

Department of Education and Early Learning  
Families and Education Levy  
2013-14 Annual Report



Levy Oversight Committee Meeting  
January 13, 2015

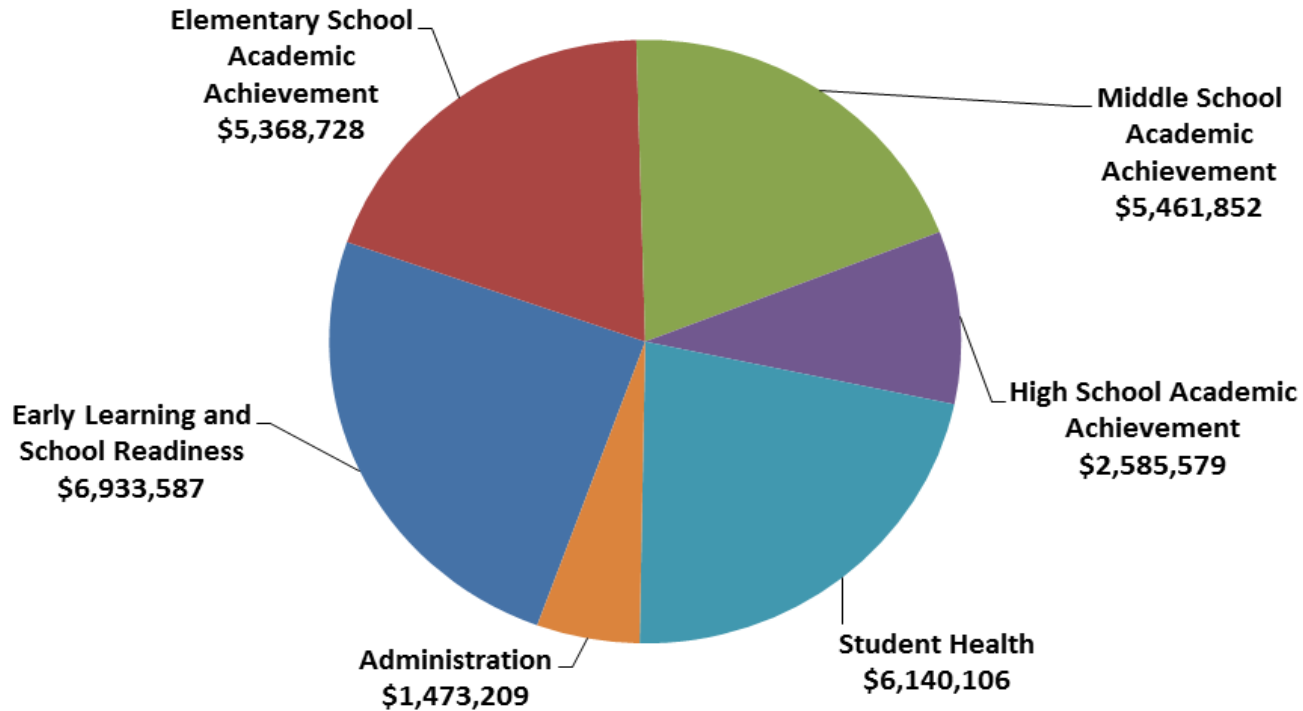
# Presentation Overview

---

- ▶ Summary of second-year implementation, results, and course corrections for Levy investment areas:
  - ▶ Elementary Innovation
  - ▶ Middle School Innovation/Linkage
  - ▶ High School Innovation
  - ▶ School- and Community-Based Family Support
  - ▶ Summer Learning
  - ▶ Student Health
  - ▶ Early Learning

# 2013-14 Levy Budget Plan

---



*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.*

# Families and Education Levy Outcome Funding Framework

## Investments

- Early Learning
- Elementary School Innovation
- Middle School Innovation & Linkage
- High School Innovation
- School- and Community-Based Family Support
- Student Health
- Summer Learning

## Measures to Assess Annual Progress Towards Goals

Contract Indicators

Contract Outcomes

Road Map Milestones  
*(K-12 investments only)*

## GOALS

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

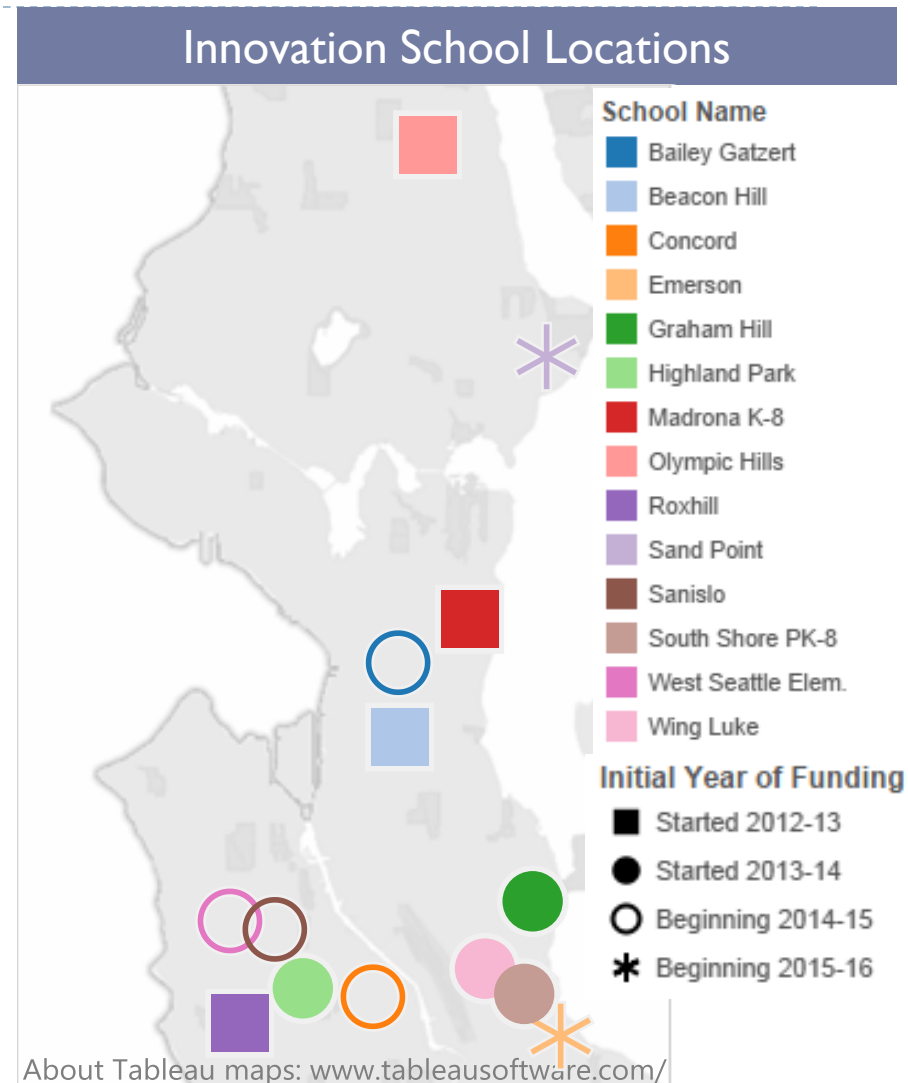


# Elementary Innovation



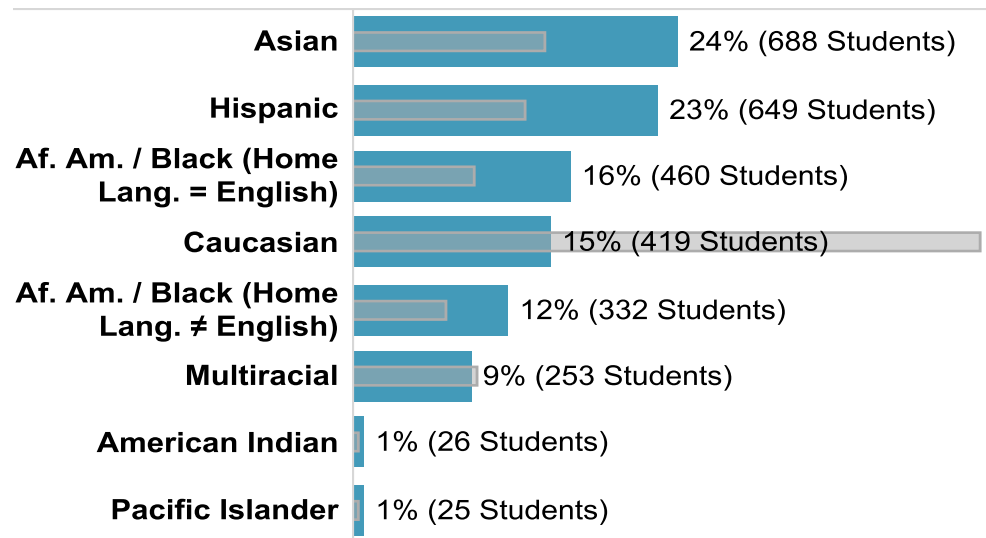
# 2013-14 Elementary Innovation Programs

- ▶ Levy Investment: \$2.5 million (\$316k per school)
- ▶ School Sites: 8
- ▶ Approximate Students Served: 850
- ▶ Focus Population:
  - ▶ English Language Learners (including Somali, Spanish, and Vietnamese speaking students)
  - ▶ African American and Latino students
  - ▶ Homeless students
- ▶ Strategies Include:
  - ▶ PreK-3 alignment
  - ▶ Extended In-School Learning Time
  - ▶ Expanded Learning Opportunities
  - ▶ Social, Emotional, Behavioral, and Family Support



# 2013-14 Elementary Innovation Demographics

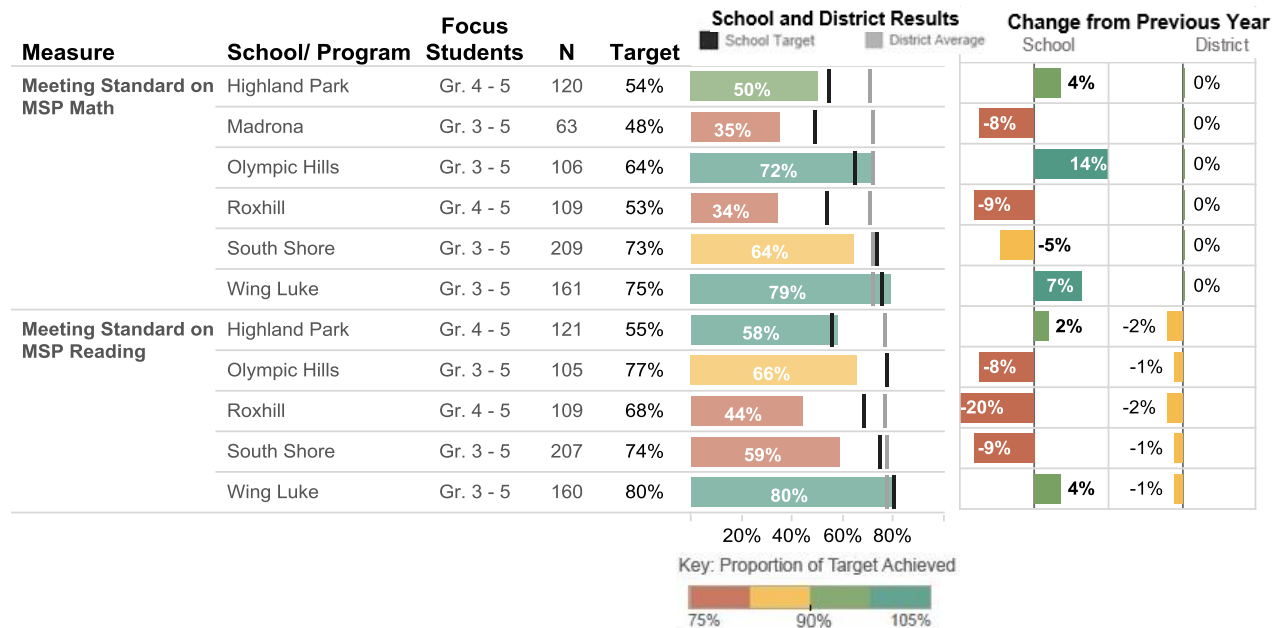
## Demographics of Elementary (K-5<sup>th</sup> grade) Students in Levy Schools vs. District Schools



English Language Learners: Levy 29% vs. District 13%

Special Education Students: Levy 16% vs. District 13%

# 2013-14 Elementary Innovation Annual Contract-Level Outcome Results (1 of 2)

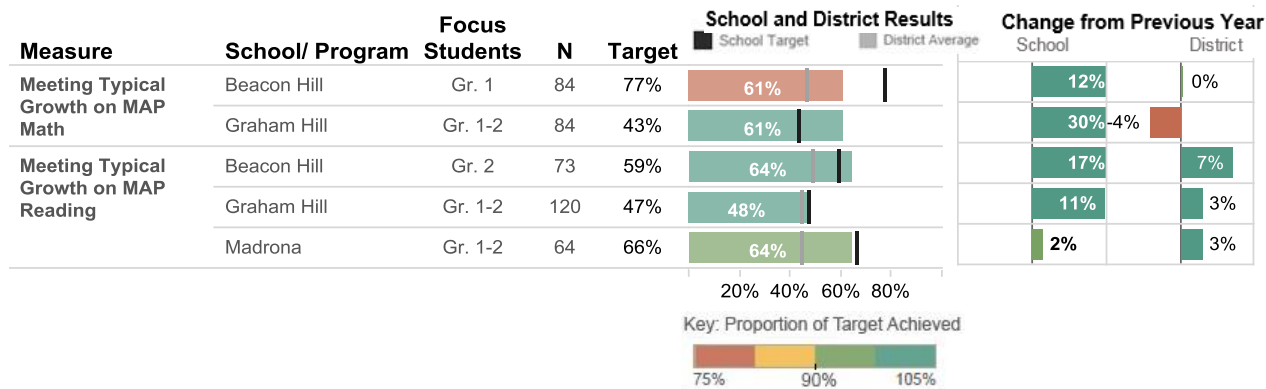


## Summary:

- ▶ Mixed results in math and reading state assessment achievement data
- ▶ Math
  - ▶ Two high-needs schools surpassing district average
- ▶ Reading
  - ▶ Three schools struggled



# 2013-14 Elementary Innovation Annual Contract-Level Outcome Results (2 of 2)



## Summary:

- ▶ Impressive growth in both math and reading
- ▶ Each Levy school exceeded district average
- ▶ Indicates schools making progress toward MSP proficiency goals



# Middle School Innovation & Linkage



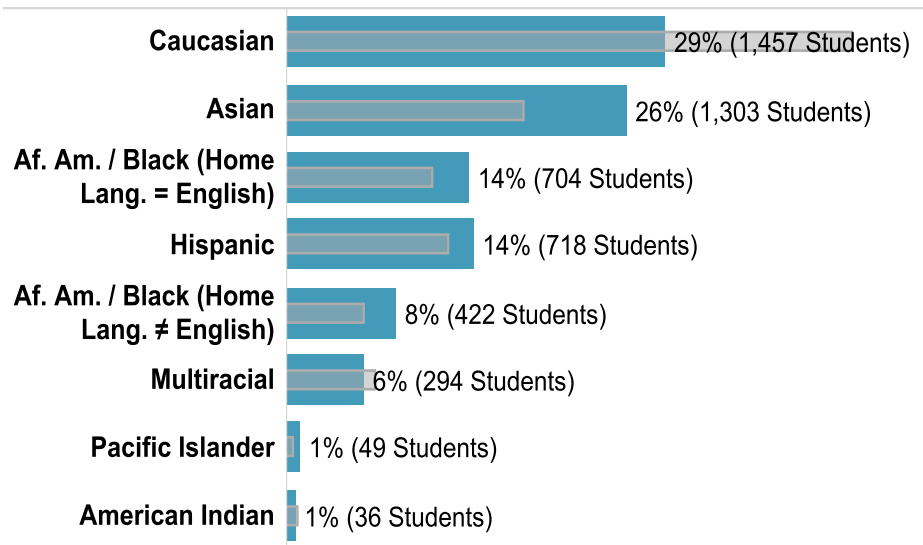
# 2013-14 Middle School Innovation & Linkage Programs

