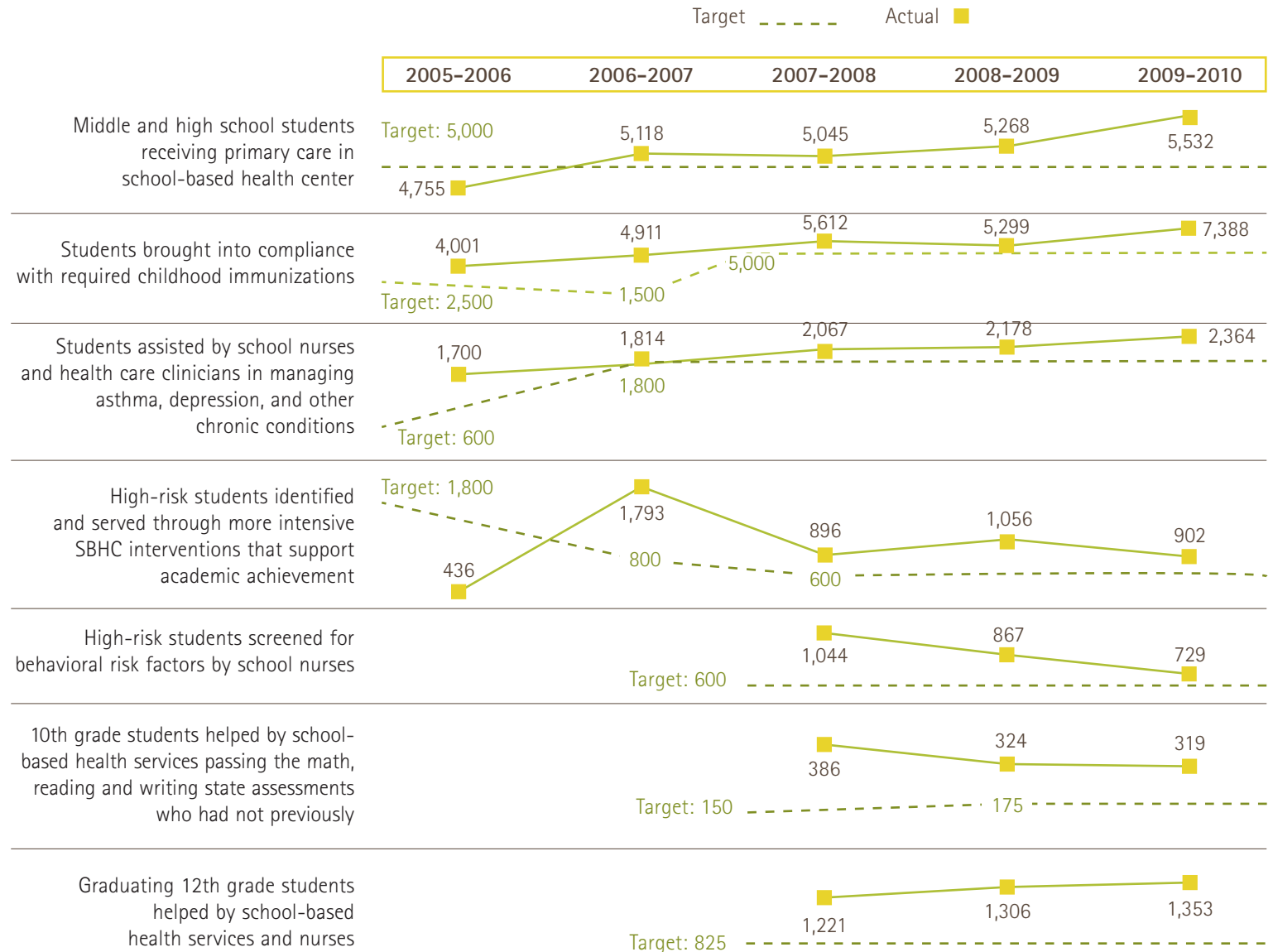
*10 comprehensive high schools*

- Ballard High School
- Chief Sealth High School
- Cleveland High School
- Franklin High School
- Garfield High School
- Ingraham High School
- Nathan Hale High School
- Rainier Beach High School
- Roosevelt High School
- West Seattle High School

*four middle schools*

- Aki Kurose Middle School
- Denny Middle School
- Madison Middle School
- Washington Middle School

INDICATORS OF SUCCESS/OUTCOMES OF INVESTMENTS: 2005-2010



# ANNUAL PROGRAM BUDGET FOR 2009-2010 SCHOOL YEAR

*The City of Seattle and Seattle Public Schools believe a strong partnership is necessary to increase the academic outcomes for all of Seattle's children and to close the achievement gap.*

The Families and Education Levy funding is appropriated to the Department of Neighborhoods' Office for Education, which oversees financial activity for the Levy. All programs are budgeted on a school-year basis (September-August), except for the Crossing Guards and Administration & Evaluation programs, which are budgeted by calendar year. Crossing Guards and Administration & Evaluation annual budgets for 2010 were \$400,000 and \$738,641 respectively.

## Public Accountability

The City of Seattle, Seattle Public Schools and community-based organizations began implementing Families and Education Levy programs in September 2005. In order to measure the Levy's impact on achievement, the City implemented new accountability measures to track indicators of student progress and educational outcomes. Part of the new accountability system was a commitment to analyze program data, seek to understand the reasons students are succeeding or failing, and make course corrections if students are not achieving. The Levy also implemented performance pay, earned by achieving outcome targets.

## City-Schools Partnership

The City of Seattle and Seattle Public Schools believe a strong partnership is necessary to increase the academic outcomes for all of Seattle's children and to close the achievement gap. In 2005, a formal partnership agreement was created, outlining the roles and expectations of each partner in attaining these goals. The agreement is available at: [www.seattle.gov/neighborhoods/education/PartnershipAgreement.pdf](http://www.seattle.gov/neighborhoods/education/PartnershipAgreement.pdf). The City and Seattle Public Schools also have a data-sharing agreement that allows the City to track indicators and outcomes for students participating in Levy programs. This data system is critical to measuring student outcomes and continuing to improve Levy programs.

