

# Mid-Year Report for the 2007-08 School Year

City of Seattle

Office for  
Education

Families &  
Education Levy

June 2008





# Executive Summary

This report highlights indicator data for the first semester of the 2007-08 school year, the third year of the 2004 City of Seattle Families and Education Levy (FEL). The indicator data provide valuable tools for understanding whether programs are on track to meet end-of-year targets and for making changes to current programs. The Levy focuses its investments on increasing measurable academic outcomes and closing the achievement gap for students in Seattle. Outcome targets are based on measures of school readiness, academic achievement, dropout prevention and high school graduation. The 2007-08 mid-year data indicate the following:

## Key Findings

- Levy programs are serving the most academically challenged students, particularly in math.
- Most Levy programs are on track to meet their 2007-08 targets.
- Participation levels in Levy programs have improved in many areas but still need to be increased.
- All programs need to identify students earlier to avoid delays at the beginning of the year.
- CLC and SBHC staff need better access to data to enhance services for students.
- More frequent and detailed indicator data are needed to track academic progress and inform practice throughout the year.
- Most programs still lack common, meaningful, formative assessments.
- Programs need to collaborate in order to provide continuity of services and higher outcomes for students, particularly during transition years.

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# Background of the Families and Education Levy

## Seattle's Families and Education Levy

In 2004, Seattle voters overwhelmingly approved a \$117 million, seven-year property tax levy to improve academic achievement and reduce the achievement gap among Seattle students. The Families and Education Levy invests in Seattle students, pre-kindergarten through high school. Levy programs help students outside of the classroom, yet are designed to impact academic achievement. Investments are in seven areas:

- o Early Learning
- o Family Support and Family & Community Partnerships
- o Elementary Community Learning Centers
- o Middle School Programs
- o High-Risk Youth
- o Student Health
- o School Crossing Guards

## Public Accountability

The City of Seattle, Seattle Public Schools and community-based organizations began implementing Families and Education Levy programs in September 2005. The Levy represented a change in direction toward academic achievement for City investments in children and youth. The Levy invests in students who are the most academically challenged, with the goal of directly improving their achievement in school.

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:

<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.

# Measuring Levy Outcomes and Indicators

## Three Overarching Levy Outcomes

- **School Readiness:** Measured by curriculum-embedded assessments.
- **Academic Achievement:** Measured by the Developmental Reading Assessment (DRA) for grades K-2 and the Washington Assessment of Student Learning (WASL) for grades 3-10.
- **Reducing Dropout Rates & Increasing Graduation Rates:** Dropout and graduation rates are currently measured on an annual basis. As the Levy builds a longitudinal data set, it will be able to track graduation rates by cohort.

## Levy Indicators of Progress

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

- Student participation levels in Levy programs
- Progress on individual student learning plans
- Increases in homework completion rates
- Families attending parent/teacher conferences and other school events

## Purposes of this Report

This report highlights baseline and indicator data for the first semester of the 2007-08 school year. These data are important management tools to:

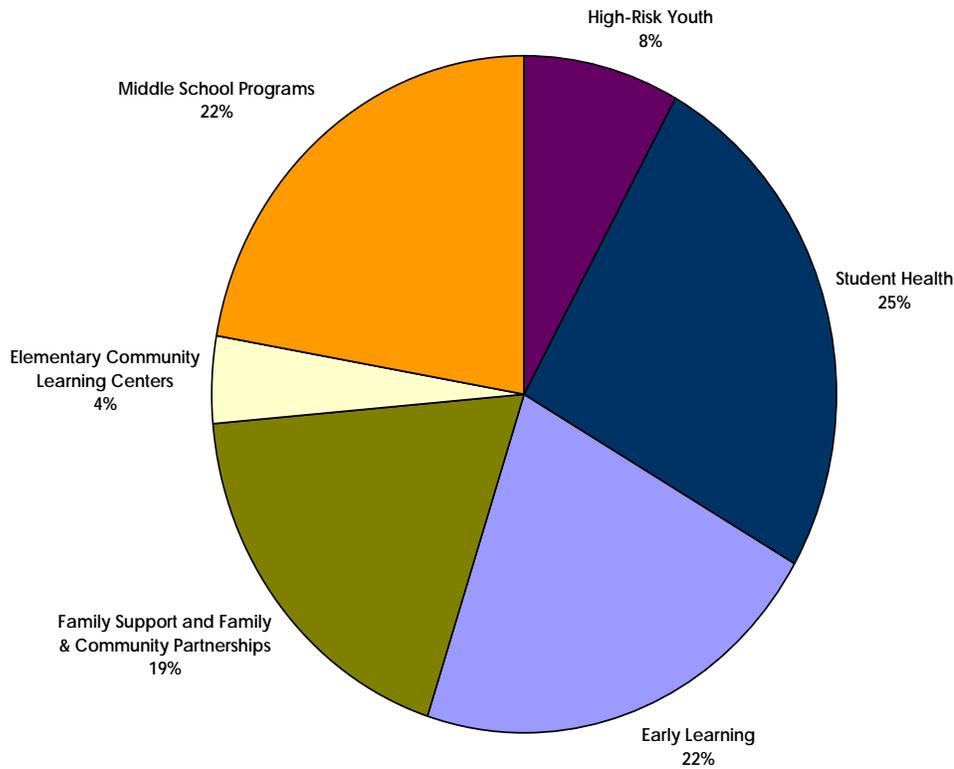
- Determine if Levy programs are serving the right students
- Track progress on indicators of school readiness, academic achievement and dropout prevention
- Determine if Levy programs are on track to meet 2007-08 targets
- Make course corrections and set targets for 2008-09

This report will be used to recommend to the Levy Oversight Committee (LOC) course corrections and program changes for Levy investments and to set targets for the 2008-09 school year. The LOC will use this information to determine appropriate targets for next year. Course corrections and targets will be reflected in the Mayor's proposed 2009 budget.

Outcome data, including school readiness, academic achievement, and dropout and graduation rates, will be available in the fall of 2008. The City will report on outcomes in the 2008 Families & Education Levy Annual Report.

# Annual Program Budget for 2007-08 School Year

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 2007 were \$529,433 and \$715,133 respectively.



## Families & Education Levy 2007-08 SY Program Budget

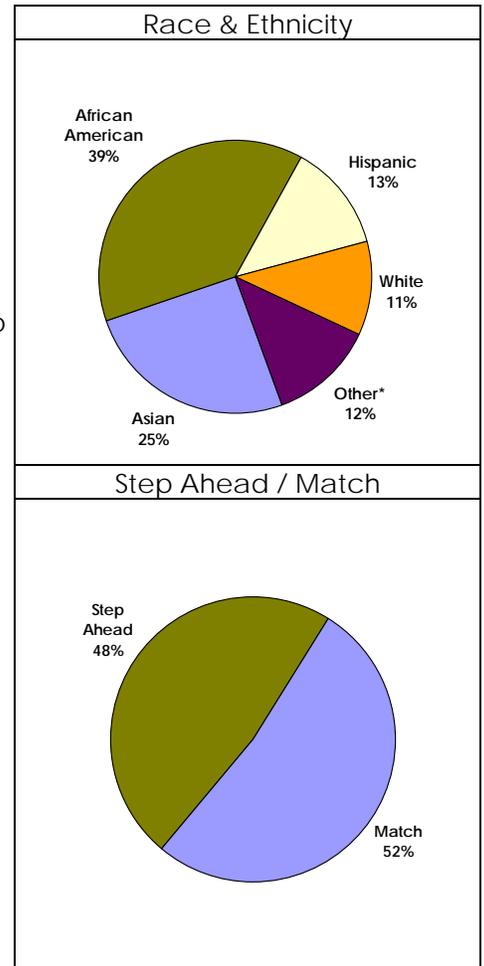
Early Learning	\$3,320,927
Family Support and Family & Community Partnerships	2,880,661
Elementary Community Learning Centers	648,469
Middle School Programs	3,381,843
High-Risk Youth	1,262,821
Student Health	3,884,940
<b>Total:</b>	<b>\$15,379,661</b>

# Early Learning

The Levy invests in a comprehensive early learning system that provides a foundation for achieving school readiness outcomes. Investments are focused in the southeast and southwest neighborhoods of Seattle. The goal is to prepare all children for school by investing in a comprehensive set of quality early learning services, from birth through preschool. The Networks blend funds from multiple sources to maximize investments. Early Learning investments are made in five areas:

1. **Step Ahead Preschool Program** serving low-income 4-year-old children whose families earn between 110% and 300% of the Federal Poverty Level. The Levy also invests in Match children. These children attend the same preschools and classrooms as Step Ahead children, benefiting from the professional development and training the Levy provides for preschool teachers. Many Match children qualify for the state's Early Childhood Education and Assistance (ECEAP) program, indicating their families earn at or below 110% FPL.
2. **Parent-Child Home Program (PCHP)** for low-income families with young children ages two and three. The program helps parents learn literacy skills to practice with their children.
3. **Professional Development** for teachers serving children ages birth to three.
4. **Kindergarten Transition** to ensure successful kindergarten enrollment.
5. Increased **compensation** for teachers serving the highest numbers of low-income children, to reduce turnover and reward quality.

## Preschool Children



## Indicators of Progress:

- Attendance: Assesses both the number of days offered as well as the number of days attended.
- Classroom checklist scores: Provides an assessment of classroom quality, in terms of both classroom environment and adult/child interactions.
- Curriculum-embedded assessment measures: These assessments are conducted by classroom teachers in order to assess each child's skills across four major areas of development, including social/emotional, cognitive, physical, and language domain. The following pages provide examples of a benchmark in each developmental domain. These sample benchmarks are matched up to similar benchmarks established by the state of Washington, as well as the Seattle Public Schools' school readiness guidelines. This demonstrates that while the state and the school district each have their own readiness standards, the underlying skills measured through the curriculum-embedded assessments are the same (or similar). The information is meant to provide context in order to better understand school readiness benchmarks and the levels of progress.