---

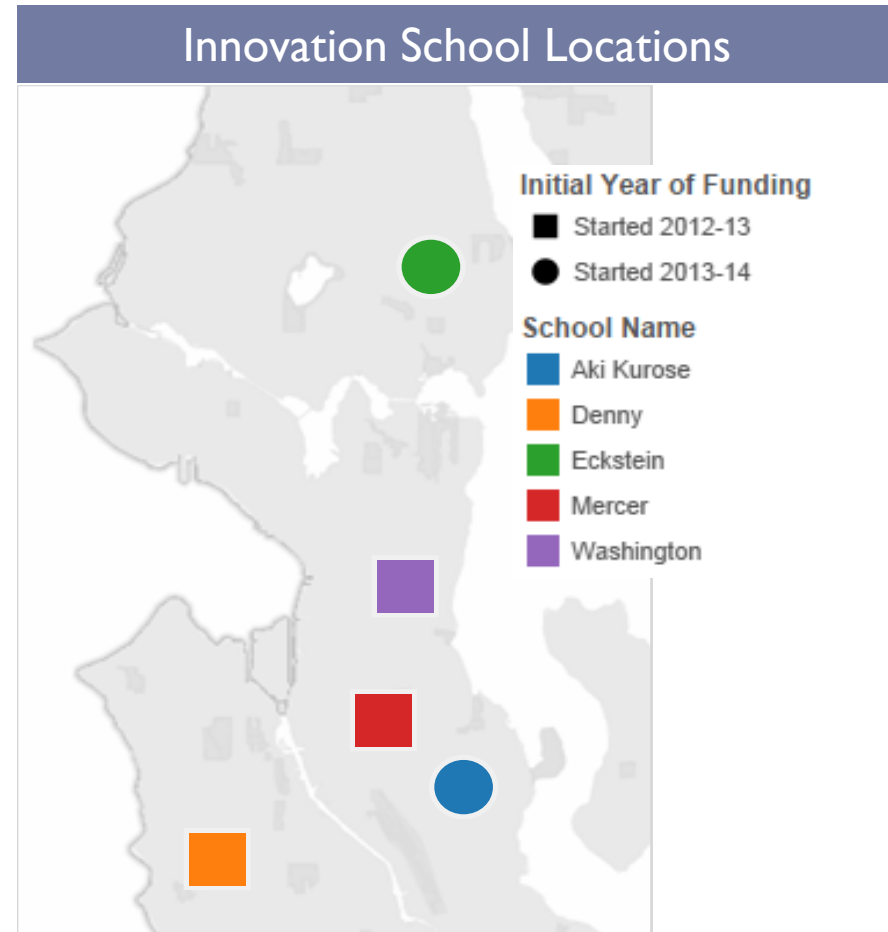
- ▶ **Levy Investment: \$3.8 million**
  - ▶ Innovation: \$482k to \$530k (per school)
  - ▶ Linkage: \$54k to \$240k (per school)
- ▶ **School Sites: 16**
  - ▶ Innovation: 5 schools
  - ▶ Linkage: 11 schools
- ▶ **Approximate Students Served: 5,560**
  
- ▶ **Focus Population:**
  - ▶ Students not on grade level in math and reading
  - ▶ English Language Learners
  - ▶ African American and Latino students
  
- ▶ **Strategies:**
  - ▶ Extended In-School Learning Time
  - ▶ Expanded Learning Opportunities
  - ▶ Social, Emotional, Behavioral, and Health Support
  - ▶ Family Involvement
  - ▶ College and Career Readiness (*Innovation only*)

# 2013-14 Innovation Middle School Demographics & Locations

## 6<sup>th</sup> – 8<sup>th</sup> Grade Students in Levy Innovation Schools vs. District Schools

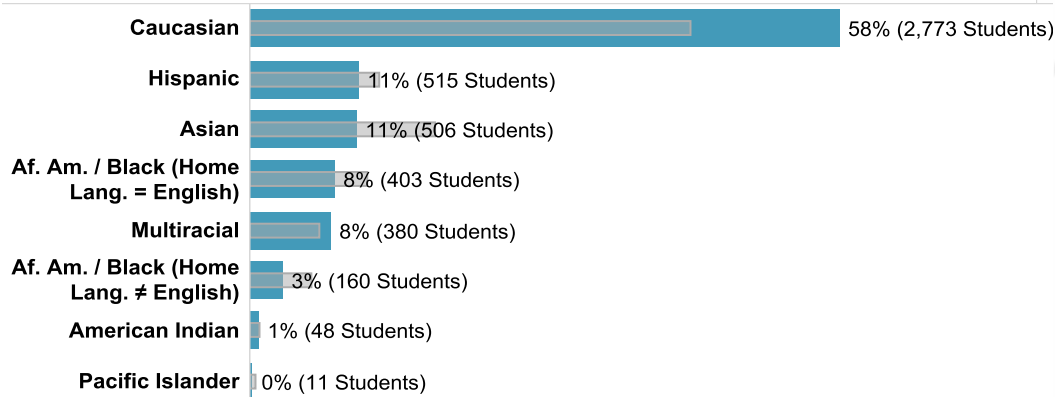


English Language Learners: **Levy 10%** vs. District 7%  
 Special Education Students: **Levy 14%** vs. District 14%



# 2013-14 Linkage Middle School Demographics & Locations

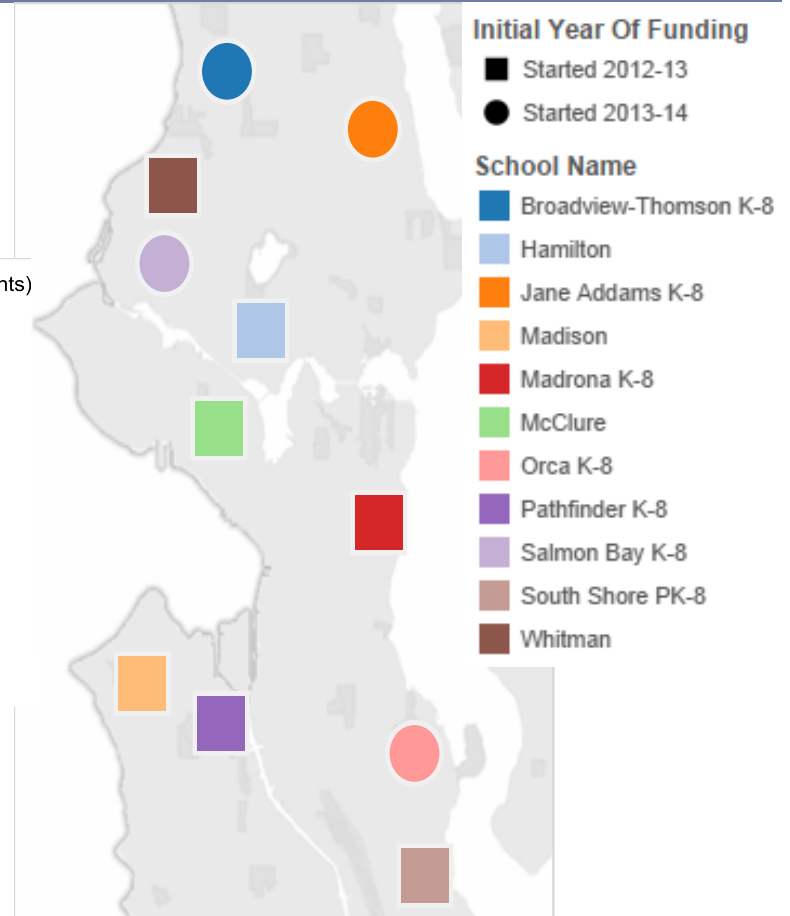
## 6<sup>th</sup> – 8<sup>th</sup> Grade Students in Levy Linkage Schools vs. District Schools



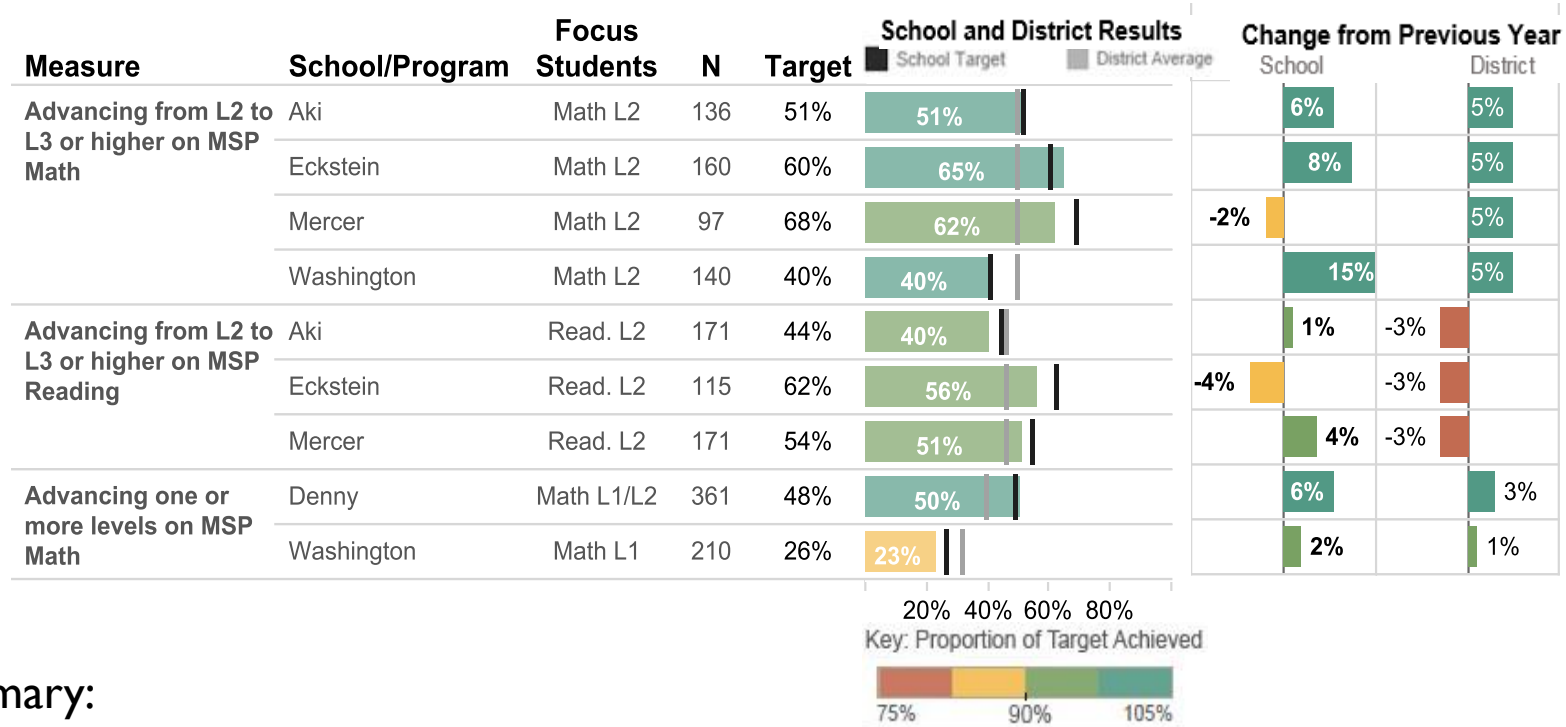
English Language Learners: Levy 3% vs. District 7%

Special Education Students: Levy 15% vs. District 14%

## Linkage School Locations



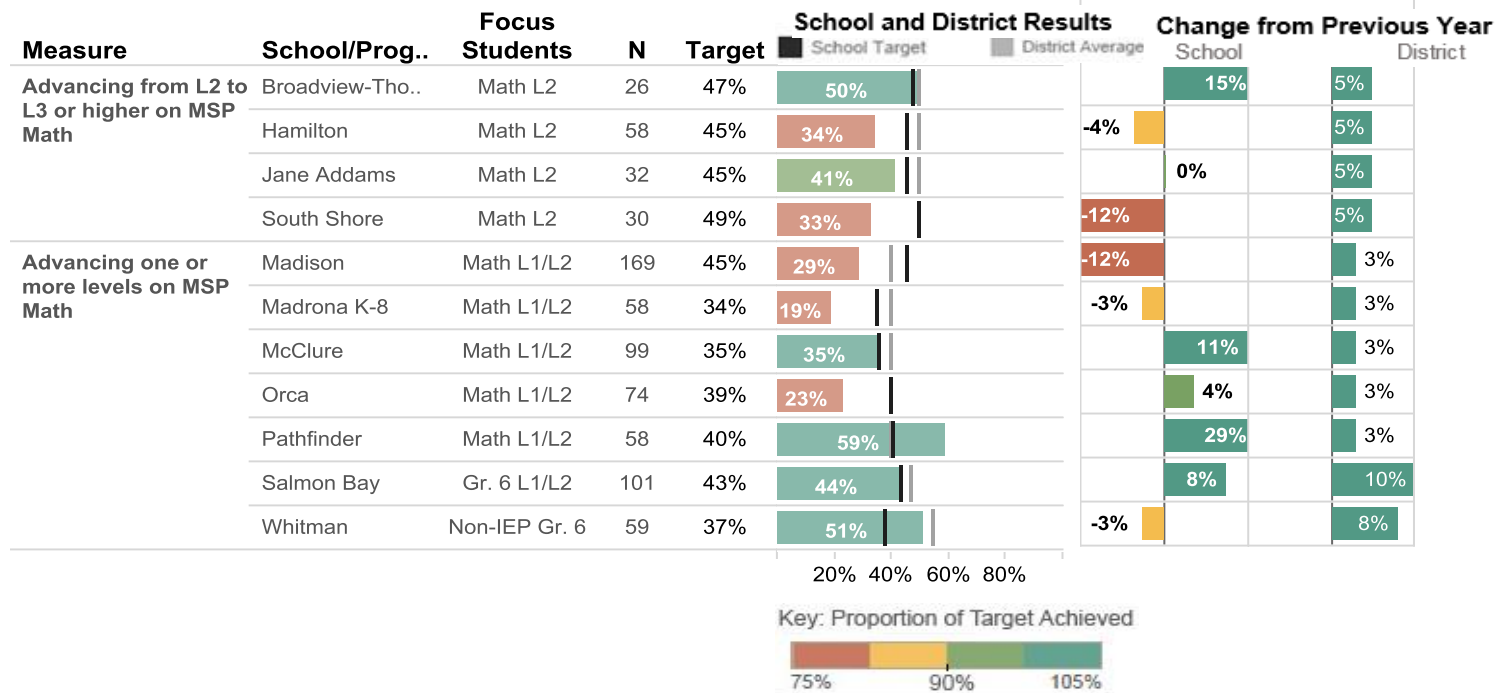
# 2013-14 Middle School Innovation Annual Contract-Level Outcome Results



## Summary:


- ▶ Deep, long-term middle school investments yielding positive results
- ▶ Math:
  - ▶ 4 of 5 schools are outperforming district in advancing students in math on MSP
  - ▶ 3 of 5 schools met or exceeded all annual Levy math MSP targets
- ▶ Reading:
  - ▶ All schools met 90%+ of their target for each performance measure
  - ▶ 2 of 3 schools improved from previous year; the one school that declined slightly still outperformed the district average

# 2013-14 Middle School Linkage Annual Contract-Level Outcome Results




## Summary:

- ▶ Smaller Levy investments yielding mixed results; results susceptible to greater variation due to small “Ns”
- ▶ 5 of 11 schools’ math MSP measure results improved from previous year
- ▶ 2 of 4 schools with declining performance experienced new school and Levy leadership in 2013-14



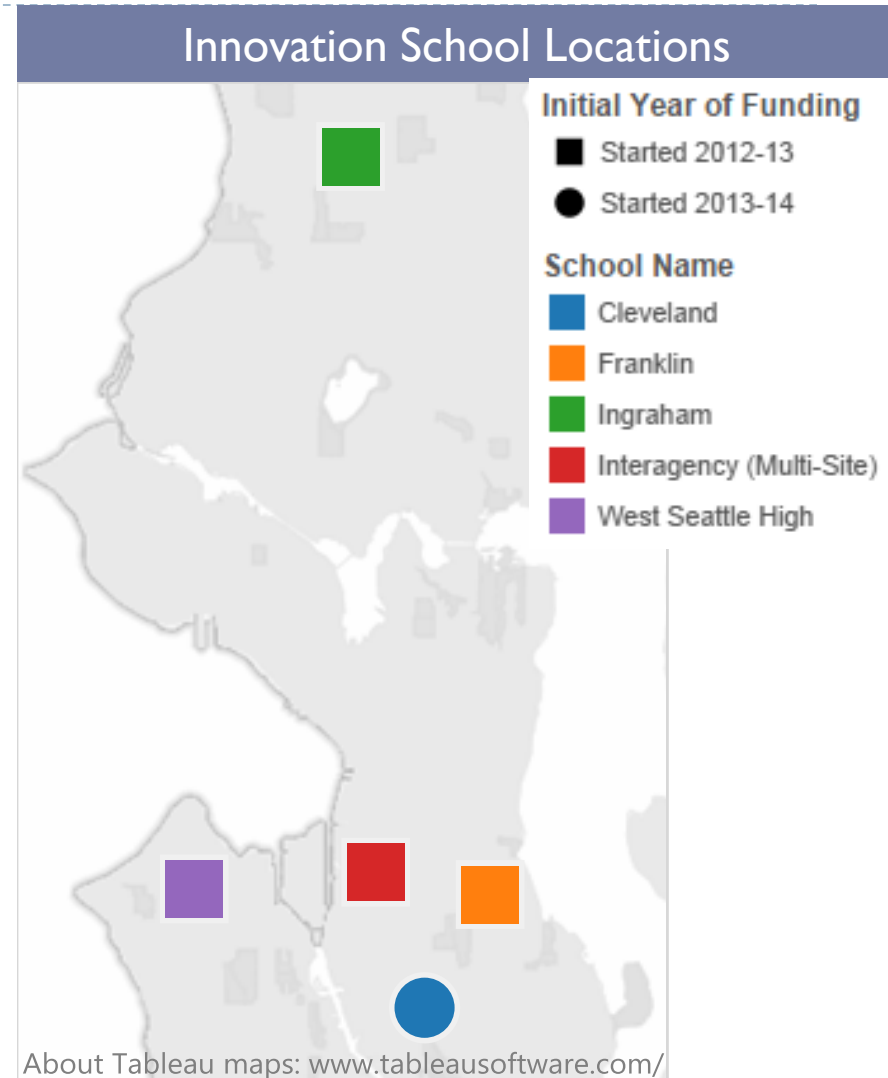
# High School Innovation





# 2013-14 High School Innovation Programs

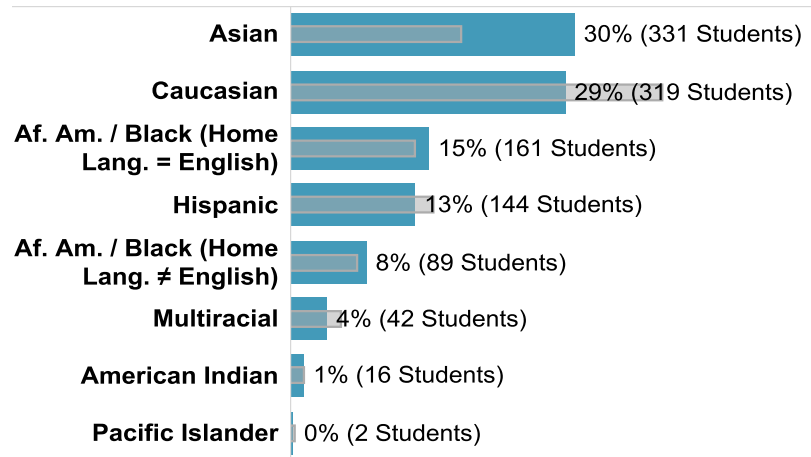
- ▶ Levy Investment: \$1.9 million (\$375k each)
- ▶ School Sites: 5
- ▶ Approximate Students Served: 1,300
- ▶ Focus Population:
  - ▶ First-time 9<sup>th</sup> graders
  - ▶ Students not on grade level in math and reading
  - ▶ African American and Latino students
- ▶ Strategies:
  - ▶ 8<sup>th</sup> to 9<sup>th</sup> Grade Transition
  - ▶ Extended In-School Learning Time
  - ▶ Social, Emotional, Behavioral, and Health Support
  - ▶ Family Involvement
  - ▶ College and Career Readiness