# Curriculum-Embedded Assessment Baseline – Social/Emotional Domain

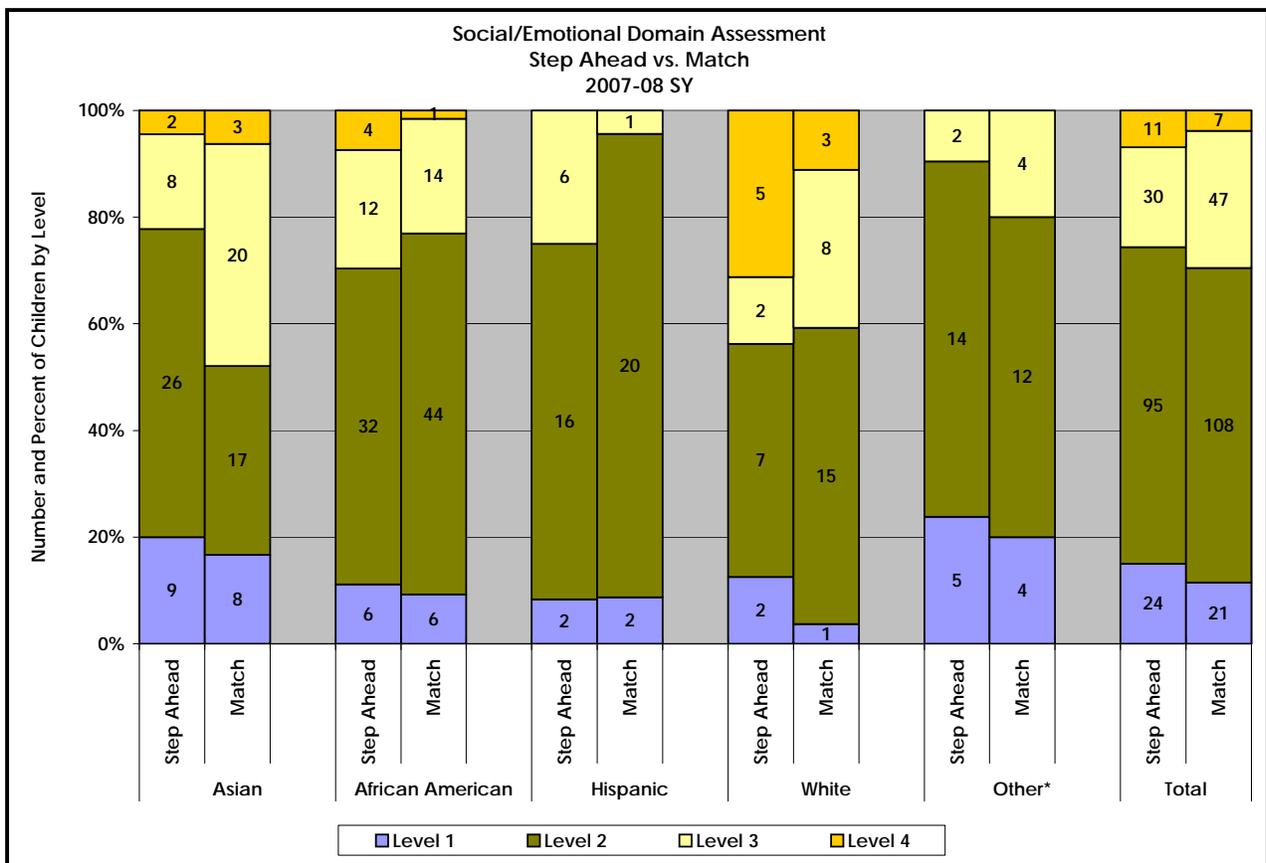
## Example of Curriculum-Embedded Assessment Social/Emotional Domain Benchmark:

Relating to Adults

- Level 1: Child participates in a conversation initiated by a familiar adult.
- Level 2: Child initiates an interaction with an adult.
- Level 3: Child sustains an interaction with an adult.
- Level 4: Child involves an adult in an activity and sustains the involvement.

**Example of State Benchmark:** Children trust and interact comfortably with familiar adults.

**Example of SPS Kindergarten Readiness Guideline:** Child asks for help from peers and adults when needed.



## Observations of Social/Emotional Domain Baseline Data

- The majority of children fall into the Level 2 category.
- Overall, Match children score higher in the social/emotional category, although results differ across different student groups.
- Mid-year and end-of-year curriculum-embedded assessments will be given to assess children’s gains during the year in the social/emotional domain.

# Curriculum-Embedded Assessment Baseline – Cognitive Domain

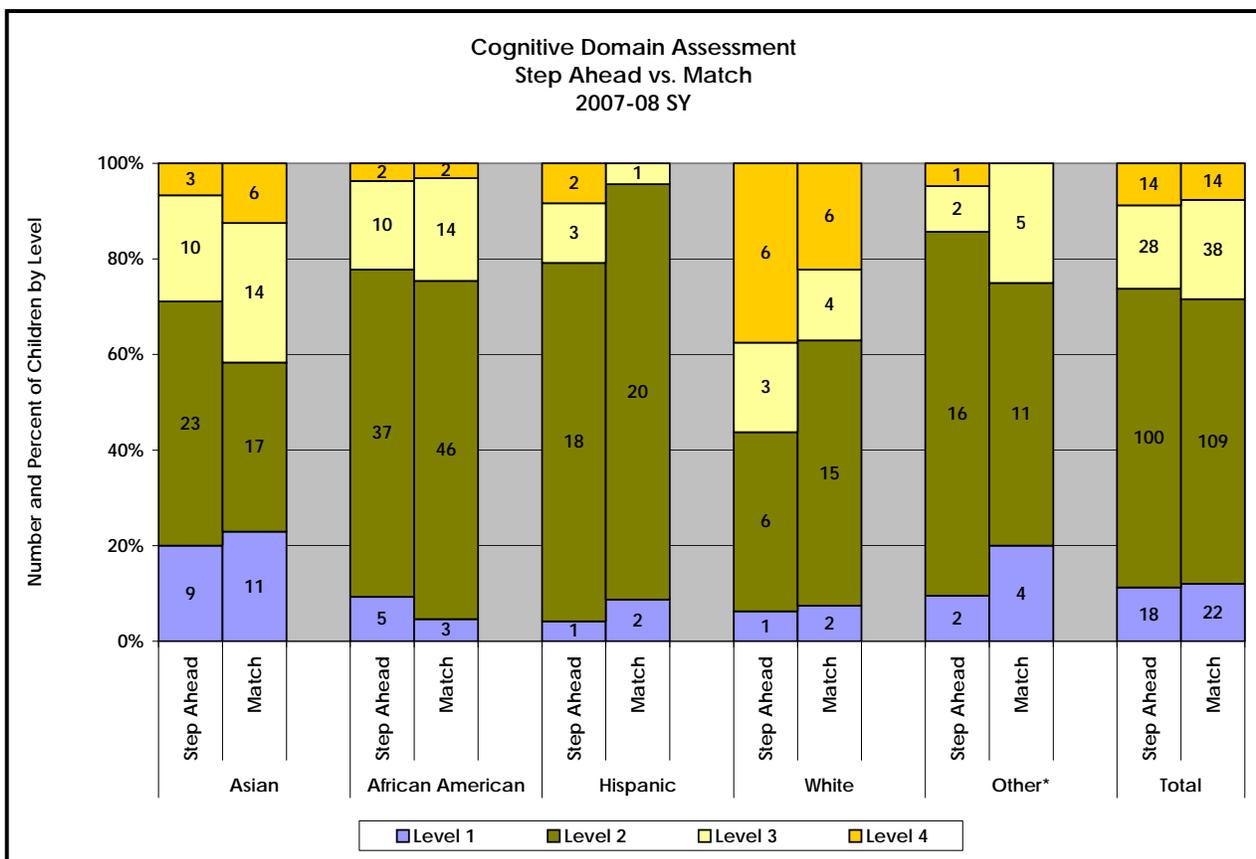
## Example of Curriculum-Embedded Assessment Benchmark in Cognitive Domain:

Identifying sequence, change, and causality

- Level 1: Child describes a sequence of events.
- Level 2: Child describes a change in an object or situation.
- Level 3: Child compares the rates or durations of two events.
- Level 4: Child explains that an event or change happens because of something else.

**Example of State Benchmark:** Child demonstrates awareness of cause and effect.

**Example of SPS Kindergarten Readiness Guidelines:** Child shows a basic understanding of simple mathematical reasoning, such as graphing, measuring, estimating, and predicting.



## Observations of Cognitive Domain Baseline Data

- The majority of children fall into the Level 2 category.
- Overall, Match children score higher in the social/emotional category, although results differ across different student groups.
- Mid-year and end-of-year curriculum-embedded assessments will be given to assess children's gains during the year in the cognitive domain.

# Curriculum-Embedded Assessment Baseline – Physical Domain

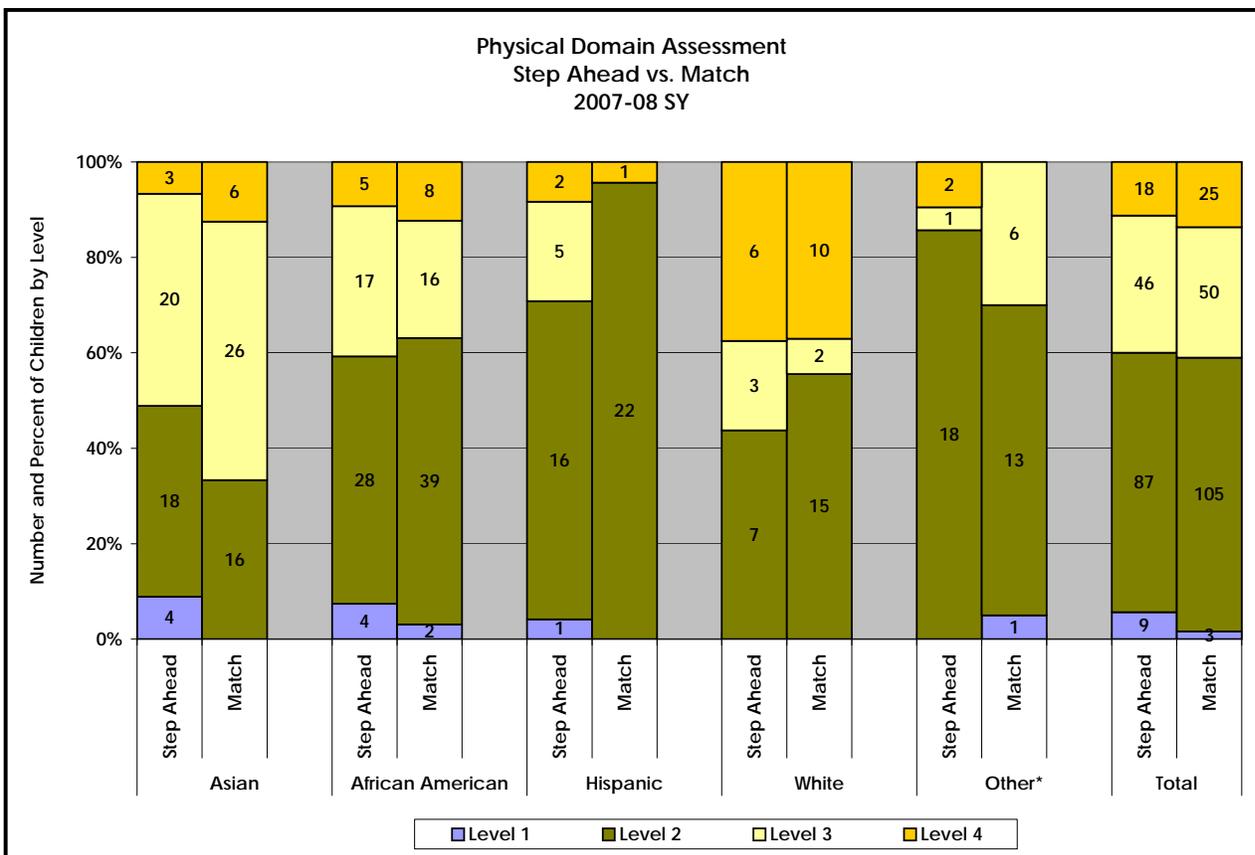
## Example of Curriculum-Embedded Assessment Benchmarking Physical Domain:

Moving in Various Ways

- Level 1: Child shakes, twists, swings, or pounds with an arm or a leg.
- Level 2: Child runs, marches, gallops, or jumps.
- Level 3: Child names a movement and does it.
- Level 4: Child hops, skips, or twirls around and stops without falling.

**Example of State Benchmark:** Child demonstrates strength and coordination of large motor skills

**Example of SPS Kindergarten Readiness Guideline:** Child shows increasing levels of skill, control, and balance in walking, running, jumping, hopping, and other large muscle activities.



## Observations of Physical Domain Baseline Data

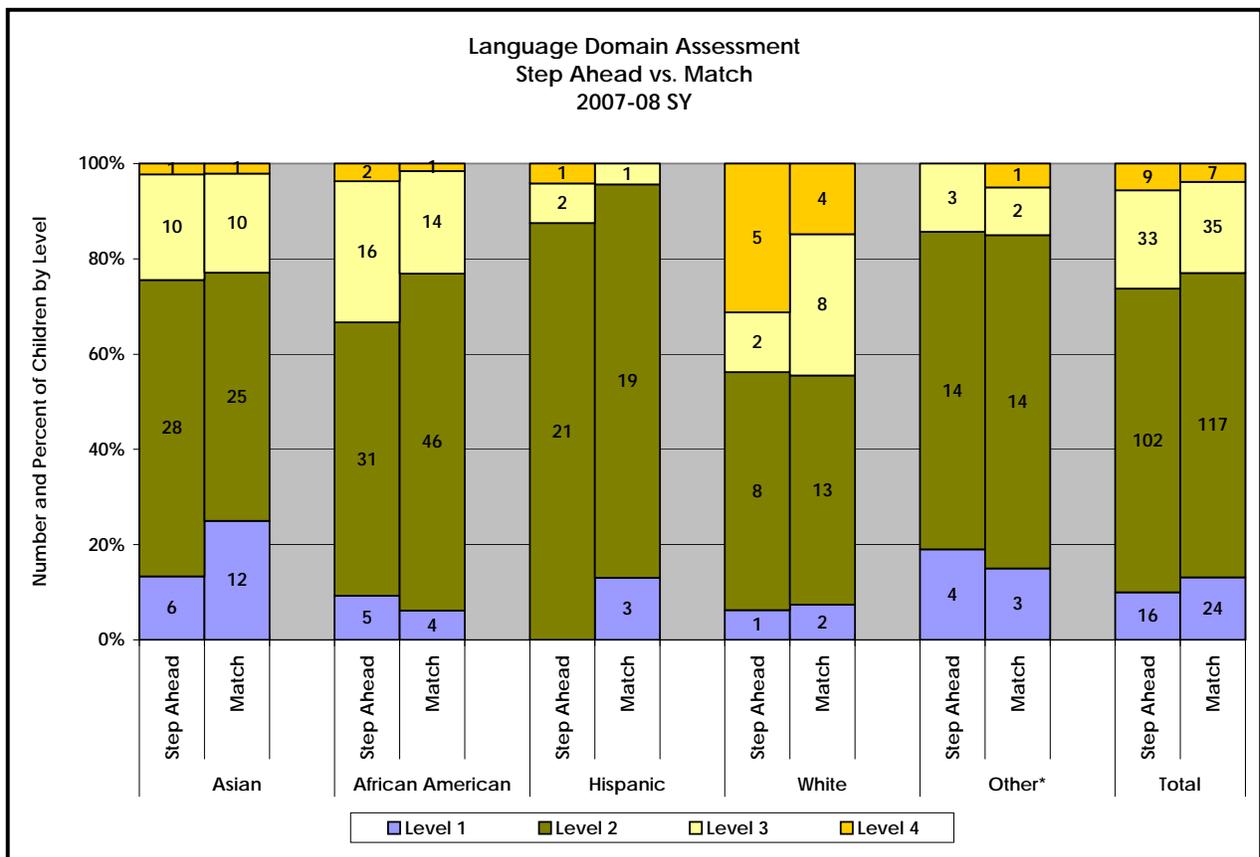
- The majority of children fall into the Level 2 category.
- Overall, Step Ahead children score slightly higher in the physical domain, although results differ across different student groups.
- Mid-year and end-of-year curriculum-embedded assessments will be given to assess children’s gains during the year in the physical domain.

## Example of Curriculum-Embedded Assessment Benchmark: Writing

- Level 1: Child writes using pictures, squiggles, or letter-like forms.
- Level 2: Child writes using two or more recognizable letters.
- Level 3: Child writes a string of letters and reads them or asks to have them read.
- Level 4: Child writes a phrase or sentence of two or more words.

## Example of State Benchmark: Child demonstrates alphabet knowledge.

## Example of SPS Kindergarten Readiness Guideline: Child copies and/or writes familiar words such as own name.

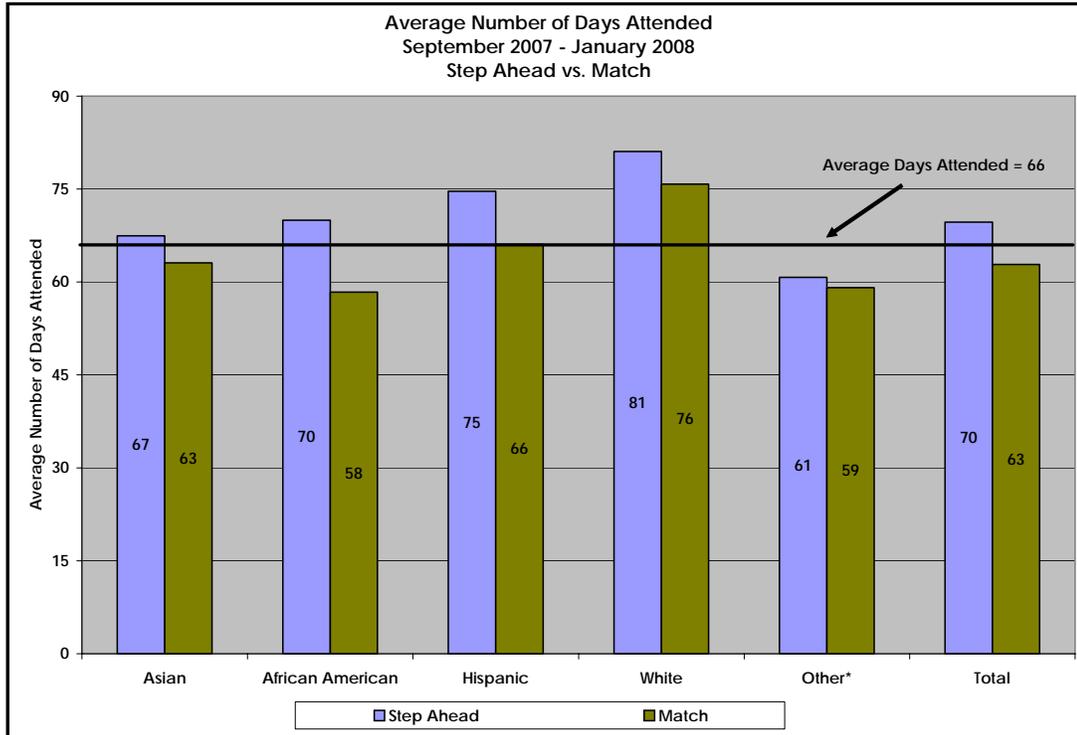


## Observations of Language Domain Baseline Data

- The majority of children fall into the Level 2 category.
- Overall, Step Ahead children score slightly higher in the language domain, although results differ across different student groups.
- Mid-year and end-of-year curriculum-embedded assessments will be given to assess children’s gains during the year in the language domain.

# ELN Indicator Data – Attendance & Classroom Scores

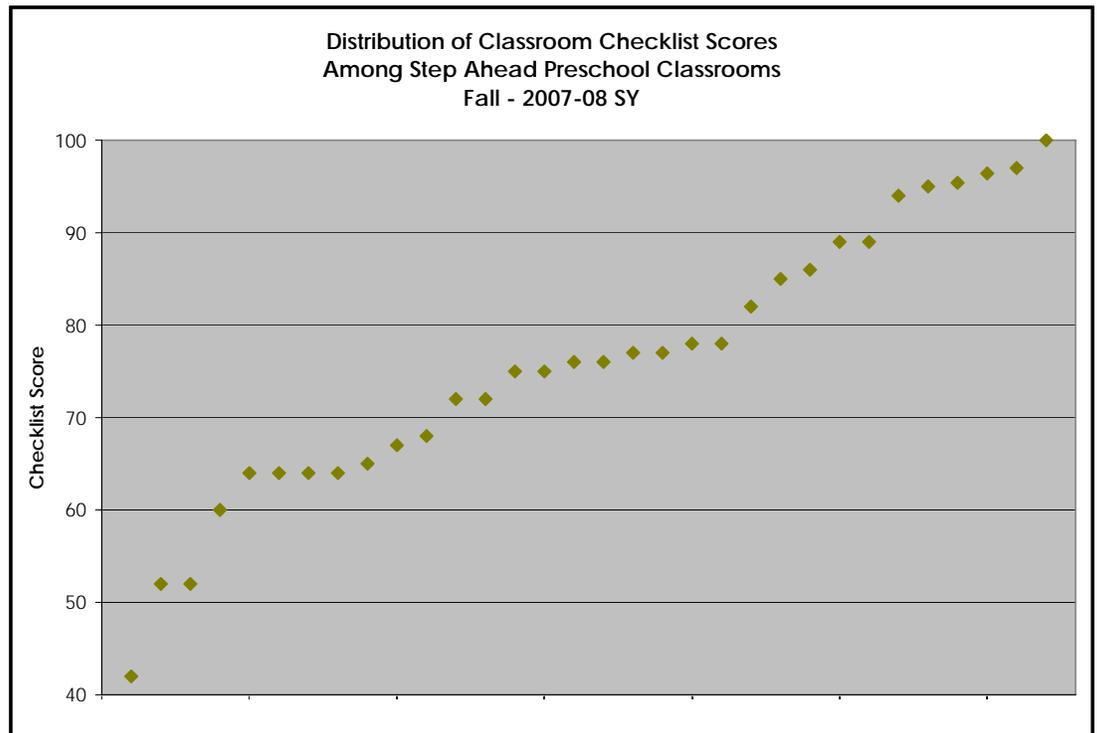
Step Ahead children attended more days than their Match peers.



- The average number of days offered by providers and attended by children has increased from last year.

Differences in classroom quality remain a concern and need further attention.