# 2013-14 High School Innovation Demographics

---

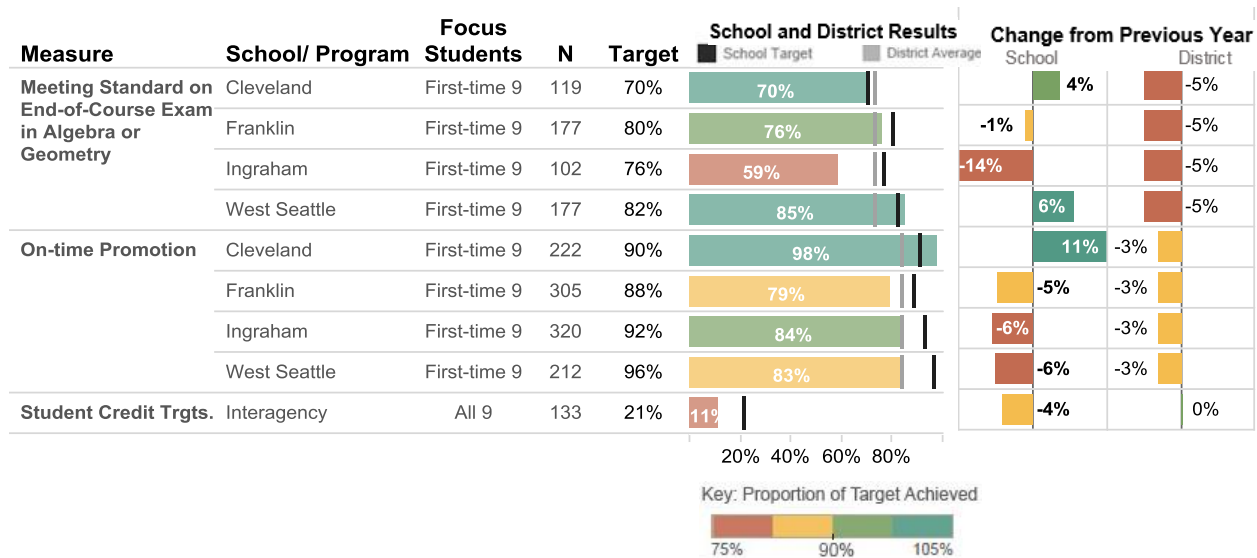
## Demographics of First-Time 9<sup>th</sup> Graders in Levy Schools vs. District Schools



English Language Learners: Levy 7% vs. District 10%

Special Education Students: Levy 14% vs. District 16%

# 2013-14 High School Innovation Annual Contract-Level Outcome Results



## Summary:

- ▶ Levy high schools are serving highest-needs first-time 9<sup>th</sup> graders in the district and still performing at or above the district average for 5 of 8 applicable measures
- ▶ EOC performance improved for 2 of 4 schools despite overall district average declining by 5%
- ▶ On-Time Promotion area for improvement for 3 of 4 schools

Note: Interagency Academy has different contractual performance measures than the four comprehensive Levy high schools. Interagency also focuses on all 9<sup>th</sup> graders, whereas the other schools' strategies address first-time 9<sup>th</sup> graders.



## Elementary, Middle, and High School Investment Course Corrections



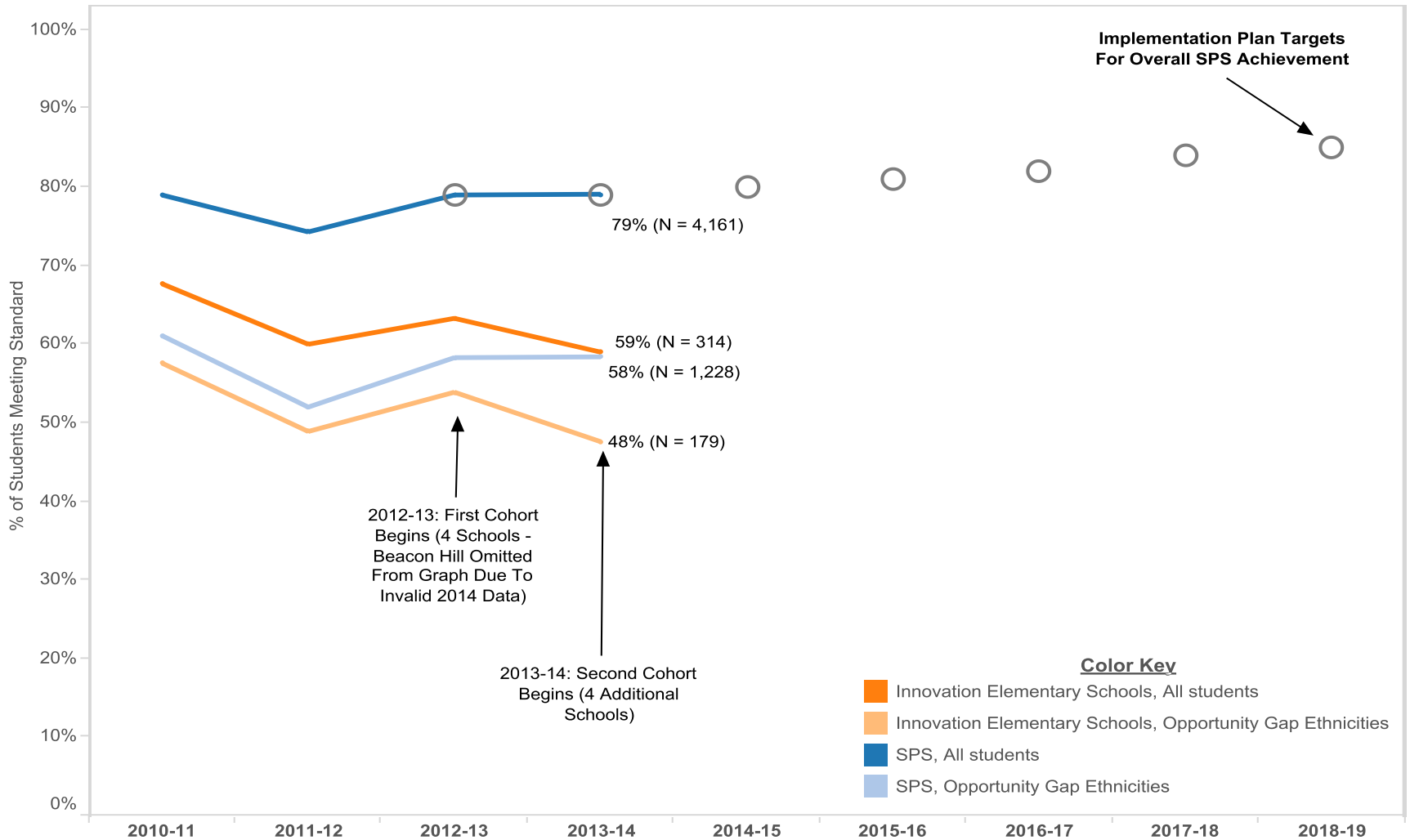
# Elementary, Middle, and High School Course Corrections

Needs Identified	Recommended Course Corrections
<p><b>1. Consistency/stability in school Levy team staffing</b></p>	<ul style="list-style-type: none"> <li>• <b>Collaborate with District to minimize school leadership changes.</b></li> <li>• Develop systems and tools to efficiently and effectively onboard new school-based Levy team staff members to ensure schools successfully implement course corrections and refine strategies from one year to the next.</li> <li>• Deploy <b>common Levy tools</b> including annual calendars, walk through templates, quarterly checklists, and intervention reports to support schools' strategy implementation during the year.</li> <li>• <b>Support schools in deploying "Professional Learning Communities"</b> to build teachers' and principals' capacity to utilize data to inform instruction and refine Levy strategy implementation.</li> </ul>
<p><b>2. Teacher professional development to effectively implement Common Core standards</b></p>	<ul style="list-style-type: none"> <li>• <b>Launch a summer "Teacher and Leadership Academy"</b> in collaboration with the <b>University of Washington's College of Education</b> to provide teachers and administrators the opportunity to analyze Common Core math and English Language Arts standards and to practice and implement new instructional strategies with students attending South Shore PreK-8's summer program.</li> <li>• Convene <b>math and English language arts "Professional Learning Communities"</b> to share curricula resources and discuss instructional best practices.</li> <li>• <b>Provide four full-day professional development opportunities</b> focusing on non-fiction reading for all 9<sup>th</sup> grade content area teachers.</li> </ul>
<p><b>3. Support for school-level data analysis</b></p>	<ul style="list-style-type: none"> <li>• <b>Collect and report school-specific intervention-level data</b> so schools may analyze the effectiveness of different levy-sponsored interventions and make course corrections accordingly.</li> <li>• Convene school stakeholders to solicit feedback on requested report improvements and coordinate with Seattle Public Schools' technology department to refine district-issued school reports.</li> <li>• Collaborate with Seattle Public Schools to release <b>two new Community-Based Organization reports</b> containing early warning indicator information (e.g. attendance, courses, behavior data) for students served.</li> </ul>
<p><b>4. Additional resources and support for managing Levy-funded community-based organization contracts</b></p>	<ul style="list-style-type: none"> <li>• <b>Develop resources</b> including a walk through tool and Levy implementation calendar for school leaders to use to monitor CBO programs and to inform constructive feedback sessions.</li> <li>• <b>Clarify expectations</b> for school leaders and CBO partners regarding roles and responsibilities for managing contracts.</li> </ul>



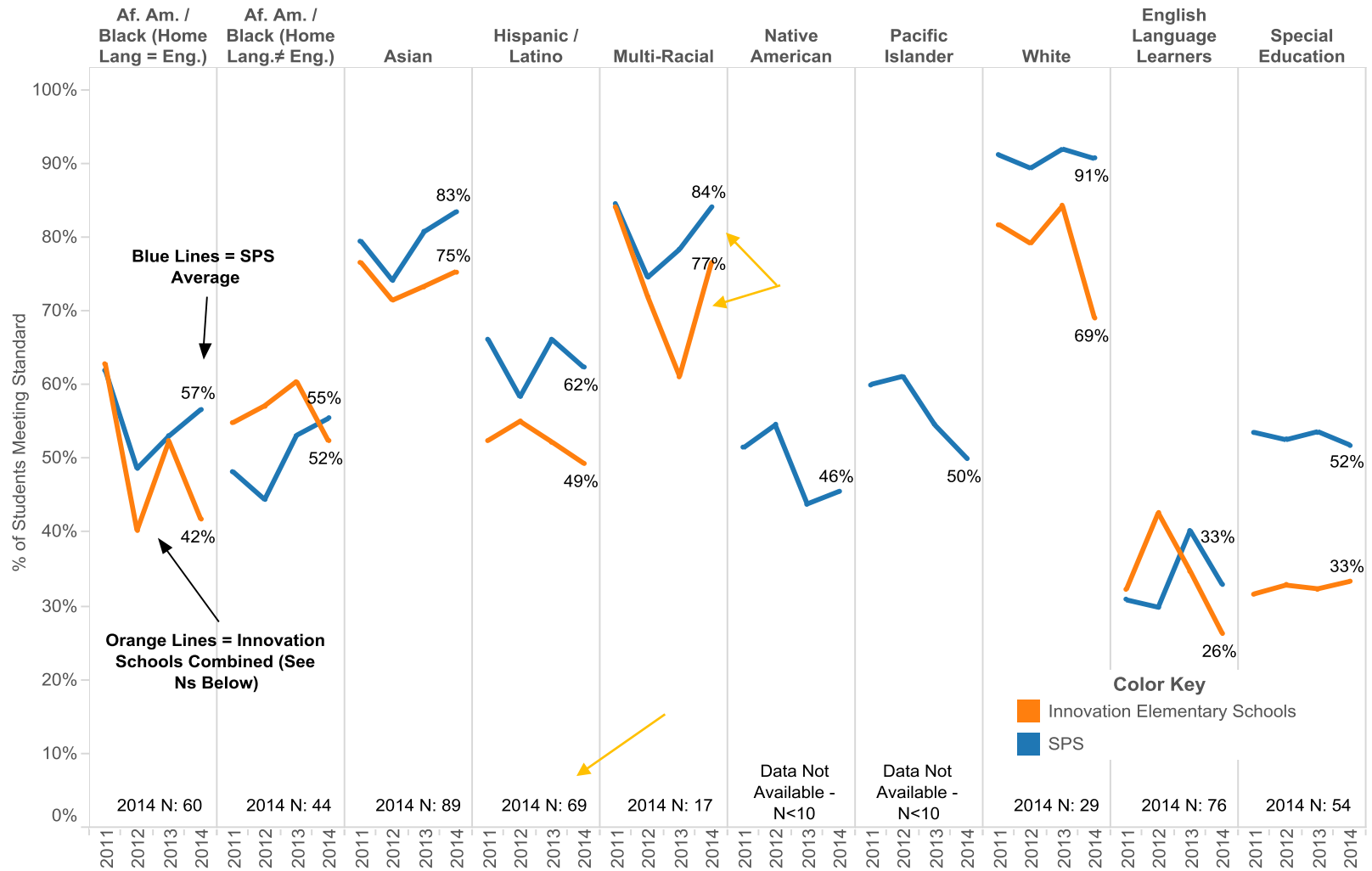
# K-12 Milestone Measures

# Milestone 1(a) – 3rd Grade Reading



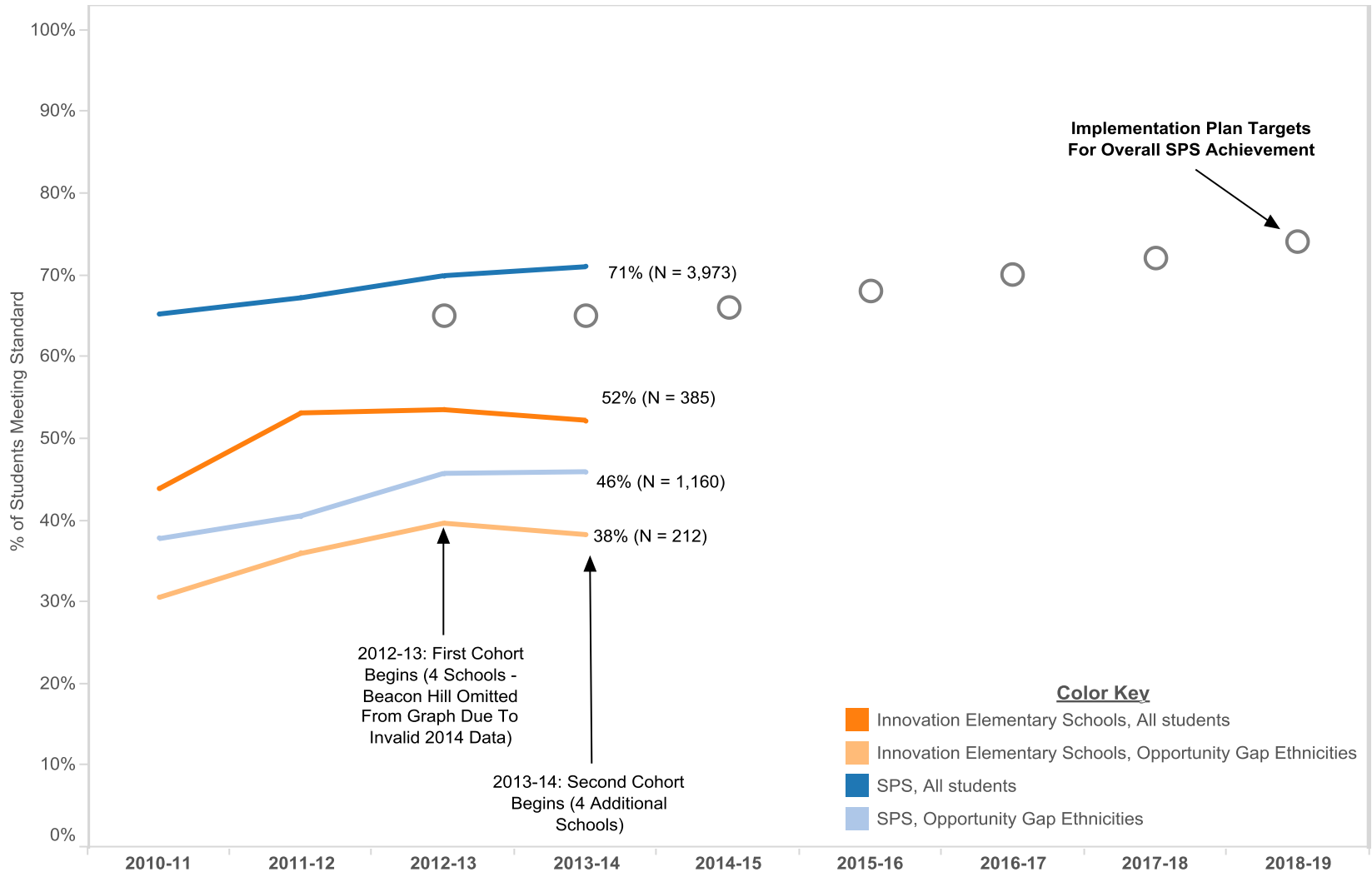
Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

# Milestone 1(b) – 3rd Grade Reading, Disaggregated by Subgroups



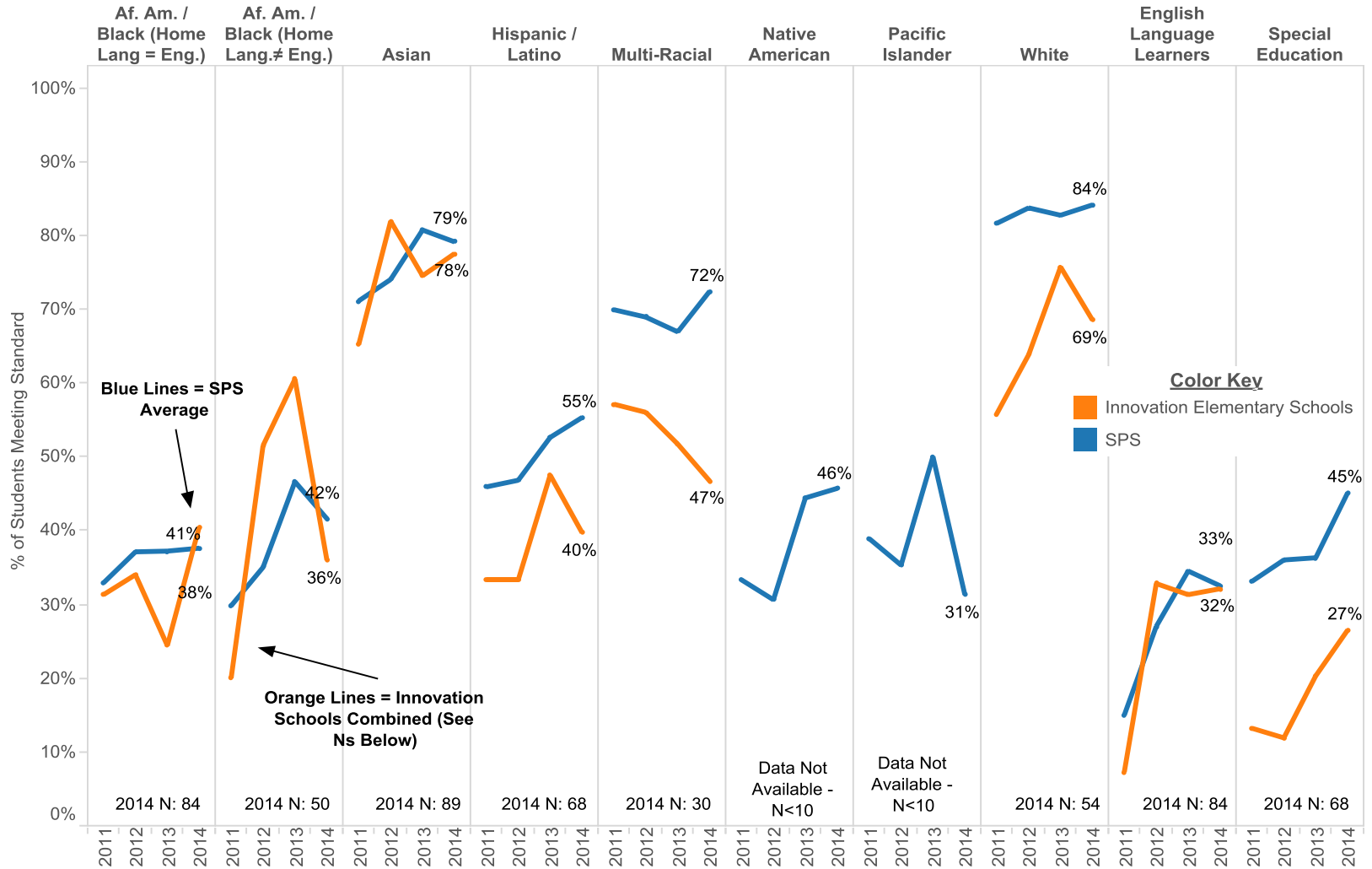


# Milestone 2(a) – 4th Grade Math

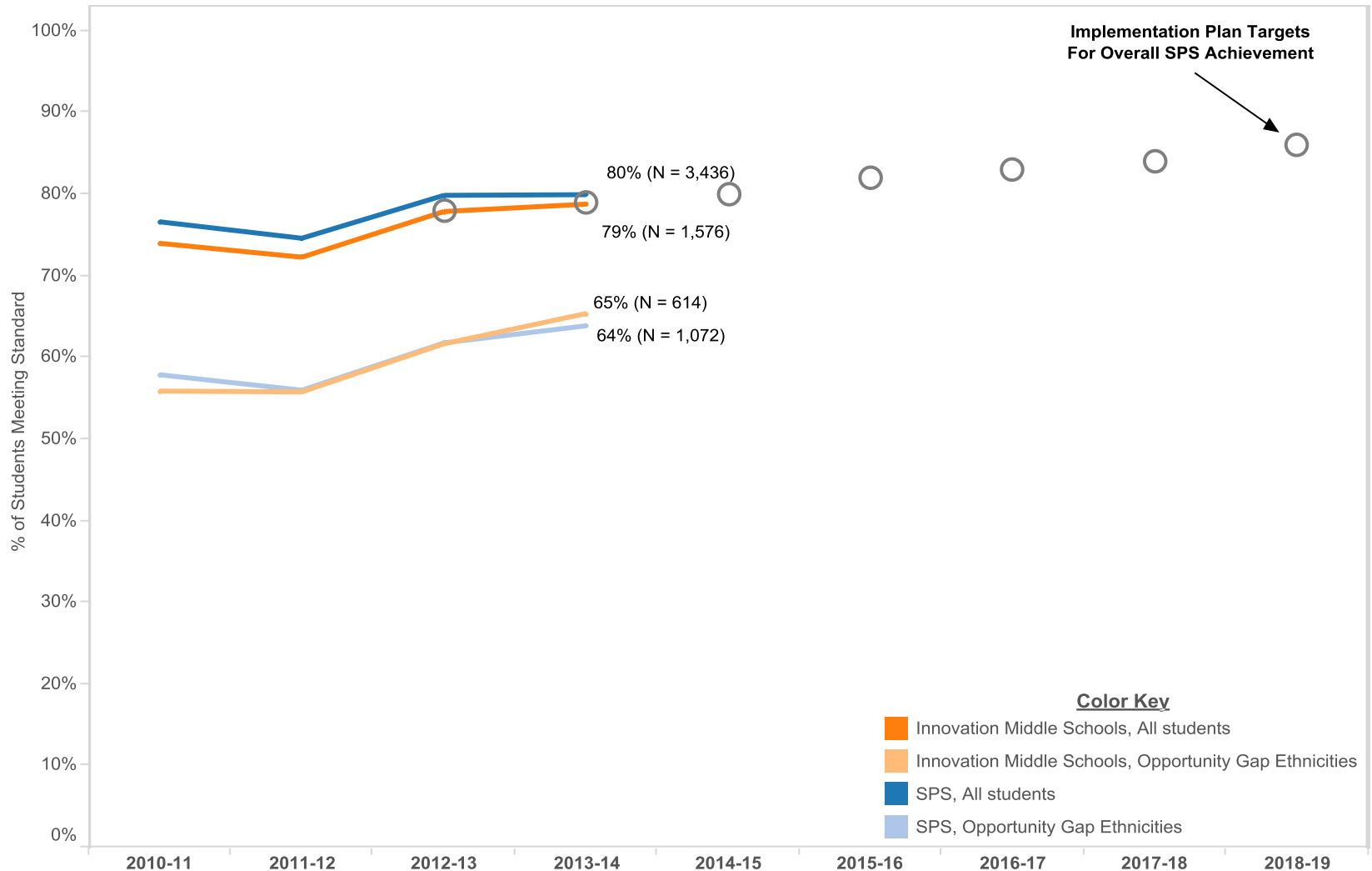


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

# Milestone 2(b) – 4th Grade Math, Disaggregated by Subgroups

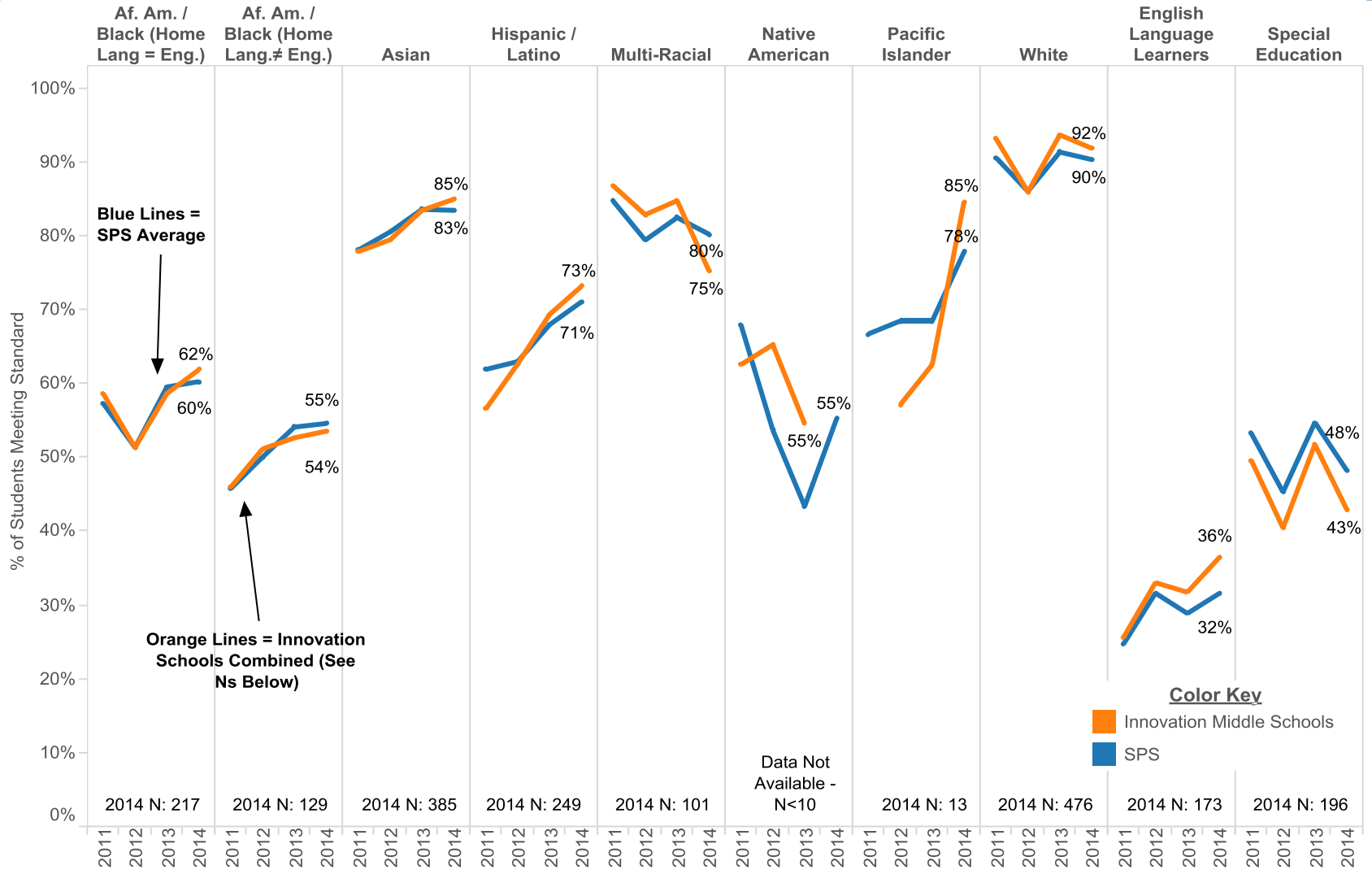


# Milestone 3(a) – 6<sup>th</sup> Grade Reading (Innovation Middle Schools)

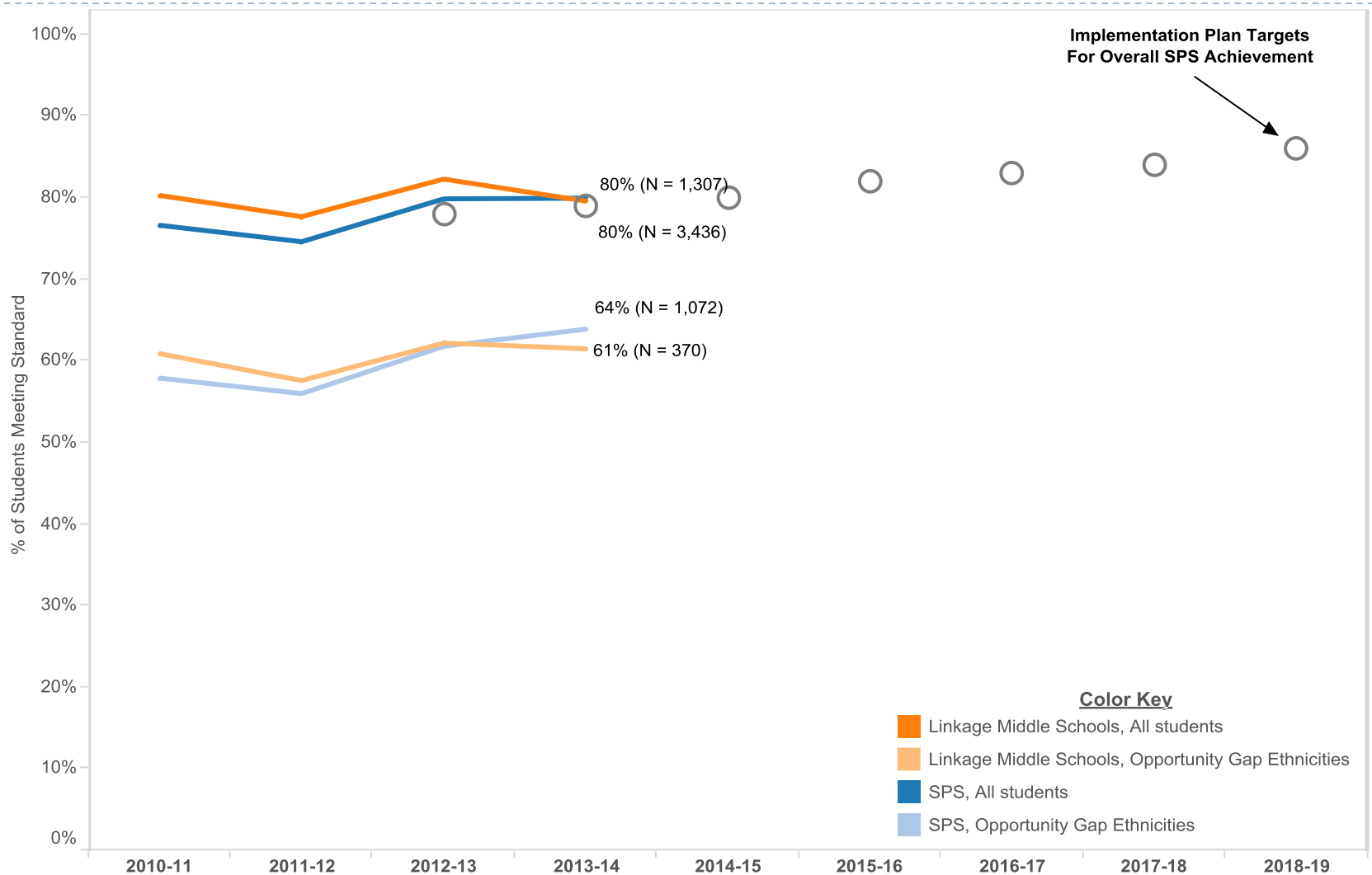


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