- Classroom checklist scores are widely distributed, indicating significant differences in the quality of classrooms.
- Need to continue utilizing classroom scores to develop professional development plans for individual teachers



# ELN - Conclusions & Course Corrections for 2008-09

## Curriculum-embedded assessments alone are not an accurate predictor of kindergarten readiness.

- Combine the curriculum-embedded assessment with other recommended assessments to use as kindergarten readiness measures for 2008-09.
- Current recommended assessment is the Peabody Picture Vocabulary Test – PPVT.

## Classroom quality is uneven across sites.

- Professional development will continue to be targeted to classrooms that score low on the classroom quality assessment.
- Professional development will continue to be tailored to meet the needs of individual teachers.
- *Professional development will also be targeted to meet the needs of the children being served.*

The City and District need a process for identifying and tracking pre-K children who enter Kindergarten in SPS.

While the City and SPS agreed to issue student IDs to Levy pre-K children entering kindergarten beginning in fall 2007, this has not yet happened.

Lack of IDs limits the Early Learning Networks' ability to make program improvements, based on how well the children they serve fare in kindergarten and beyond.

Early Learning Indicators & Targets							
	School Year						
	2005-06		2006-07		2007-08		2008-09
	Target	Actual	Target	Actual	Target	Actual	Target
Total number of 4-year-olds served	280	155	388	427	388	425	500
4-year-olds whose teachers meet quality standards by the end of the school year					252		325
Number and percent of ELN pre-K 4-year-olds assessed as school ready at the end of the school year	182 / 65%	77 / 50%	248 / 64%	326 / 76%	280 / 72%		375 / 75%
Number of ELN students who meet the DRA standard in 2 <sup>nd</sup> grade	97	In '08-'09	193	In '09-'10	193	In '10-'11	249
Percent of birth to 3-year-olds whose teachers meet quality standards by the end of year					75%		75%
2- and 3-year-olds served through the Parent-Child Home Program	100	96	200	212	200		200
Number and percent of 3-year-olds served by the PCHP meeting standards at the end of two years	N/A	N/A	64 / 64%	78 / 81%	75 / 75%		75 / 75%

# Family Support and Family & Community Partnerships

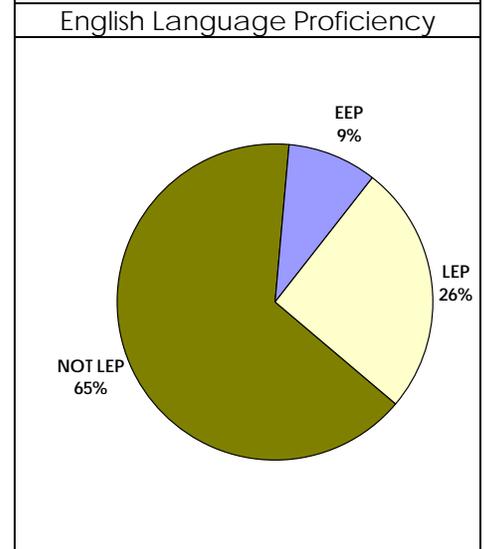
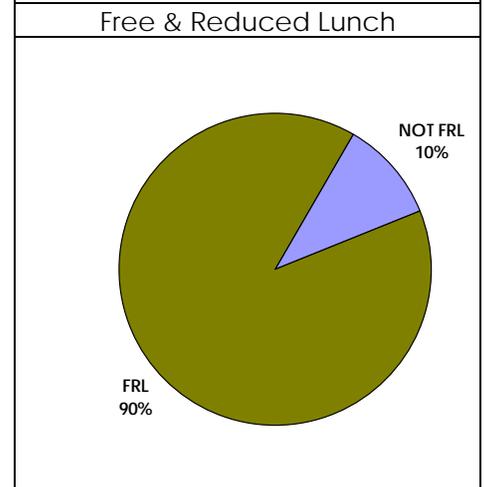
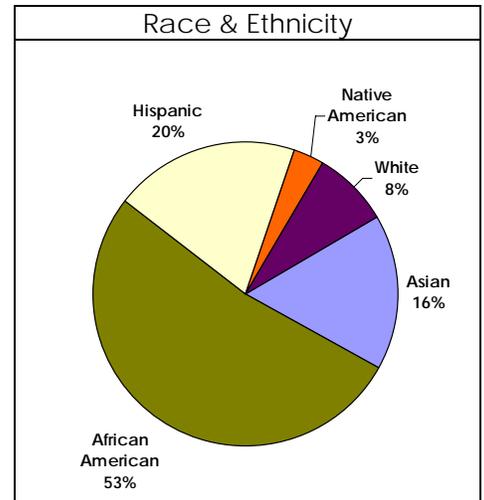
The Levy invests in two programs to support families: Family Support and Family & Community Partnerships. The Family Support program invests in Family Support Workers (FSWs) who work directly in elementary and K-8 schools, linking students and their families with resources needed to promote academic achievement. While the program serves a total of 1,680 students, teams within each school selected 1,182 focus students, based on the greatest social and academic need. Teams then set and tracked academic goals for individual students. The Family & Community Partnerships (FCP) program grants funds to ten elementary schools and four community-based organizations (CBOs) to work together in promoting and supporting family involvement to increase academic achievement. Events include Family Nights, where families are provided with math and literacy games to play with their children. All information is translated into the families' native languages. The programs work together at the school level, with many students participating in both programs.

**NOTE: These data include only students participating in the Family Support program. Family and Community Partnerships did not submit the required data in time for this report.**

## Indicators of Academic Progress:

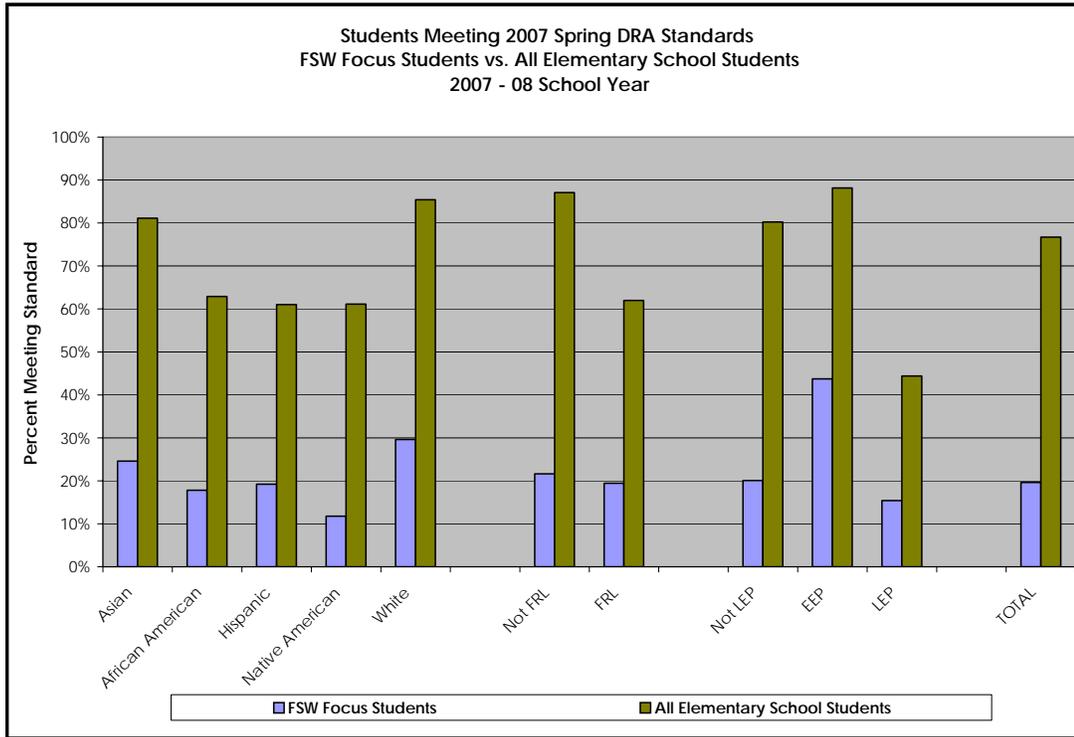
- Progress on individual student goals: Measured by students' incremental progress toward meeting academic and social goals.
- Family involvement activities: Measured in the number and frequency of family participation in activities.
- School attendance/absences: Measured as excessive absences, defined as 9 or more days in a semester.

Family Support and Family & Community Partnerships Targets						
	School Year					
	2005-06		2006-07		2007-08	
	Target	Actual	Target	Actual	Target	Actual
Number of students served by FSWs	2,000	1,331	2,000	1,528	1,500	1,150
Number and percent of students served by FSWs who meet DRA or WASL standard	160 / 8%	326 / 25%	200 / 13%	334 / 22%	275 / 18%	
Number of students served by FCP	150	293	400	448	<b>Targets Combined with Family Support</b>	
Number and percent of students served by FCP who meet DRA or WASL standard	16 / 11%	67 / 23%	50 / 13%	99 / 22%		



# Academic Baseline Data – Family Support

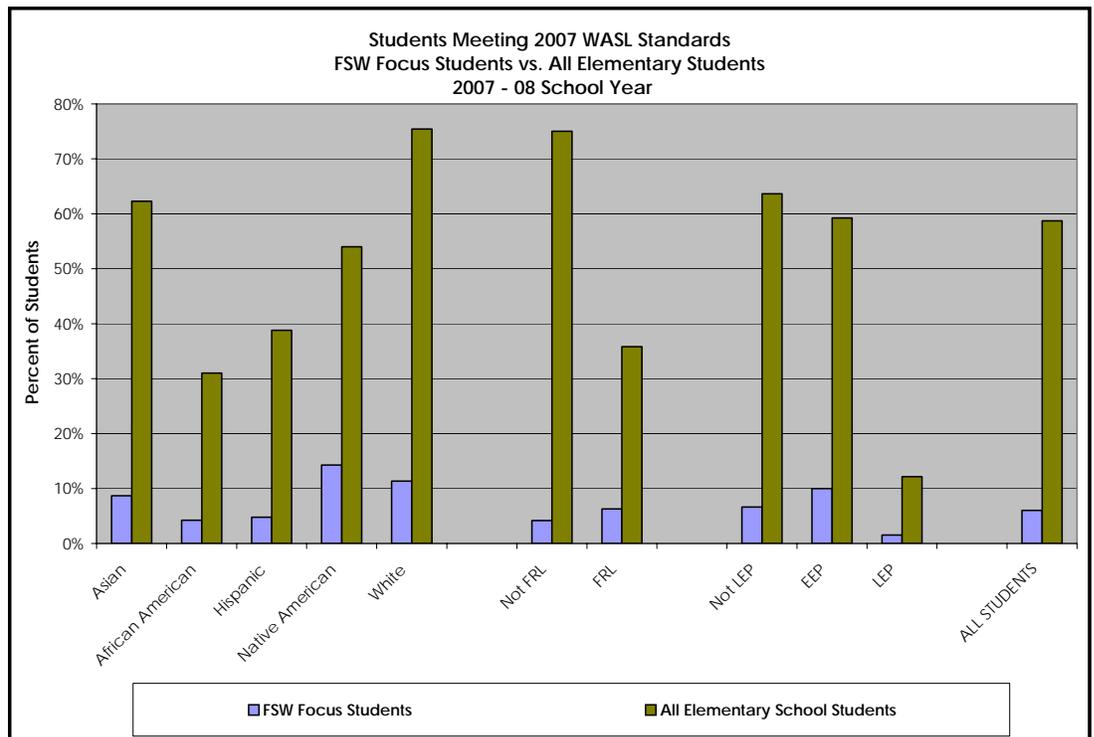
Family Support is serving very low performing students in the early elementary grades.