# Milestone 3(b) – 6th Grade Reading, Disaggregated by Subgroups (Innovation MS)

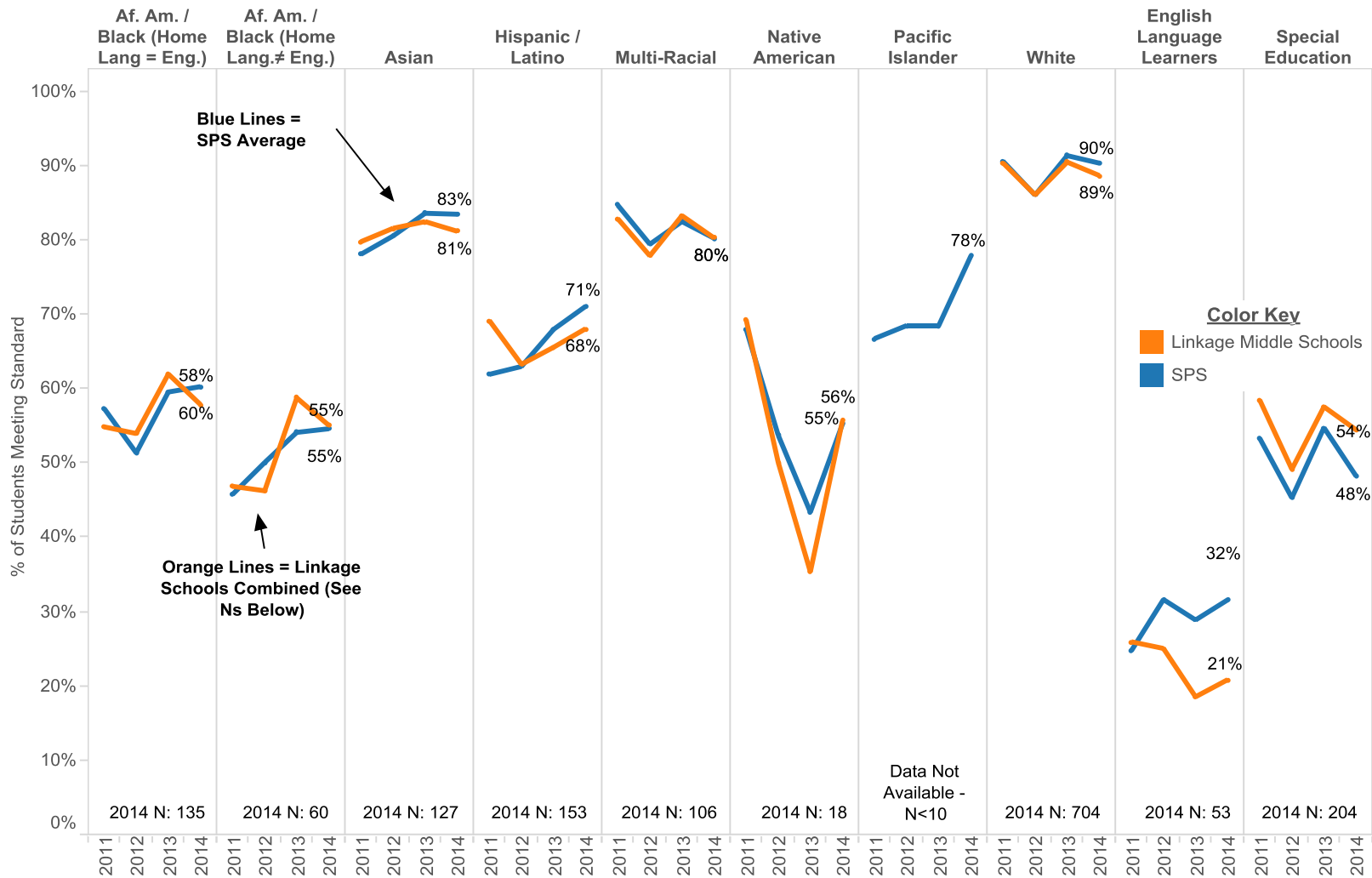


# Milestone 3(c) – 6<sup>th</sup> Grade Reading (Linkage Middle Schools)

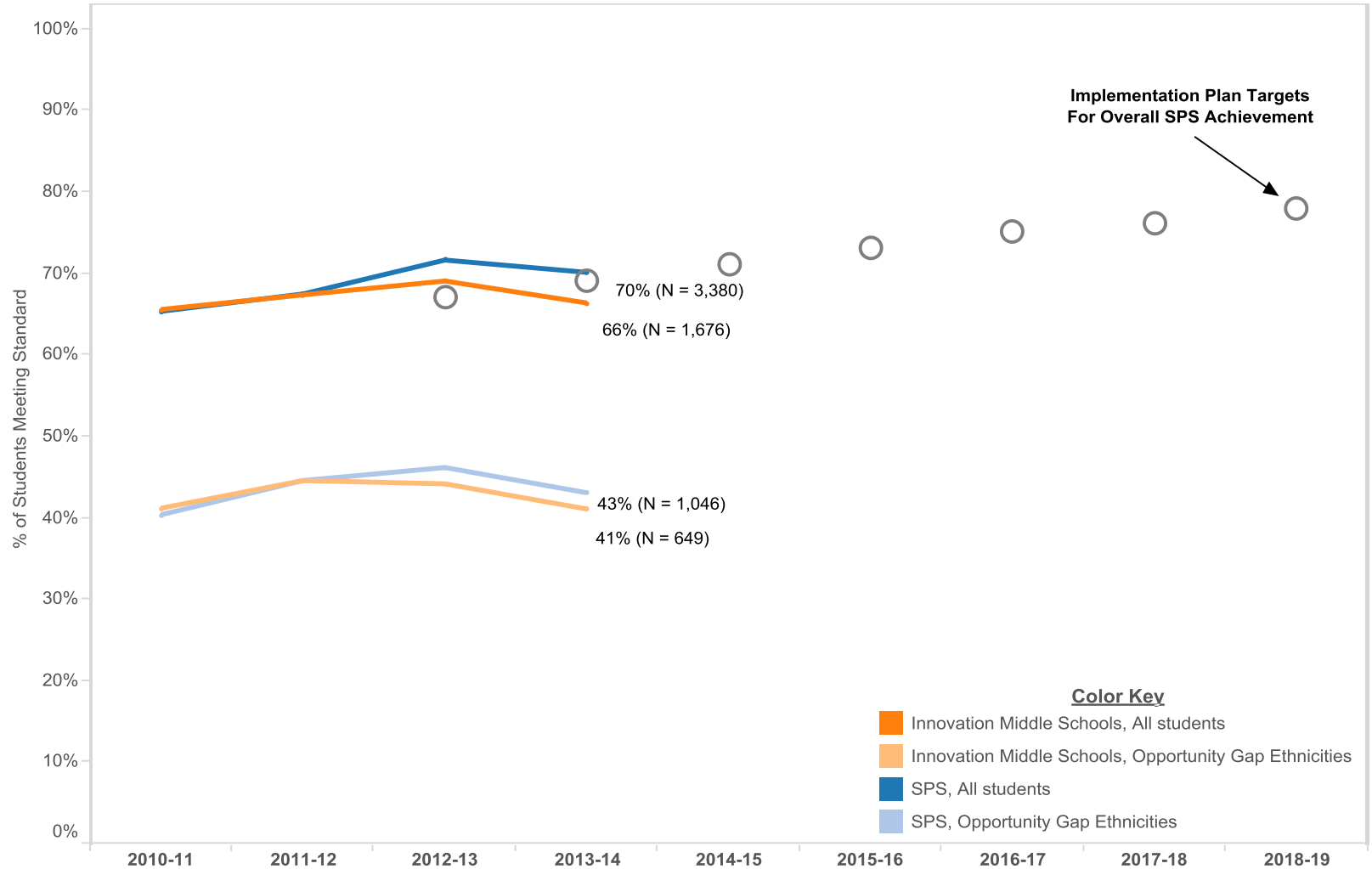


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

# Milestone 3(d) – 6th Grade Reading, Disaggregated by Subgroups (Linkage MS)



# Milestone 4(a) – 7<sup>th</sup> Grade Math (Innovation Middle Schools)



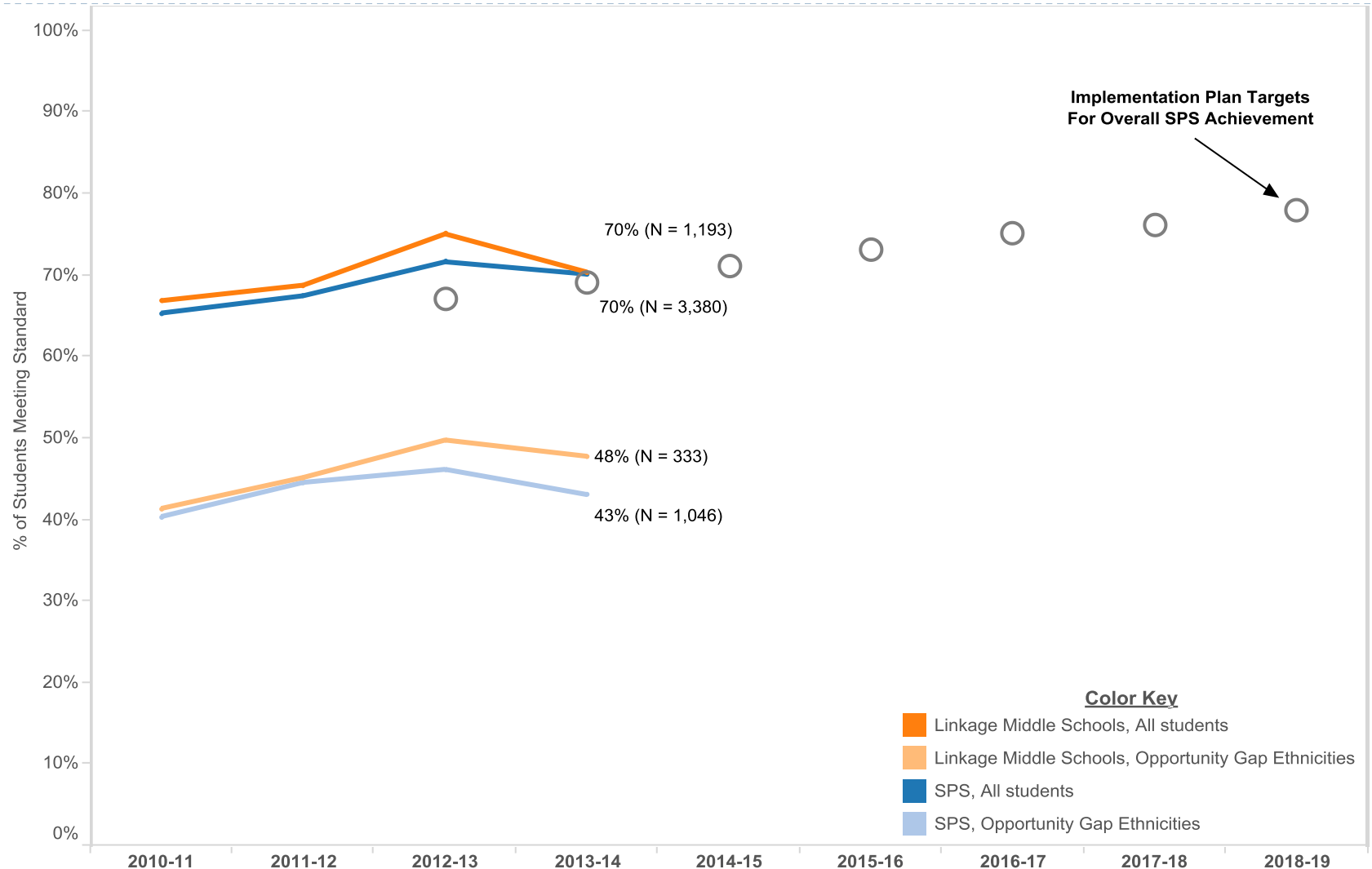
Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