- Only 20% of FSW focus students met standard on the spring DRA, compared to 77% of all elementary students.
- There is a need to focus on building early reading and literacy skills for students served by Family Support Workers.

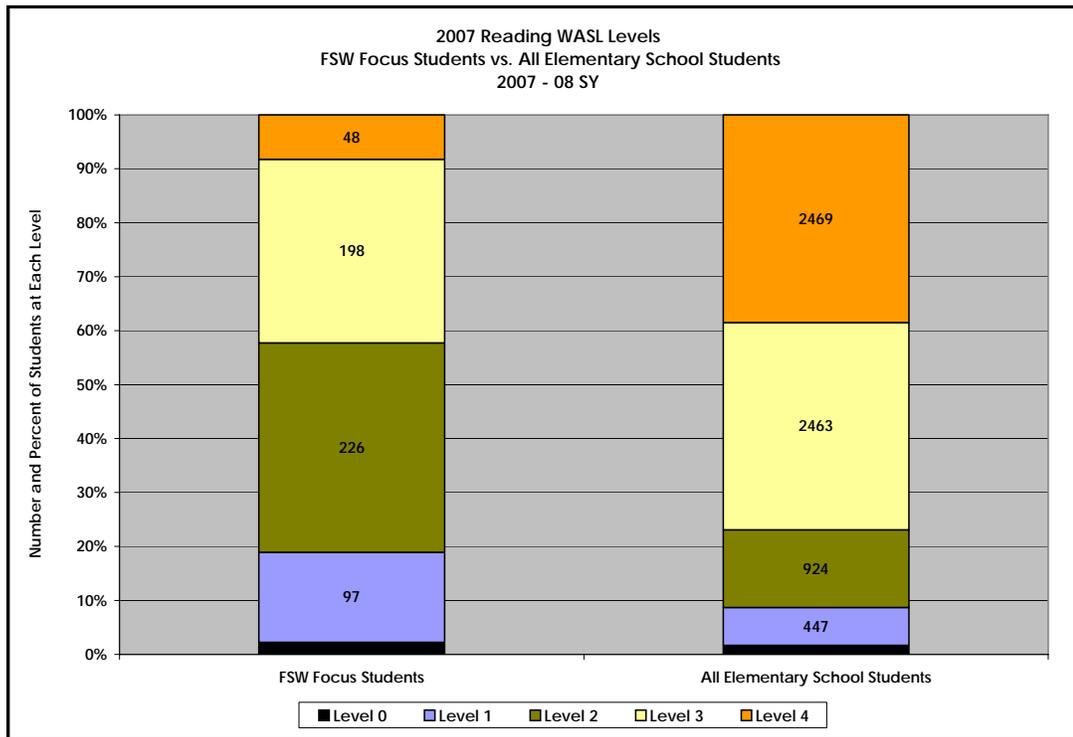
Family Support students also have very low passage rates on the WASL.

- Only 6% of FSW focus students met 2007 WASL standards, compared to 59% of all elementary students.
- Given this low passage rate, it is important to understand in which areas these students are struggling in order to develop meaningful interventions.



# Academic Baseline Data – Family Support

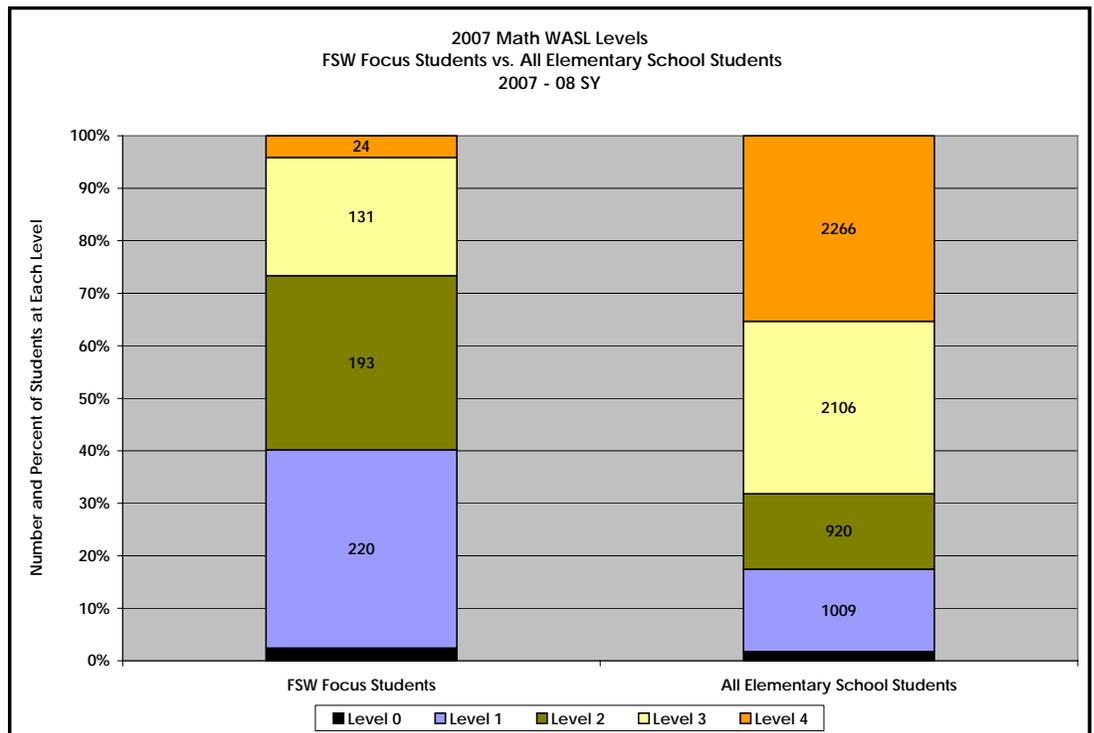
## Comparison of Reading WASL Levels



- Only 42% of Family Support focus students passed the 2007 reading WASL, compared to 77% of elementary students district wide.
- The majority of Family Support focus students who did not pass the reading WASL scored Level 2.

## Comparison of Math WASL Levels

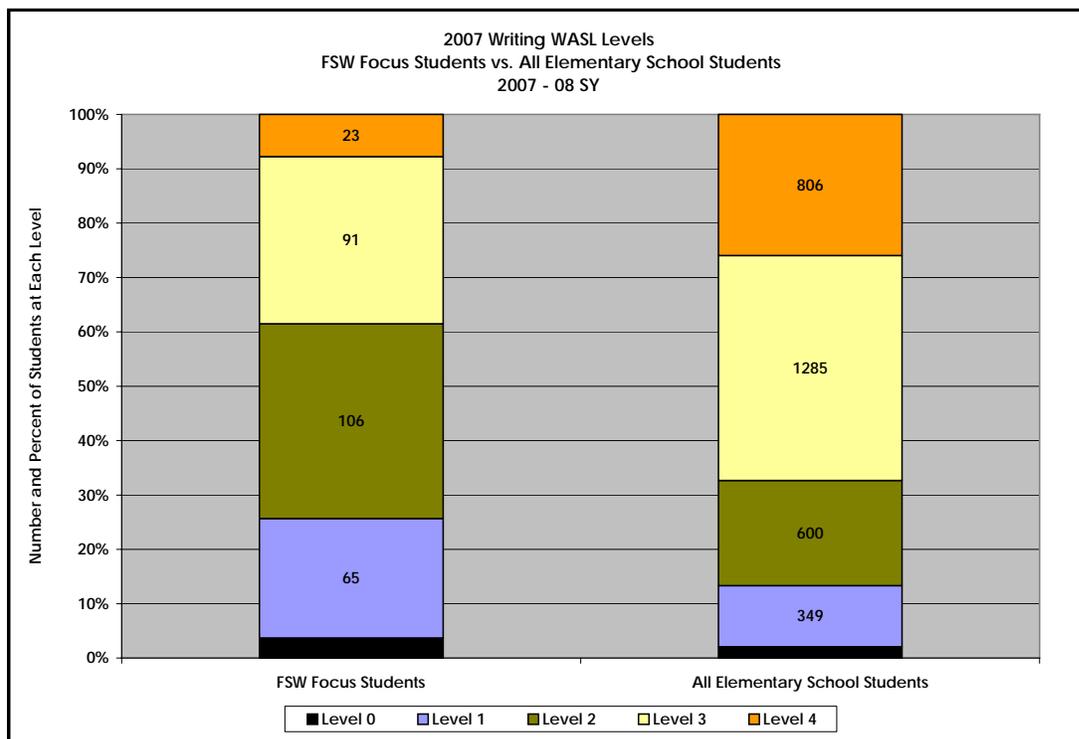
- Only 27% of Family Support focus students passed the 2007 math WASL, compared to 68% of all elementary students.
- Over one-third of Family Support focus students scored Level 1 on the math WASL, indicating the need for targeted math interventions to build basic math skills and concepts.



# Family Support Academic Baseline & Indicator Data

## Comparison of Writing WASL Levels

- Only 39% of Family Support focus students passed the 2007 writing WASL, compared to 67% of all elementary students.
- Similar to reading, the majority of Family Support focus students who did not pass the writing WASL scored Level 2.



## Family Support students are on track to meet their individual academic goals.

Progress on Individual Student Goals Students Served by Family Support Workers Sept. 2007 – Jan. 2008						
Goal	Number of Students					Total
	No Report to Date	Little Progress	Some Progress	Significant Progress	Full Progress	
Class Preparation	274	14	102	151	303	<b>844</b>
Homework	345	64	163	241	272	<b>1,085</b>
Parent Involvement	0	182	0	0	0	<b>182</b>
Suspension	63	13	32	27	47	<b>182</b>
<b>Total</b>	<b>682</b>	<b>273</b>	<b>297</b>	<b>419</b>	<b>622</b>	<b>2,293</b>

- Goal: 800 students will meet one or more of their individual goals.
- Students served by Family Support Workers are making progress on their individual goals, particularly in the academic area of homework completion and on-time submission.
- Little progress was made for students with parent involvement goals.