# Milestone 4(b) – 7th Grade Math, Disaggregated by Subgroups (Innovation MS)



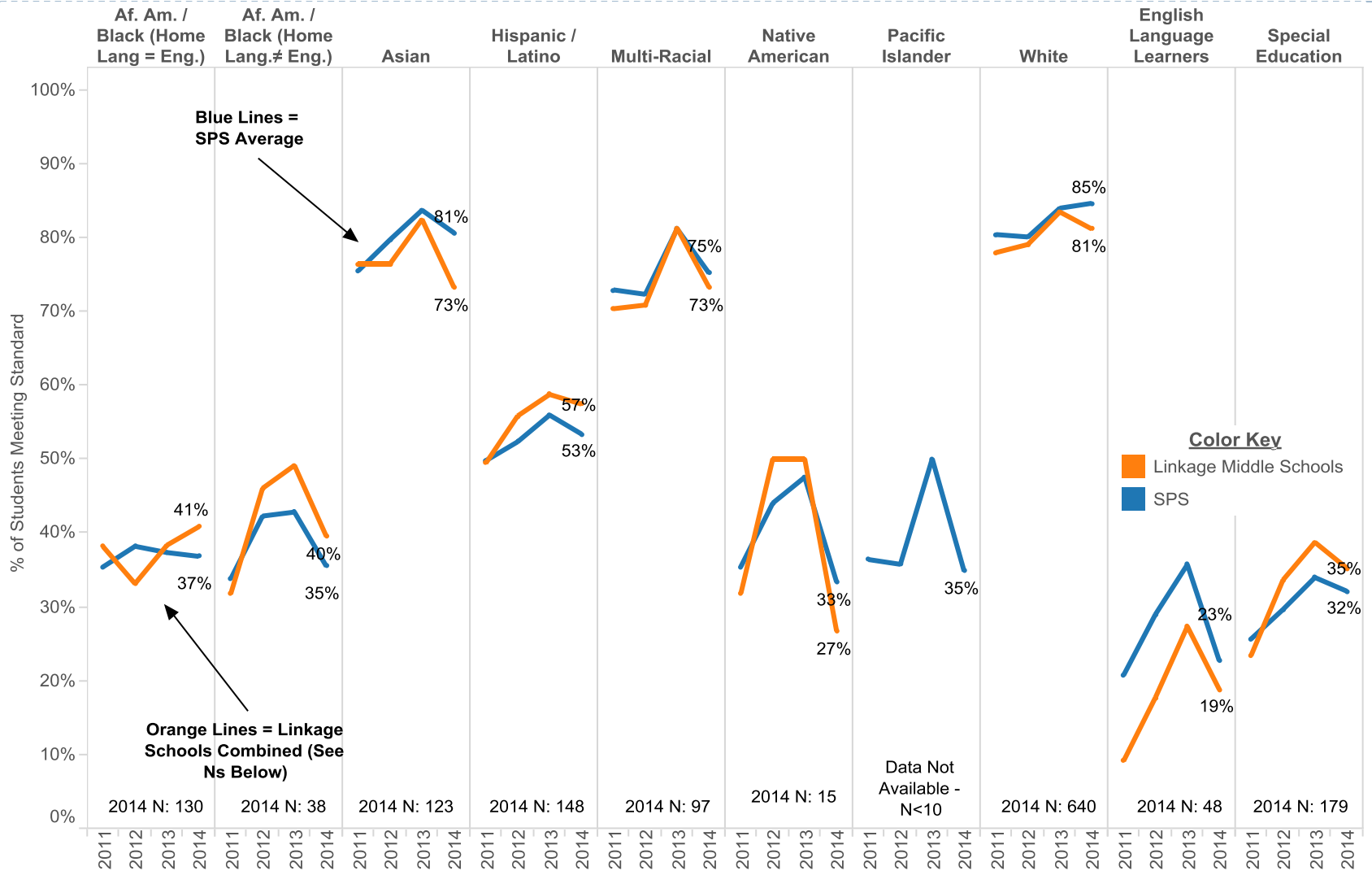


# Milestone 4(c) – 7<sup>th</sup> Grade Math (Linkage Middle Schools)

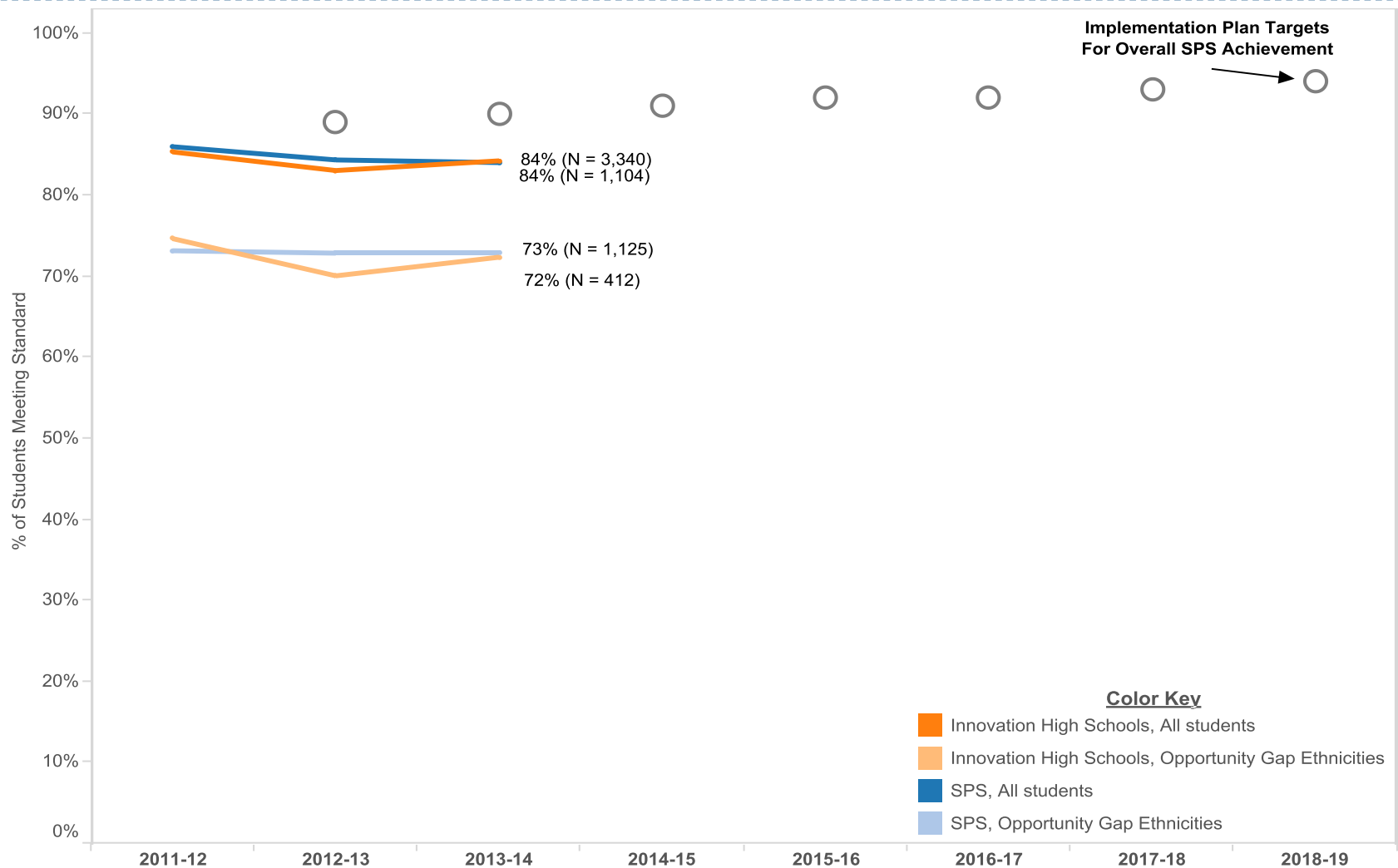


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

# Milestone 4(d) – 7th Grade Reading, Disaggregated by Subgroups (Linkage MS)

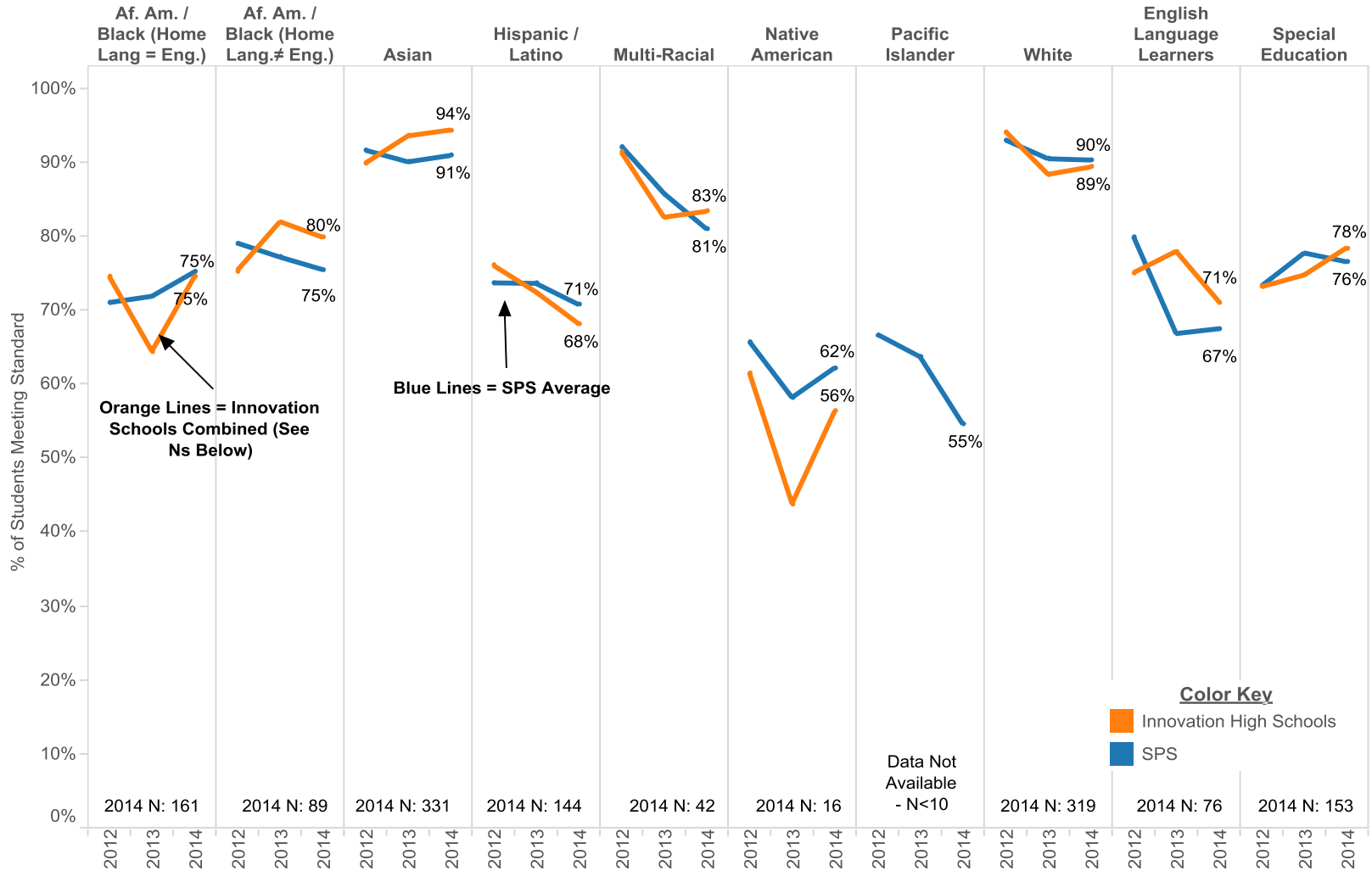


# Milestone 5(a) – 9th Graders Earning Sufficient Credits for On-time Promotion

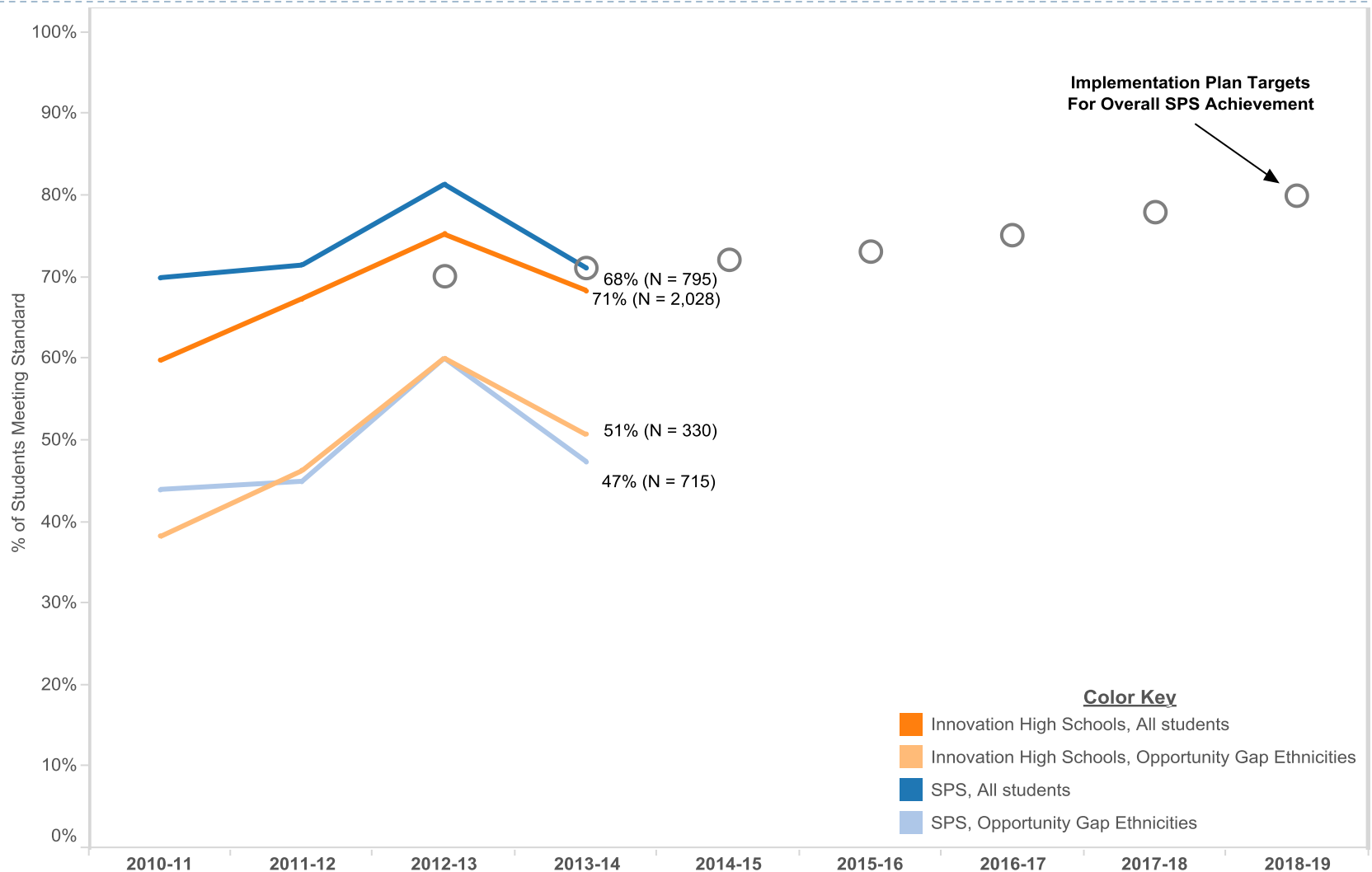


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

# Milestone 5(b) – On-time Promotion from 9<sup>th</sup> Grade, Disaggregated by Subgroups

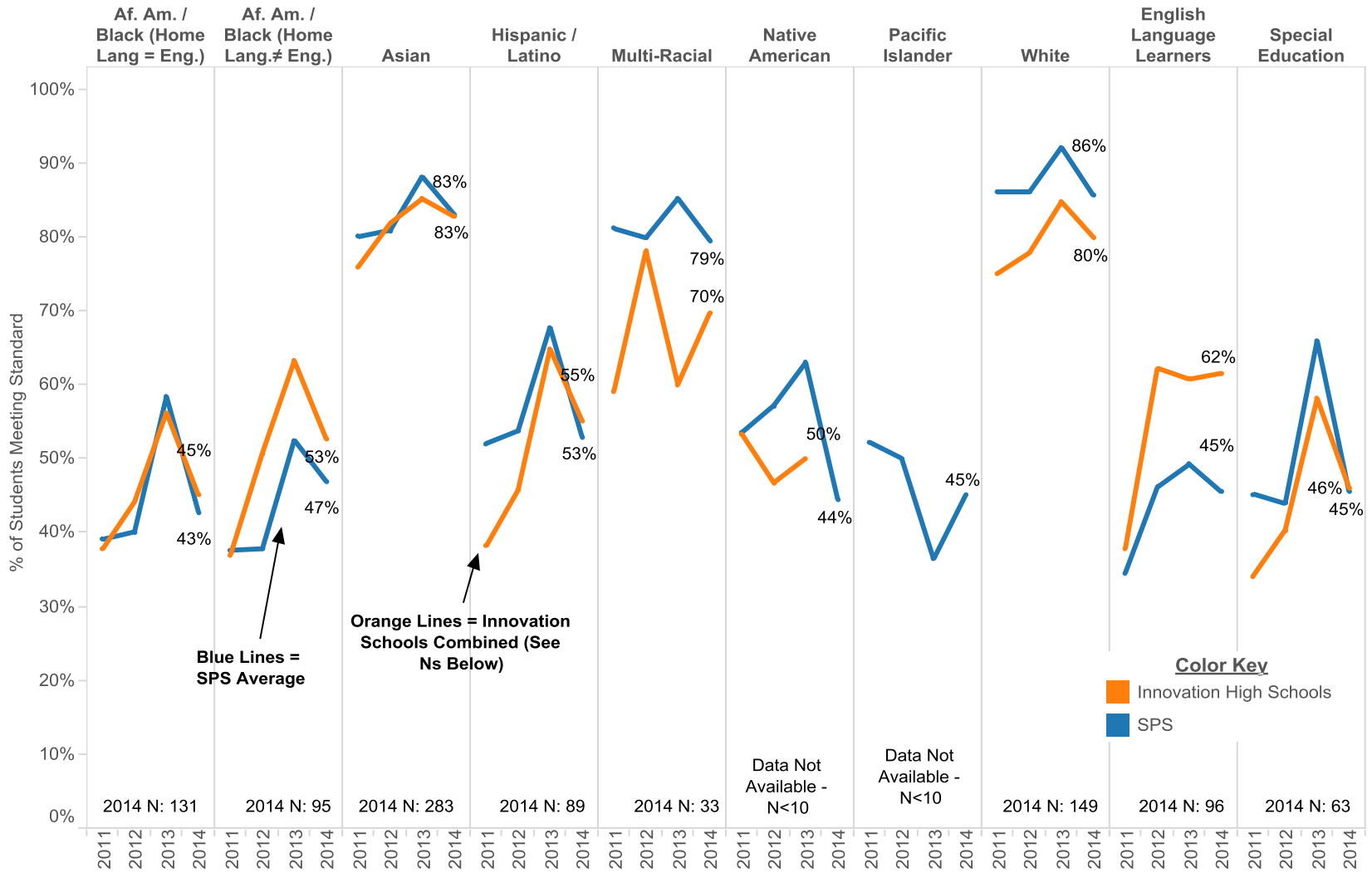


# Milestone 6(a) – Students Passing the Math End-of-Course Exam #2



Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

# Milestone 6(b) – Students Passing the Math EOC 2, Disaggregated by Subgroups





# Community- and School-Based Family Support Programs



## 2013-14 Family Support Program (FSP)

---

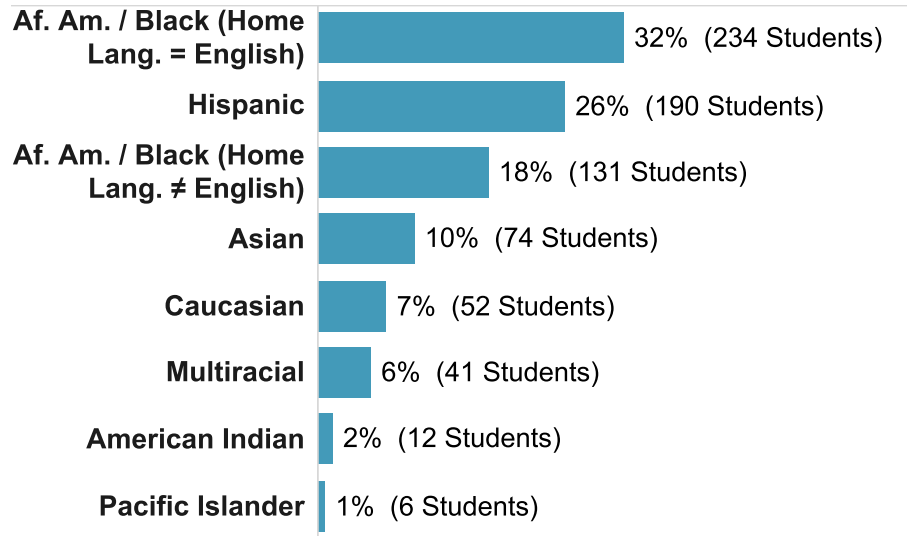
- ▶ Levy Investment: \$1.8 million
- ▶ School Sites: 27
- ▶ Students Served: 822
- ▶ Focus Population:
  - ▶ Students below standard on reading
  - ▶ Students absent more than 10 days annually
  
- ▶ Services Provided:
  - ▶ Case Management
  - ▶ School-to-Family Connections
  - ▶ Transition Support
  - ▶ Mental and Physical Health Referral Services



# 2013-14 FSP Demographics

---

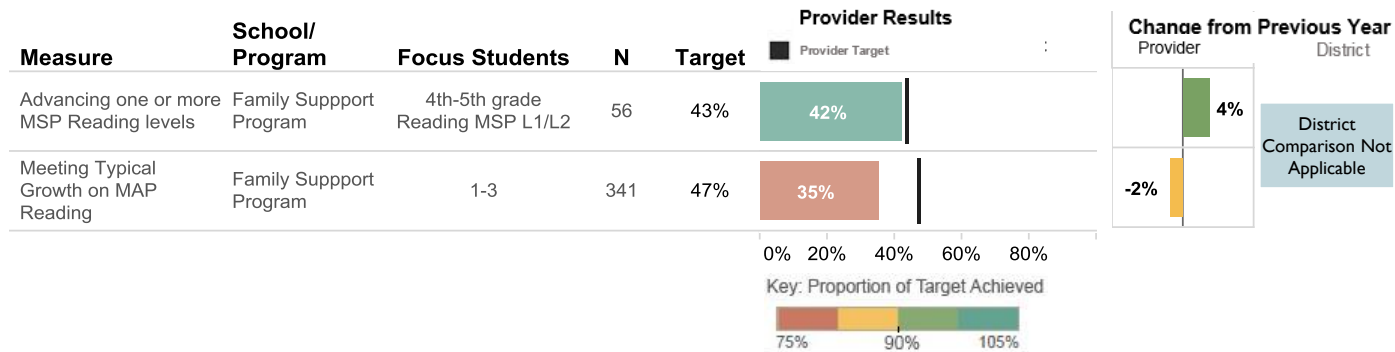
## Demographics of Students Served in Family Support Program



Special Education Students: 20%

English Language Learners: 33%

# 2013-14 FSP Contract-Level Outcomes



## Summary:

- ▶ Met 99% of 4<sup>th</sup>-5<sup>th</sup> grade MSP Reading target
- ▶ 1<sup>st</sup>-3<sup>rd</sup> grade MAP reading achieved 75% of target
- ▶ Met 82% (1<sup>st</sup> semester) and 87% (2<sup>nd</sup> semester) of attendance targets (not pictured in *outcome* data above)

# 2013-14 FSP Course Corrections

Needs Identified	Recommended Course Corrections
<p><b>1. Quality data collection and feedback systems.</b></p>	<ul style="list-style-type: none"> <li>Facilitate development of specifications for a <b>new program database</b> to be developed internally by Seattle Public Schools (SPS) with volunteer design support.</li> </ul>
<p><b>2. Plan for continuous quality improvement</b></p>	<ul style="list-style-type: none"> <li>Collaboratively develop a <b>performance-based evaluation framework</b> to replace the compliance-based system. Include a rubric that details unsatisfactory, satisfactory, and exceeds expectations for various domains of FSW roles and responsibilities.</li> </ul>
<p><b>3. Family Support Workers require additional support to improve family engagement in literacy</b></p>	<ul style="list-style-type: none"> <li>FSWs will participate in the <b>Scholastic Read and Rise Program</b>, sponsored by OFE, to improve family engagement in literacy skill-building.</li> </ul>
<p><b>4. Additional FSP funding to mitigate planned decrease in PHSKC funding</b></p>	<ul style="list-style-type: none"> <li>Coordinate with SPS to have the district contract directly with the state for <b>Medicaid Administrative Match</b> starting in 4<sup>th</sup> quarter 2014.</li> </ul>
<p><b>5. Additional health support for Native American/Alaska Native students</b></p>	<ul style="list-style-type: none"> <li><b>Hire</b> a Native American Family Support Worker</li> <li>Coordinate with Seattle Public School’s Native Education Department to provide professional development opportunities to Family Support Workers.</li> </ul>

# 2013-14 Community-Based Family Support (CBFS) Program

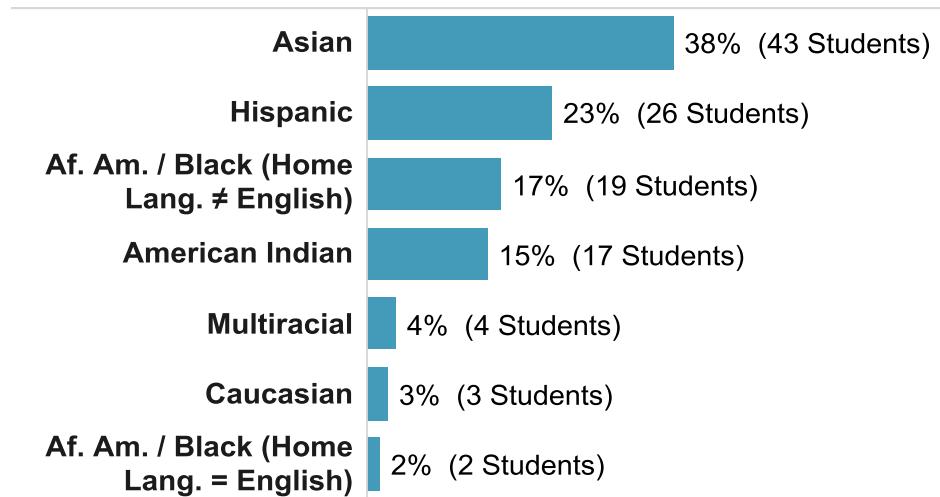
---

- ▶ Levy Investment: \$407k
- ▶ Community Providers: 3
- ▶ School Sites: 18
- ▶ Students Served: 110
- ▶ Focus Population: Immigrant, Refugee, and Native American students
  
- ▶ Services Provided:
  - ▶ Case Management
  - ▶ School-to-Family Connections
  - ▶ Transition Support
  - ▶ Mental and Physical Health Referral Services

# 2013-14 CBFS Demographics

---

## Demographics of Students Served by Community-Based Family Support Program



Special Education Students: 21%

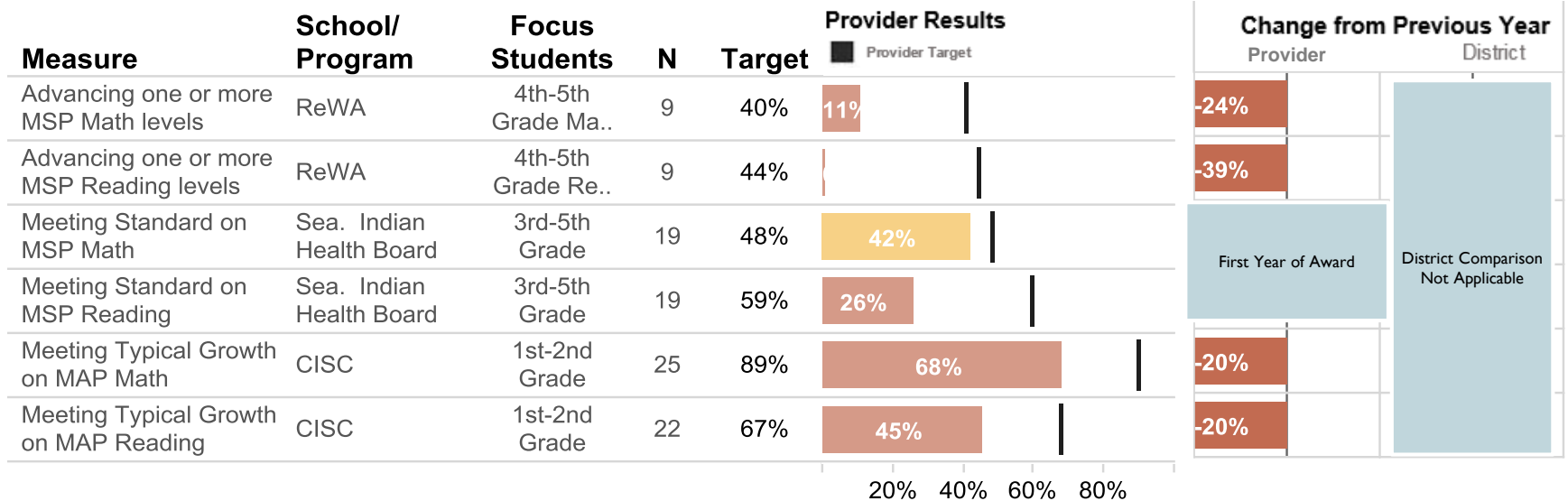
English Language Learners: 55%

# 2013-14 CBFS Provider and School Partnerships

---

Provider	Partner Elementary Schools		Target # Focus Students
<b>Chinese Information and Service Center (CISC)</b>	Bailey Gatzert Beacon Hill International Hawthorne Kimball	Maple Stevens TOPS	40 Chinese English Language Learners in 1st – 5th grade.
<b>Refugee Women’s Alliance (ReWA)</b>	Dearborn Park Kimball Maple		40 Latino, Somali, and Vietnamese English Language Learners in 1st – 5th grade
<b>Seattle Indian Health Board (SIHB)</b>	Beacon Hill BF Day Concord Dunlap Highland Park John Hay John Muir	John Rogers Lowell Maple Olympic Hills Roxhill Thurgood Marshall TOPS School	30 Native American Elementary Students in 1 <sup>st</sup> – 5 <sup>th</sup> grade.

# 2013-14 CBFS Contract-Level Outcomes



## Summary:

- ▶ Community-based programs struggled in 2013-14
- ▶ Three programs failed to meet outcome measures
- ▶ Not depicted in table above, but ReWA and CISC did meet their target for the percent of English language learners making gains in their English proficiency.

# 2013-14 CBFS Course Corrections

---

Need Identified	Recommended Course Correction
<b>1. Strategies for improving students' academic performance</b>	<ul style="list-style-type: none"> <li>• Provide <b>technical support</b> to Seattle Indian Health Board and Refugee Women's Alliance to develop course correction plans to address programmatic issues that led to poor performance.</li> </ul>
<b>2. Additional technical assistance for program staff</b>	<ul style="list-style-type: none"> <li>• <b>Hire new Senior Policy and Program Analyst</b> responsible for Community-Based Family Support investments to provide additional program support and oversight to all three programs.</li> <li>• Connect site-level program staff with <b>professional development and training opportunities</b> focused on implementing effective academic interventions for specific populations served.</li> </ul>
<b>3. Improved access to data</b>	<ul style="list-style-type: none"> <li>• Provide <b>custom reports</b> to all three programs to enable providers to compare their results to similar students in the district.</li> <li>• Review <b>new literacy curricula</b> being used by programs to ensure embedded assessments measure reading levels of students and allow for CBOs to progress monitor academic performance of students more frequently.</li> </ul>





# Student Health

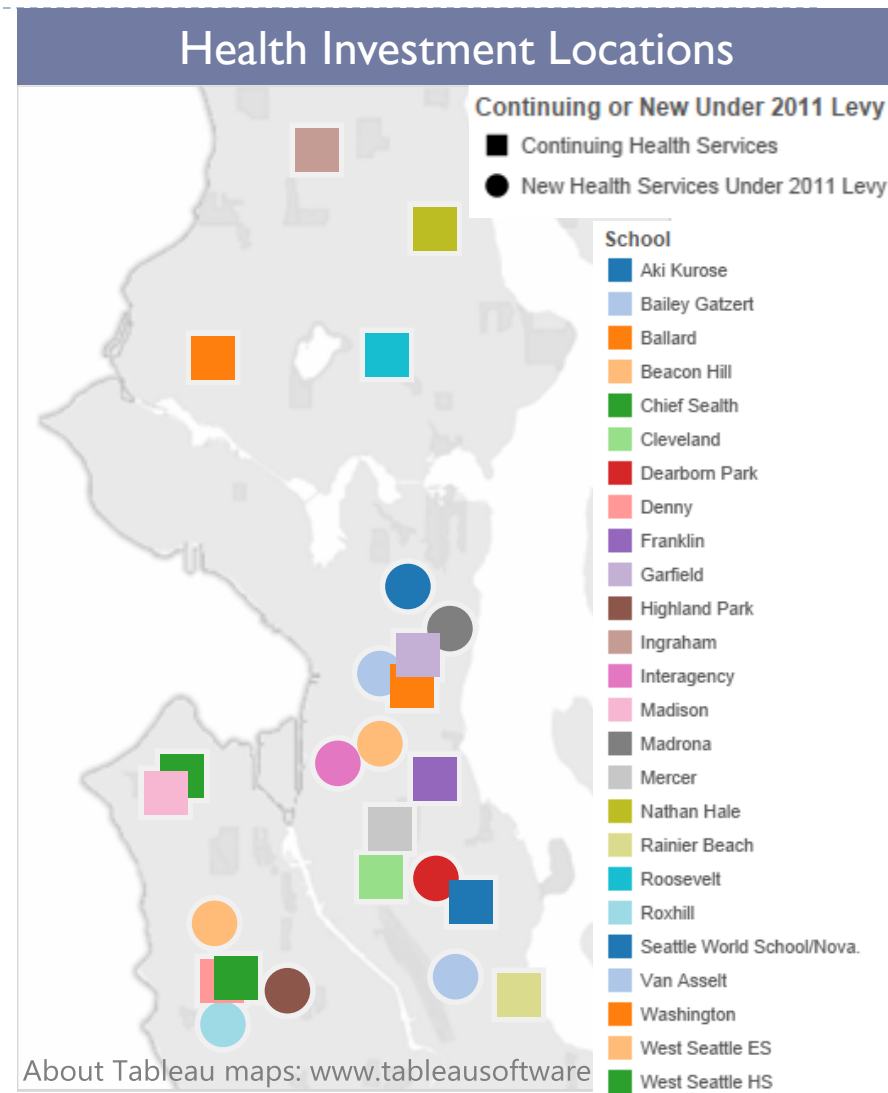
# 2013-14 School-Based Health Programs

## ▶ School-Based Health Centers

- ▶ Levy Investment: \$4.1 million
- ▶ School Sites: 18
- ▶ Students Served: 5,948
- ▶ Focus Population: All Students

## ▶ Elementary Health Services

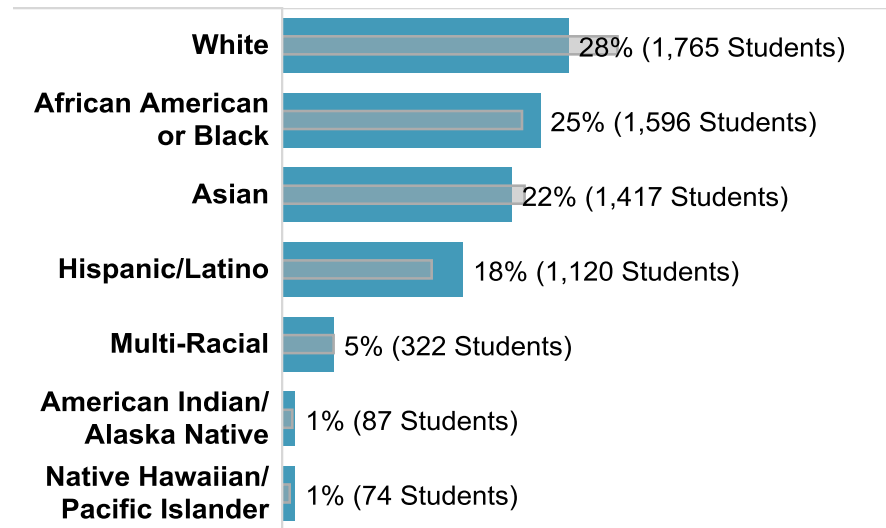
- ▶ Levy Investment: \$418k
- ▶ School Sites: 8
- ▶ Students Served: 592
- ▶ Target Population: All students



# 2013-14 School-Based Health Programs Demographics

---

## Demographics of Students Accessing Levy School-Based Health Services vs. all Students Enrolled in Schools with School-Based Health Centers



Limited English Proficiency Students Accessing SBHCs: Levy 15% vs. 13% in Schools With SBHCs

# 2013-14 Additional Student Health Programs

---

## ▶ **Interagency Health Services**

- ▶ Levy Investment: \$304k
- ▶ Students Served: 146
- ▶ Target Population: All students

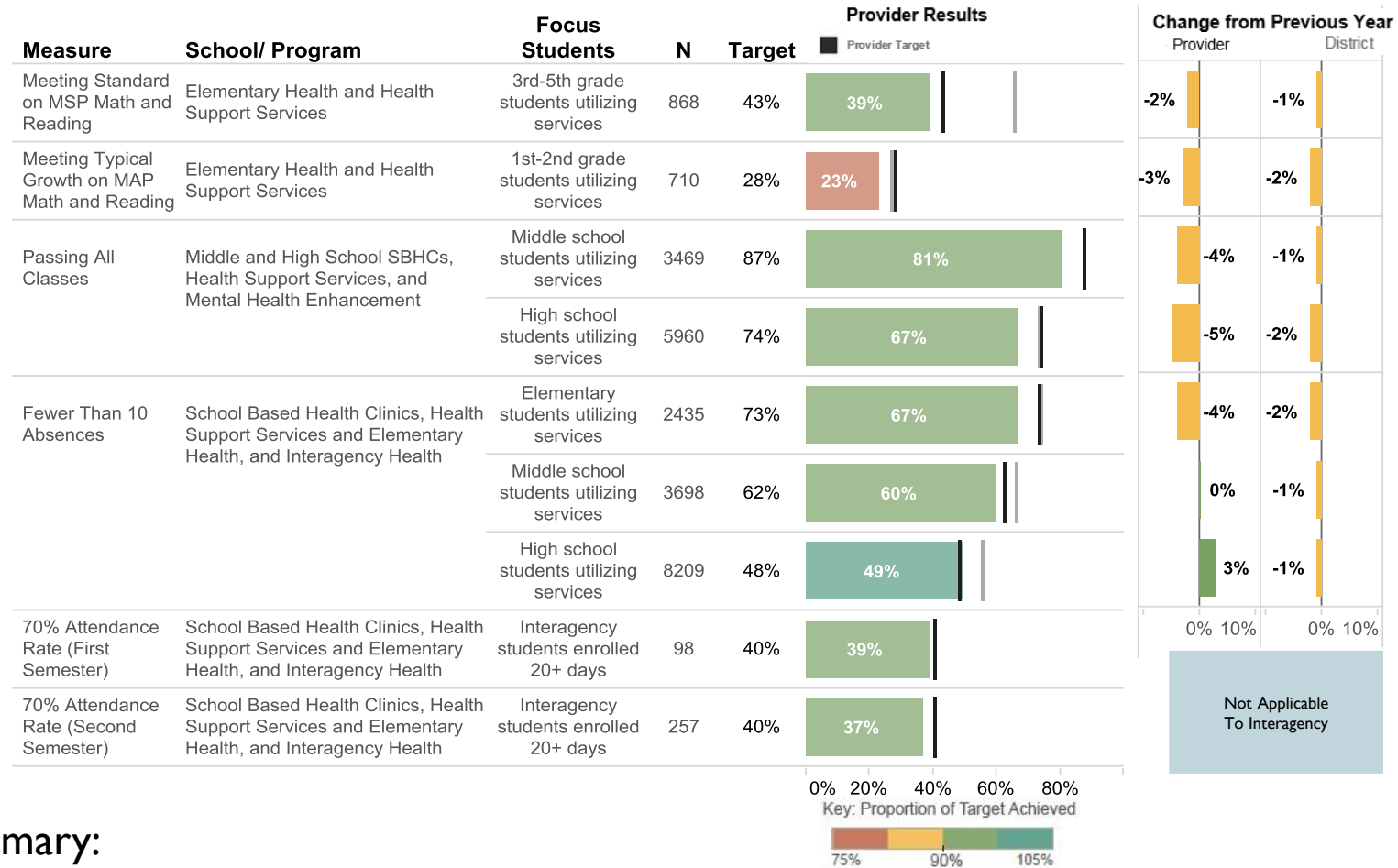
## ▶ **Mental Health Enhancement**

- ▶ Levy Investment: \$109k
- ▶ School Sites: all 26 SBHCs
- ▶ Students Served: 1,758
- ▶ Target Population: All students receiving mental health services at SBHCs