# Family Support Indicator Data

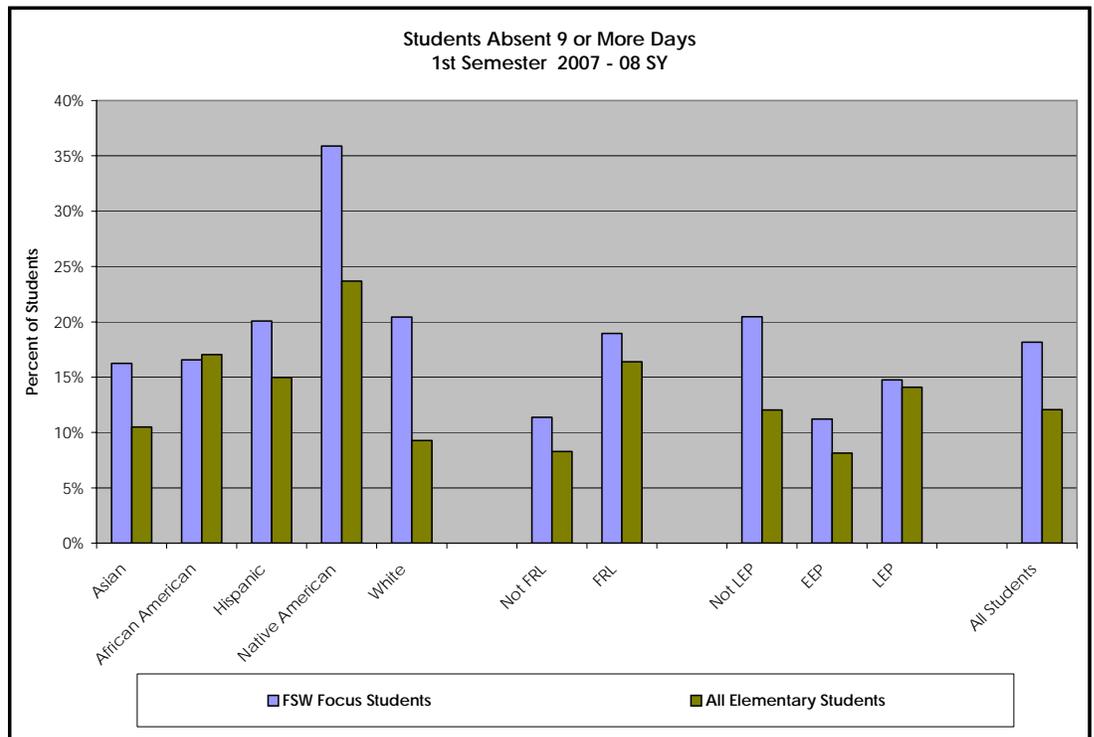
Family Support Workers are on track to meet their goal for family involvement activities.

Family Involvement Activities Focus Families Served by Family Support Workers Sept. 2007 - Jan. 2008	
	Number of Families Participating
Family Events	170
Home Visits	345
Families Attending Parent/Teacher Conference	713
Families Attending Student Intervention Team Meeting	202
<b>Total Number of Activities</b>	<b>1,430</b>
Unduplicated Number of Families Participating	879

- Goal: 1,000 families will engage in two or more academically- focused activities during the year.
- During the 1<sup>st</sup> semester, 879 families participated in at least one family involvement activity.
- Family Support is on track to meet this target by the end of the year.

Attendance remains a challenge for many Family Support students.

- Family Support focus students are more likely to have excessive absences, compared to all elementary students in the district.
- Students with excessive absences should have an explicit attendance improvement goal that is monitored frequently.



# Family Support - Conclusions & Course Corrections 2008-09

## Family Support is serving students who are struggling academically.

- Family Support focus students have very low passage rates on the DRA, indicating the need for targeted literacy interventions in the early elementary grades.
- There is also a need to focus on basic math skills, given almost three-fourths of the students fail to meet math WASL standards.

## Family Support is on track to meet its 2007-08 targets.

## Family Support had unexpected changes in funding levels.

- Family Support did not receive anticipated Medicaid Match funding in 07-08 and may not receive any Medicaid Matching Funds in 08-09.
- Loss of buying power due to a 4.4% SPS salary increase vs. 1.5% Levy inflation rate.
- Family Support targets were adjusted to reflect these reductions.
- Fewer schools will have full-time Family Support Workers.
- More schools will use a referral model, where services are provided on an as-needed basis.

## Develop strategies for identifying focus families earlier in the school year.

- Use information from early learning network and Head Start to identify children coming into kindergarten.
- Elementary teams should identify students for continued service in 08-09 by June 30, 2008.

Family Support and Family & Community Partnership Indicators & Targets							
	School Year						
	2005-06		2006-07		2007-08		2008-09
	Target	Actual	Target	Actual	Target	Actual	Target
Number of students served	2,000	1,331	2,000	1,528	1,500	1,182	1,150
Number and percent of students served who meet DRA or WASL standard.	160 / 8%	326 / 25%	200 / 13%	334 / 22%	275 / 18%		240
Number of students and families who achieved at least one of their service plan academic goals.			800	1178	800	587	698
Number of families who increased participation in school events after 6 months.			750	957	1000	879	873

# Elementary Community Learning Centers (CLCs)

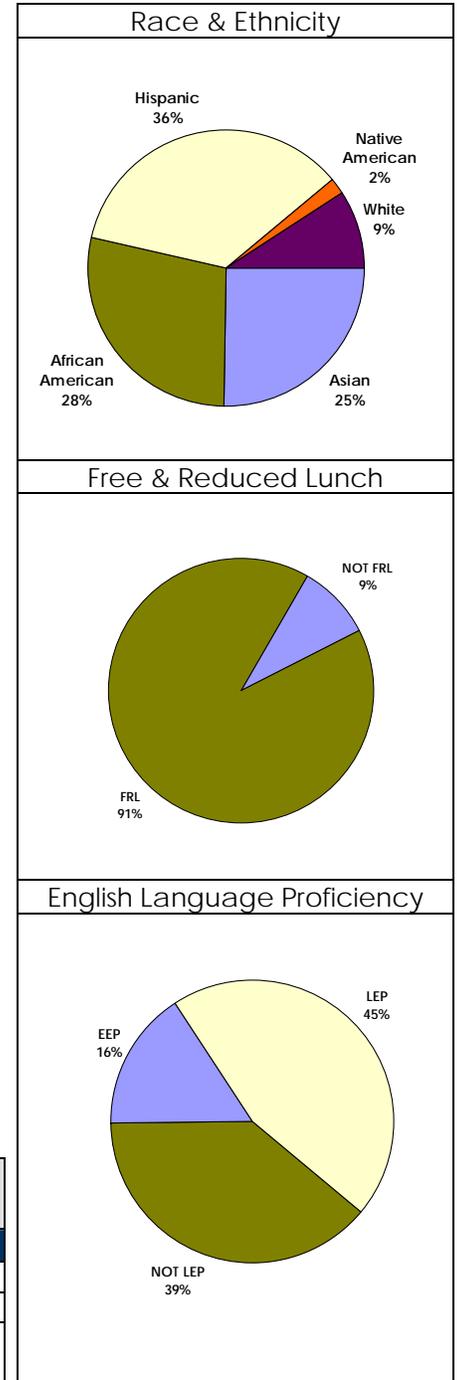
The Levy invests in Community Learning Centers (CLCs) in three elementary schools: YMCA at Concord, YMCA at Cooper, and Tiny Tots at Van Asselt. CLCs provide a comprehensive set of services, activities and learning experiences that are aligned with academic standards, culturally relevant and tailored to the needs of students and families. CLC staff coordinate activities with school staff to maximize learning by connecting after-school activities to the school curriculum.

## Services provided at Elementary CLCs include:

1. Homework and tutoring support focused on math and literacy
2. English as a Second Language instruction
3. Project-based learning
4. Technology activities
5. Community resource and referral information
6. Parent and family activities that promote academic achievement

## Indicators of Academic Progress:

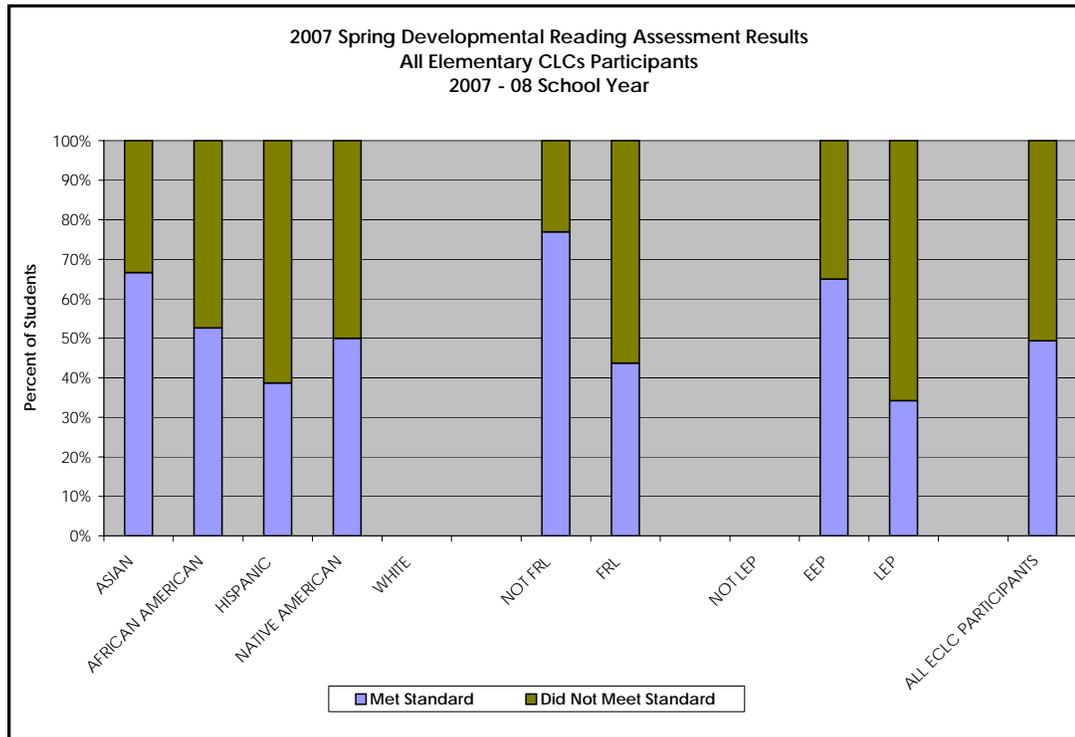
- Participation rates in CLC: Students need to participate at the target rate in order to benefit academically.
- Increases in homework completion: Measured three times per year (baseline, mid-year, and end-of-year).
- School attendance / absences: Measured as excessive absences, defined as 9 or more days in a semester.