## ▶ **Oral Health**

- ▶ Levy Investment: \$304k
- ▶ School Sites: 10
- ▶ Students Served: 1,328
- ▶ Target Population: All students

# 2013-14 SBHC Contract-Level Outcomes



## Summary:

- ▶ All Health investments met or were within 10% of target for all attendance and passing all classes measures
- ▶ Elementary Health investments were within 10% of the MSP target, but did not meet MAP target (23% vs 28% met typical growth)

# 2013-14 Student Health Course Corrections

Needs Identified	Recommended Course Corrections
<p><b>1. Align investment strategies within schools to ensure efficiency, clarity for students and families, and utilization of resources.</b></p>	<ul style="list-style-type: none"> <li>• Each School-Based Health Center (SBHC) site will develop a specific workplan for the year, which will be written in the template provided by and submitted to Public Health-Seattle &amp; King County (PHSKC). Work plans will align with other initiatives and goals of the building and will include the following:               <ul style="list-style-type: none"> <li>○ Description of the new initiatives, activities, or process improvements planned for the year.</li> <li>○ A S.M.A.R.T. goal for each activity (specific, measurable, achievable, relevant, time-framed)</li> <li>○ List of collaborations and/or resources needed to achieve the goal</li> </ul> </li> <li>• PHSKC will coordinate key players at the building and district level to ensure effective coordination of social-emotional, behavioral, family support, and health services among partners</li> </ul>
<p><b>2. Increased number of students accessing health services.</b></p>	<ul style="list-style-type: none"> <li>• PHSKC will develop the following resources for all providers:               <ul style="list-style-type: none"> <li>○ Monthly bulletin board materials</li> <li>○ Monthly newsletter with pertinent information</li> <li>○ Website to post resources and other relevant information</li> </ul> </li> <li>• PHSKC will coordinate with the University of Washington to develop a relevant resource library to address specific needs for classroom and other health education needs at the elementary level.</li> </ul>
<p><b>3. Decrease barriers to off-site referrals for LARC (long-acting reversible contraception).</b></p>	<ul style="list-style-type: none"> <li>• PHSKC will facilitate provider training and work with sponsors to address systems issues such as arranging for appropriate clinic space, staffing, and resolving billing issues</li> <li>• Neighborcare (health care provider) will pilot a health educator model to increase LARC usage.</li> </ul>
<p><b>4. Assist schools with developing a crisis plan.</b></p>	<ul style="list-style-type: none"> <li>• Each SBHC site will engage building staff in developing a collaborative building crisis/emergency plan for medical and mental health emergencies.</li> </ul>
<p><b>5. Provide additional dental health support.</b></p>	<ul style="list-style-type: none"> <li>• To supplement the sites served with Levy funds by Neighborcare, International Community Health Services (ICHS) will provide dental services with federal funding to the clinics operated by Group Health, Public Health and ICHS; thus providing dental care at most school-based health centers in Seattle.</li> </ul>
<p><b>6. Ensure that medical provider training opportunities meet the needs of a larger, more diverse group (e.g. addition of elementary providers).</b></p>	<ul style="list-style-type: none"> <li>• PHSKC will work with SPS school nursing leadership to explore potential collaborative professional development opportunities for school nurses and medical providers.</li> <li>• PHSKC will collect feedback from participants throughout the year and adjust content and structure of trainings as appropriate.</li> </ul>



# Early Learning

# 2013-14 Early Learning Programs

## ▶ **Step Ahead Preschool Programs**

- ▶ Levy Investment: \$3.9 million
- ▶ Preschool Sites: 21
- ▶ Students Served: 511 children

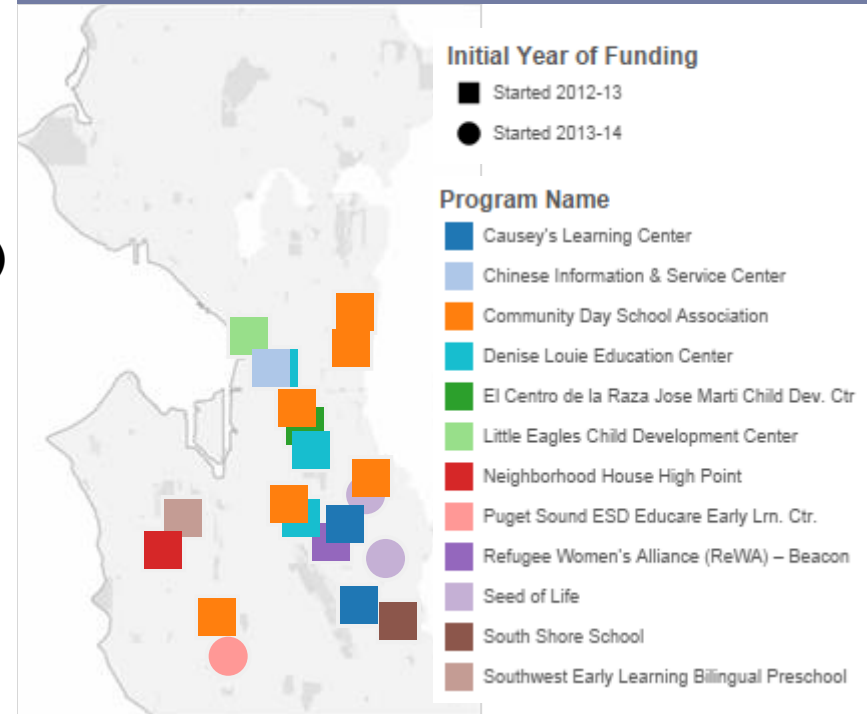
## ▶ **Parent-Child Home Program (PCHP)**

- ▶ Levy Investment: \$530k
- ▶ Families Served: 160 families directly funded by the Levy, total of 500 families in Seattle served through partnership with United Way

## ▶ **Professional Development & Assessments**

- ▶ Levy Investment: \$1.1 million
- ▶ Seattle Early Education Collaborative Network Partners: 43
- ▶ Students Benefiting: 960

## Step Ahead Site Locations

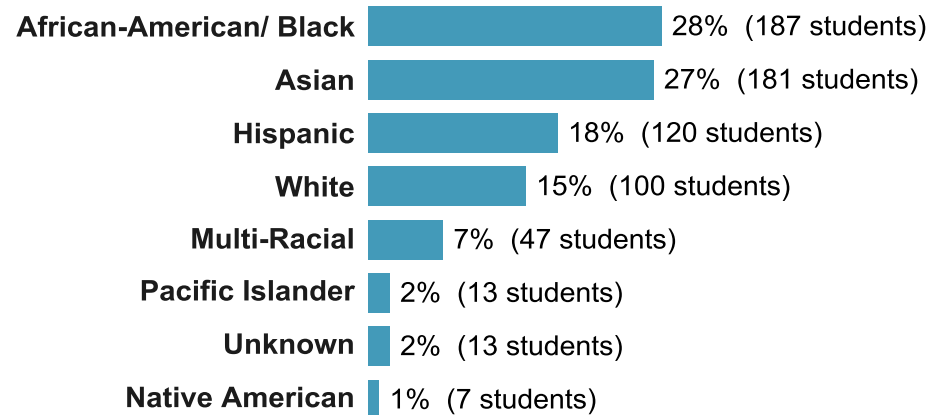




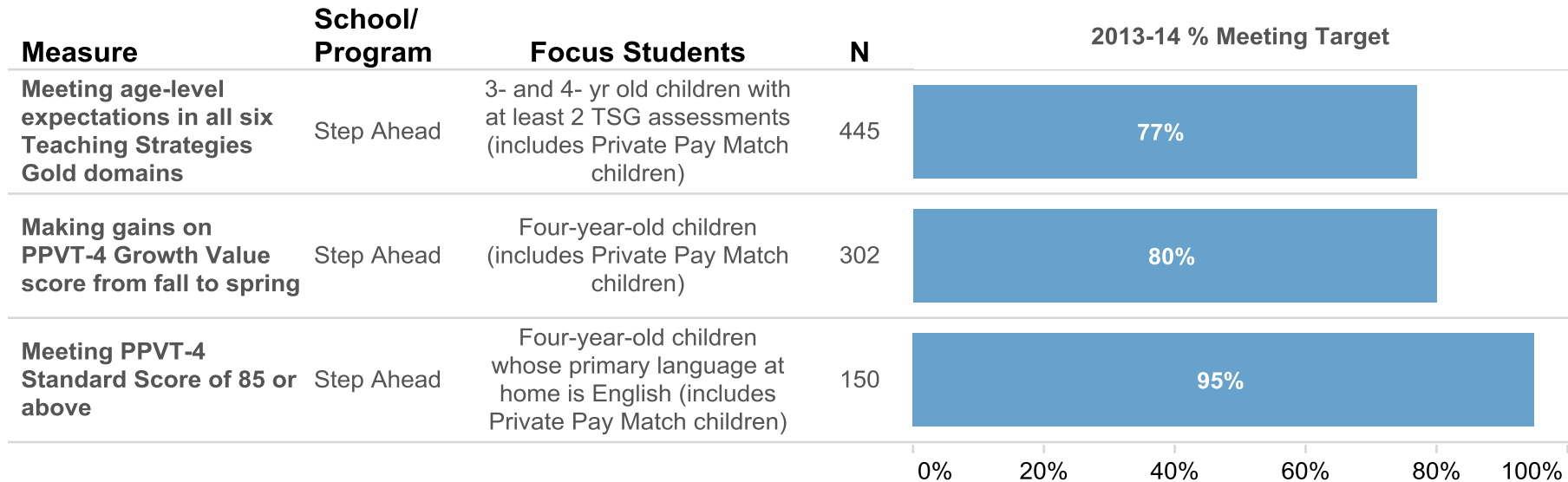
# 2013-14 Step Ahead Demographics

---

## Demographics of Children Enrolled in Step Ahead Preschool Programs



# 2013-14 Contract-Level Outcomes *(Summarized Across Step Ahead Providers)*



## Summary:

- ▶ Performance overall in 2013-14 is steady, and the gains for ELL children continue to be significantly greater than children who speak English at home.
- ▶ 50% of Step Ahead agencies met or exceeded their TSG Target for Age Level Expectations
- ▶ 60% of all Step Ahead children made some gains on the PPVT
- ▶ 60% of Step Ahead agencies met or exceeded the attendance target

# 2013-14 Course Corrections

Needs Identified	Recommended Course Corrections
<p><b>1. Increase the number of providers that respond to the Step Ahead RFI and who meet the quality standards</b></p>	<ul style="list-style-type: none"> <li>• Build capacity of prospective early learning providers to successfully apply for Step Ahead funding.</li> <li>• Allocate Levy funds to focus on provider <b>capacity building to develop new programs</b>. Funding priorities for capacity building might include:               <ul style="list-style-type: none"> <li>○ Furniture and equipment to meet Step Ahead classroom environment requirements</li> <li>○ Purchase of evidenced-based curriculum or help identifying a suitable location.</li> </ul> </li> </ul>
<p><b>2. Review current subsidy reimbursement rates to ensure affordable access for families enrolled in full time Step Ahead programs</b></p>	<ul style="list-style-type: none"> <li>• Review enrollment and subsidy policies.</li> <li>• <b>Align subsidy reimbursement rates</b> with the current sliding fee scale used by the child care assistance program to increase enrollment figures.</li> </ul>
<p><b>3. Strengthen P-3 Alignment work with SPS</b></p>	<ul style="list-style-type: none"> <li>• Invite National P-3 expert Dr. Sharon Ritchie to present at the Winter Institute</li> <li>• Support Step Ahead/SPS team to attend the University of Washington P-3 year long Leadership Certification Program</li> <li>• Support on-time kindergarten enrollment by sponsoring kindergarten enrollment nights at 10 elementary schools</li> <li>• PreK and K teachers conduct site visits to each others classrooms</li> </ul>



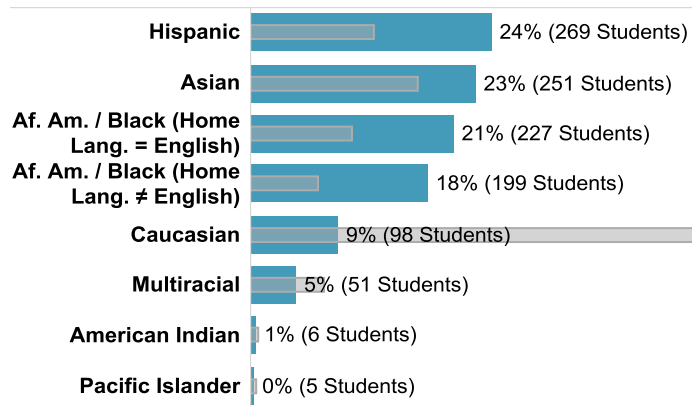
# Summer Learning



# 2013-14 Summer Learning

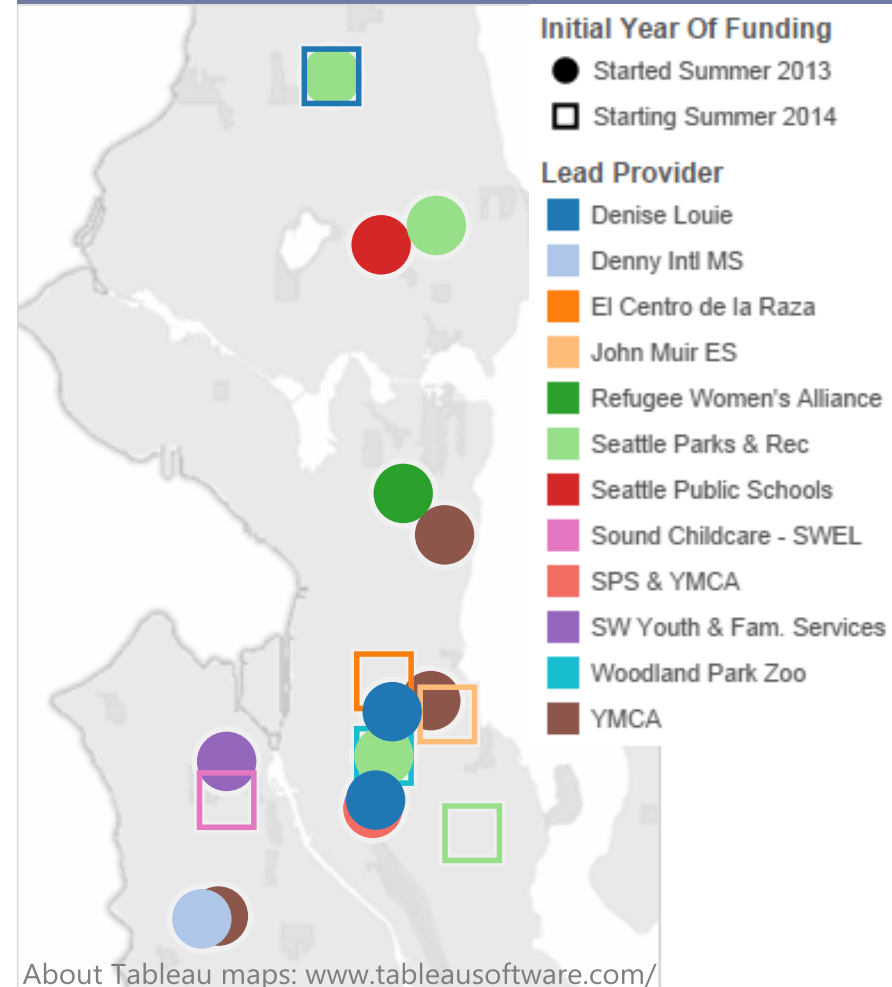
- ▶ Levy Investment: \$1.3 million
- ▶ Summer Sites: 19 (11 individual providers)
- ▶ Students Served: 1,224
- ▶ Focus Population: Students at risk for summer learning loss

## Demographics of Students in Levy Summer Learning Programs (Excludes Children at Early Learning Sites)



English Language Learners: Levy 31% vs. District K-12 10%  
 Special Education Students: Levy 17% vs. District K-12 14%

## Summer Learning Site Locations



# 2013-14 Summer Learning Results and Course Corrections

## ▶ Levy Contract Results Summary

- ▶ Each summer learning program sets targets for a variety of measures, including attendance and pre- and post-tests. In addition to the investment-wide results presented below, each program’s contracted targets and results can be found within Appendix II.
- ▶ More than 70% of early learning students improved on Teaching Strategies GOLD measures of kindergarten readiness.
- ▶ 74% of students demonstrated gains on English Language Arts Pre-to-Post tests, while 85% of students improved their scores on assessments of math or science.
- ▶ 83% of high school students earned credits toward graduation.

Needs Identified	Recommended Course Corrections
1. Common assessments to identify program strengths and inform improvements	<ul style="list-style-type: none"> <li>• Collaborate with Seattle Public Schools staff and community stakeholders to identify or develop new assessments to replace Measures of Academic Progress (MAP) exams previously used to compare results across programs and estimate effectiveness of summer learning investments.</li> </ul>
2. Framework for reviewing and improving qualitative elements of program quality	<ul style="list-style-type: none"> <li>• Continue second year of Summer Learning Program Quality Initiative pilot. Work with community partners to provide professional development designed to help summer learning providers review program quality assessment results and drive improvements in programming.</li> </ul>
3. Consistent access to healthy food	<ul style="list-style-type: none"> <li>• Work with stakeholders, school district, and city staff to discuss standards for food service and to explore possible improvements prior to summer 2015.</li> </ul>