Elementary School Community Learning Centers Targets						
	School Year					
	2005-06		2006-07		2007-08	
	Target	Actual	Target	Actual	Target	Actual
Elementary students served	200	227	210	264	230	261
Number and percent of students served who meet the WASL or DRA standard	14 / 7%	76 / 34%	30 / 14%	54 / 20%	50 / 22%	

# Academic Baseline Data – Elementary CLCs

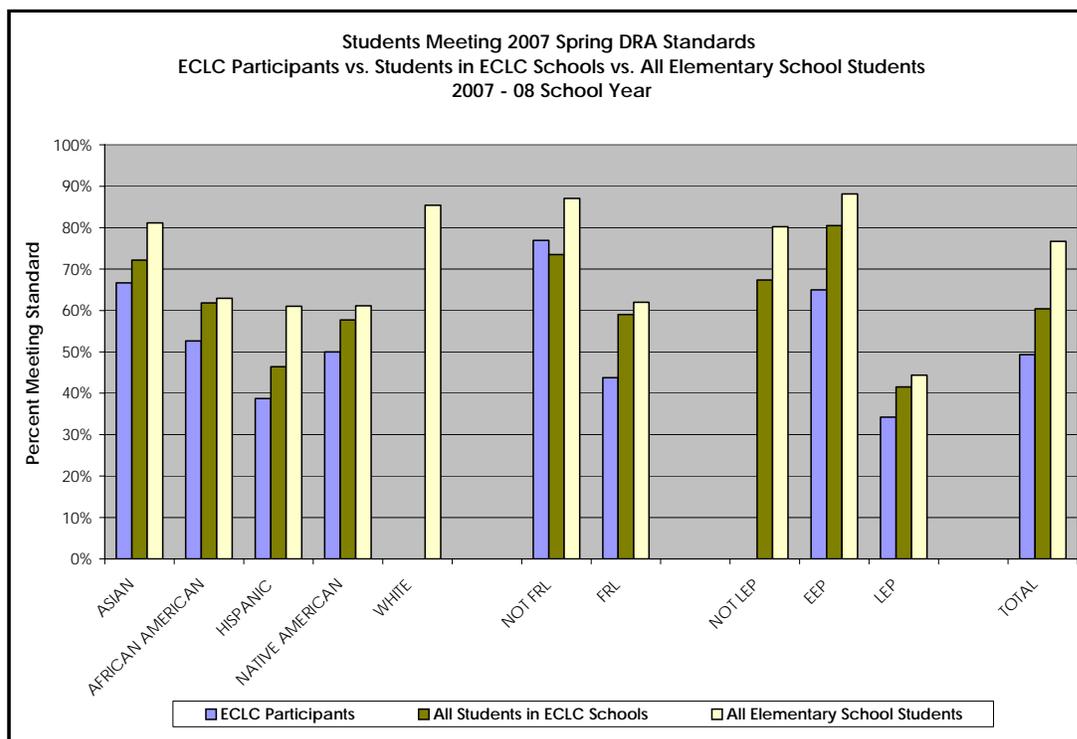
ECLCs are serving students who are struggling in reading in the early elementary grades.



- Fewer than half of the Elementary CLC participants met standard on the DRA.
- Given that many students are already struggling academically in the early elementary grades, there is a need to implement targeted reading interventions to bring students up to grade level before they fall further behind.

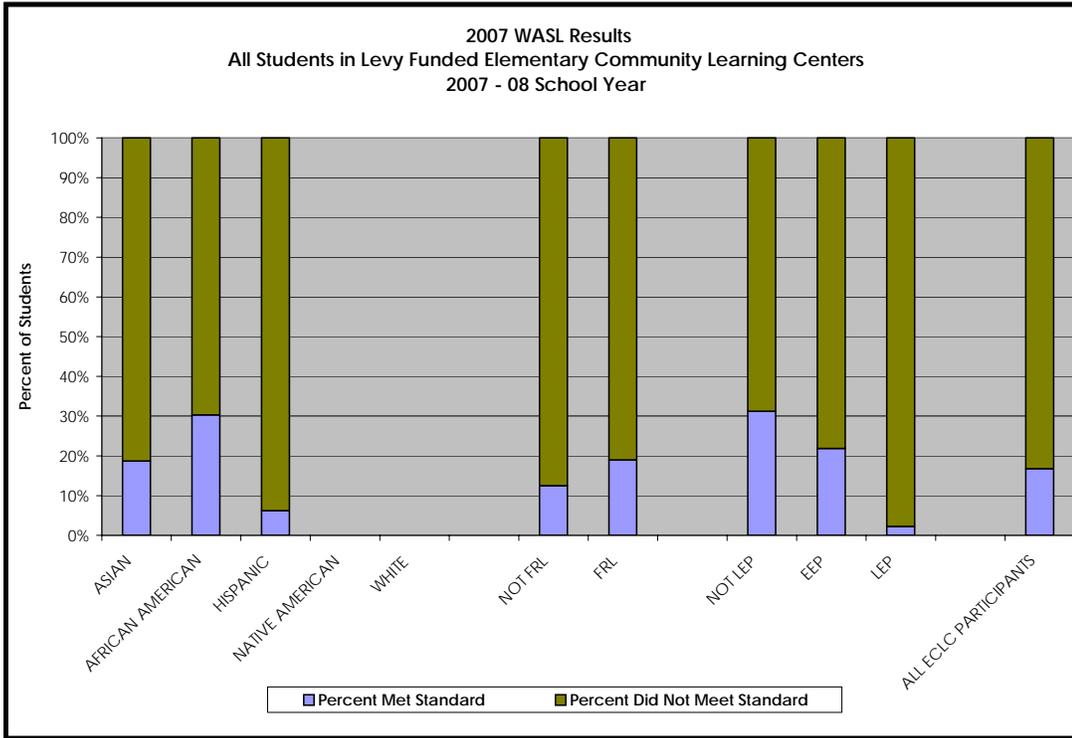
ECLC students are less likely to meet DRA standards than their peers.

- On average, students participating in ECLCs were less likely than other students in their school or elementary students district wide to have met spring 2007 DRA standards.



# Academic Baseline Data – Elementary CLCs

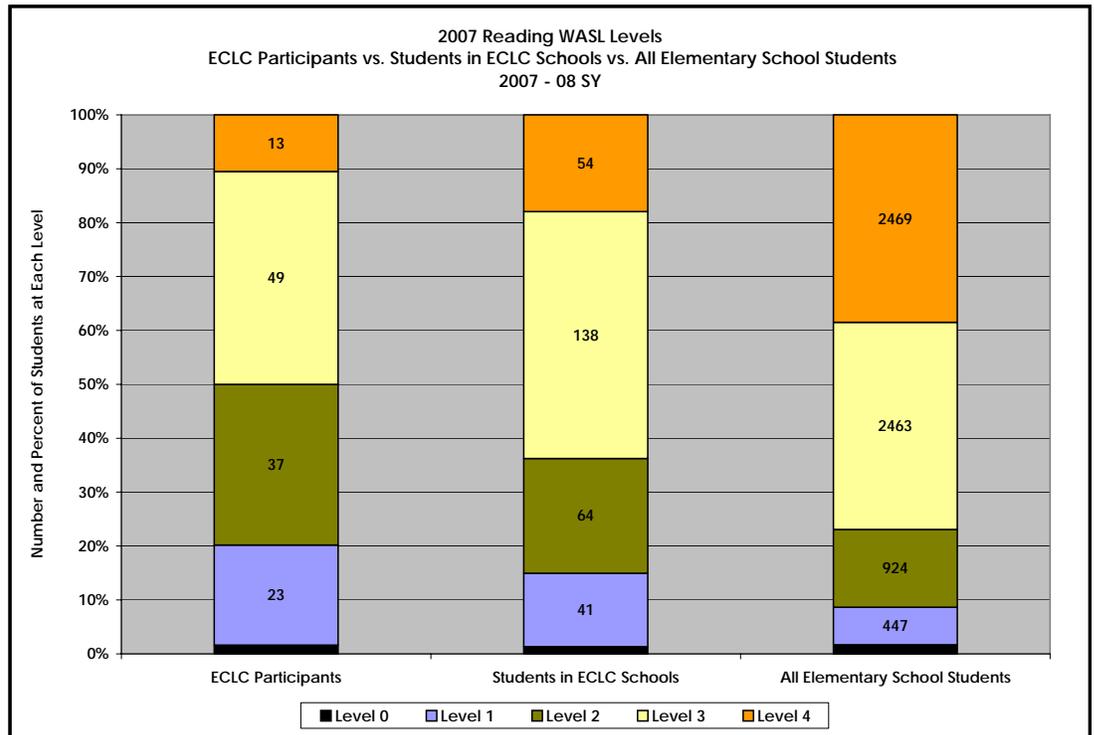
## ECLCs are serving students who struggle academically.



- Over 85% of students participating in ECLCs did not meet standard on all of their grade-level 2007 WASL tests.
- Native American and White students are not reported due to low numbers of students.

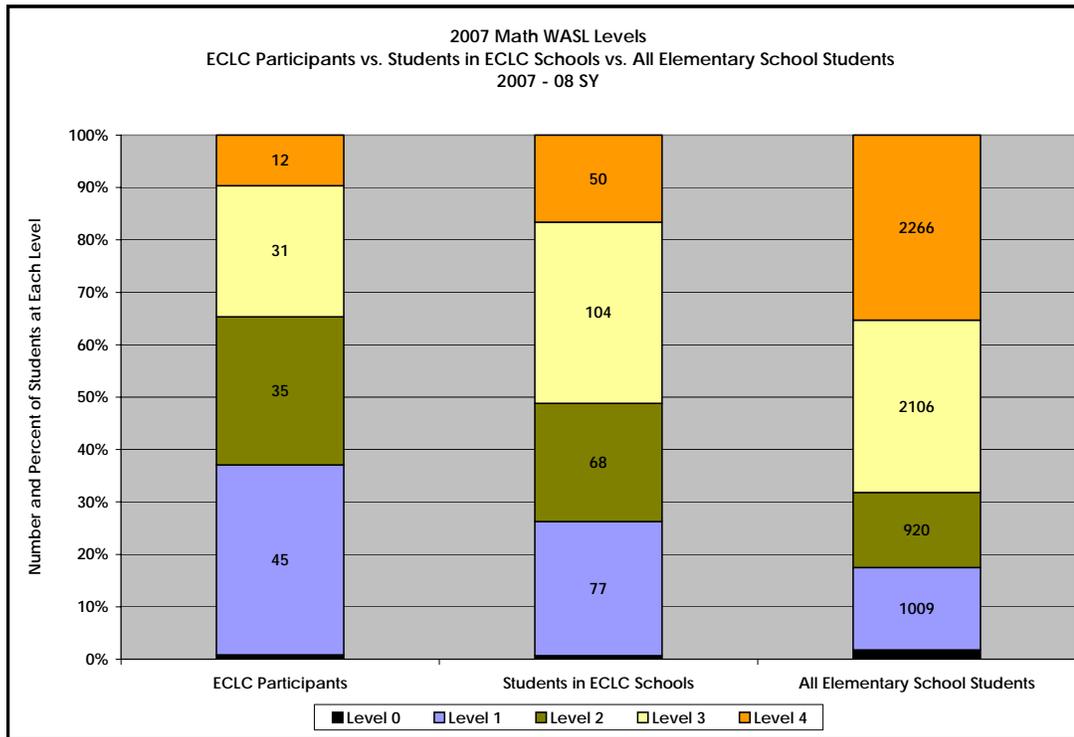
## Reading WASL Comparisons

- Only 50% of Elementary CLC participants passed the 2007 reading WASL, compared to 64% of students in their school and 77% of elementary students district wide.



# Academic Baseline Data – Elementary CLCs

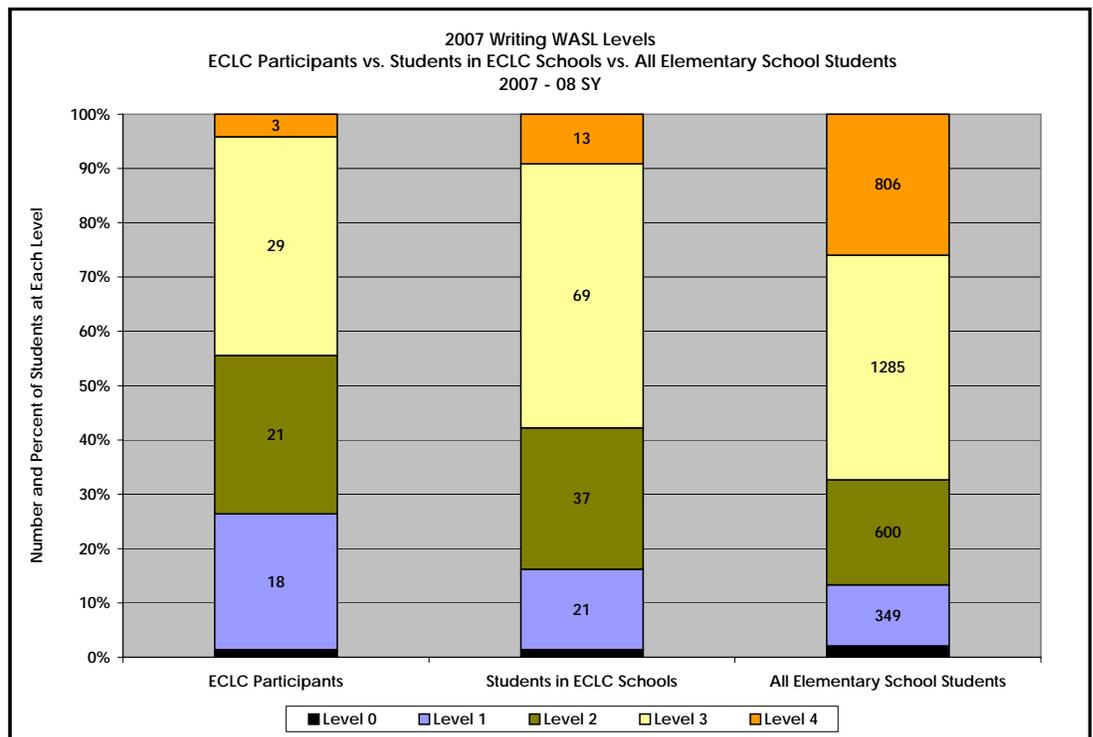
## Math WASL Comparison



- Only 35% of Elementary CLC participants passed the 2007 math WASL, compared to 52% of students in their school and 68% of elementary students district wide.
- Of the ECLC students who did not pass the 2007 math WASL, the majority scored Level 1.

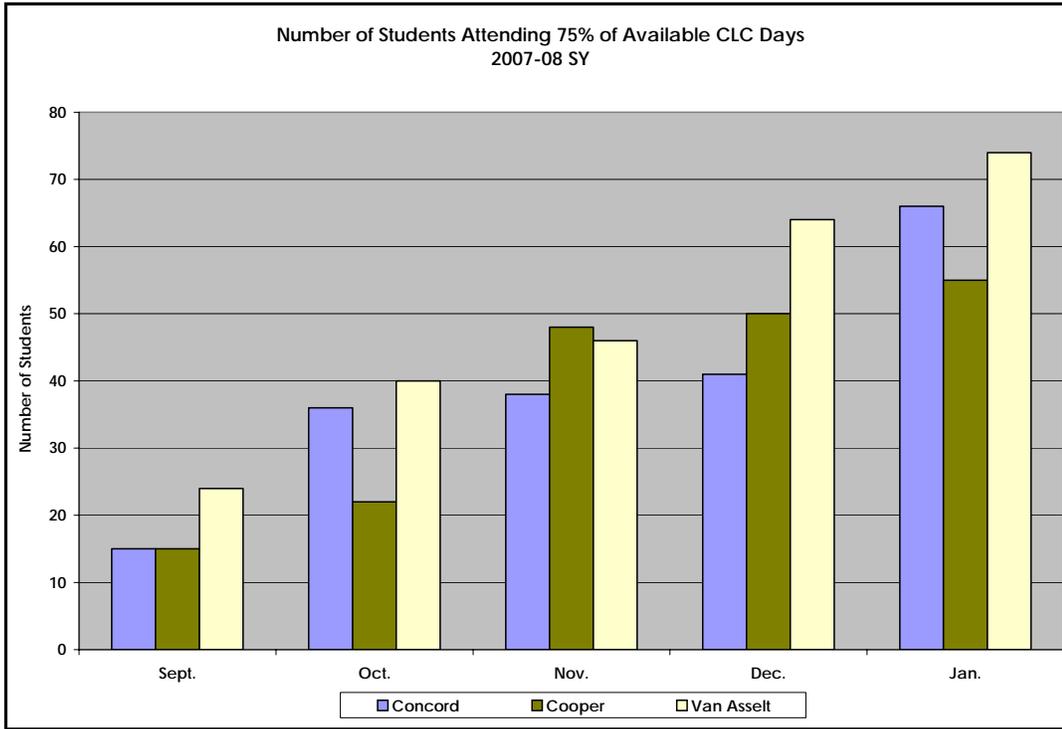
## Writing WASL Comparison

- Only 44% of Elementary CLC participants passed the 2007 writing WASL, compared to 58% of students in their school and 67% of elementary students district wide.



# Elementary CLC Indicator Data

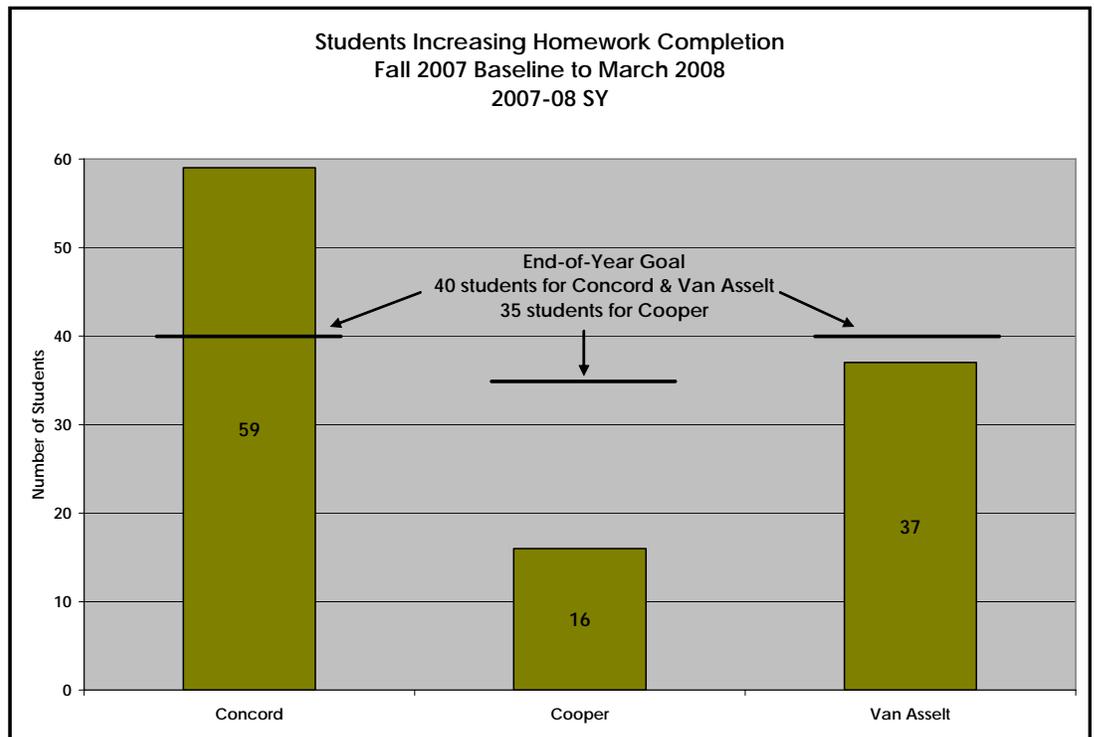
CLC participation rates are low at the beginning of school and need to increase.



- o Participation rates were low the first three months of the program, due to a delay in identifying students.
- o Since ramping up, ECLCs are meeting their monthly participation rate targets.
- o Focus needs to be placed on earlier identification strategies.

ELC students are on track to meet their homework completion goals by the end of the year.

- o Concord has already met its goal of students increasing homework completion.
- o Cooper and Van Asselt are making progress toward their goals, albeit at different rates.
- o ECLC staff are working to ensure that homework is both completed and turned in on time.



# Elementary CLC Conclusions & Course Corrections for 2008-09

**ECLCs are on track to meet their 2007-08 targets.**

**Participation rates were low in the first months of school.**

- Continue to use FSW for referrals.
- Enroll students served the previous year.
- Get school staff engaged in referrals.

**Elementary school teams need to meet earlier to identify target students.**

- Consider meeting at the end of the year to identify current students for continued service in 08-09.
- Need to receive WASL and DRA data sooner in order to facilitate this process.
- Need to set identification targets for October 1.

**Implement data sharing agreement needed between school and CLC staff.**

- CLC staff still struggle to access academic information about the students they are serving.
- Sharing information is largely dependent on individuals at each school.

Elementary Community Learning Centers Indicators & Targets							
	School Year						
	2005-06		2006-07		2007-08		2008-09
	Target	Actual	Target	Actual	Target	Actual	Target
Elementary students served	200	227	210	264	230	261	230
Number and percent of students served who meet the WASL or DRA standard	14 / 7%	76 / 34%	30 / 14%	54 / 20%	50 / 22%		60 / 26%
Number of students who attend 75% of the CLC service days offered each month			105	190	138 / 60%		150 / 65%
Number of students who show increased homework completion within 6 months (by June 2008)			84	86	115 / 50%	112	138 / 60%

# Middle School Programs

The Levy invests in two academically-focused middle school programs: 1) Middle School Support Programs (MSSP) in all middle and K-8 schools and 2) Community Learning Centers (CLCs) in nine middle schools. The MSSP and CLC programs coordinate within schools to provide comprehensive services that maximize student learning time.

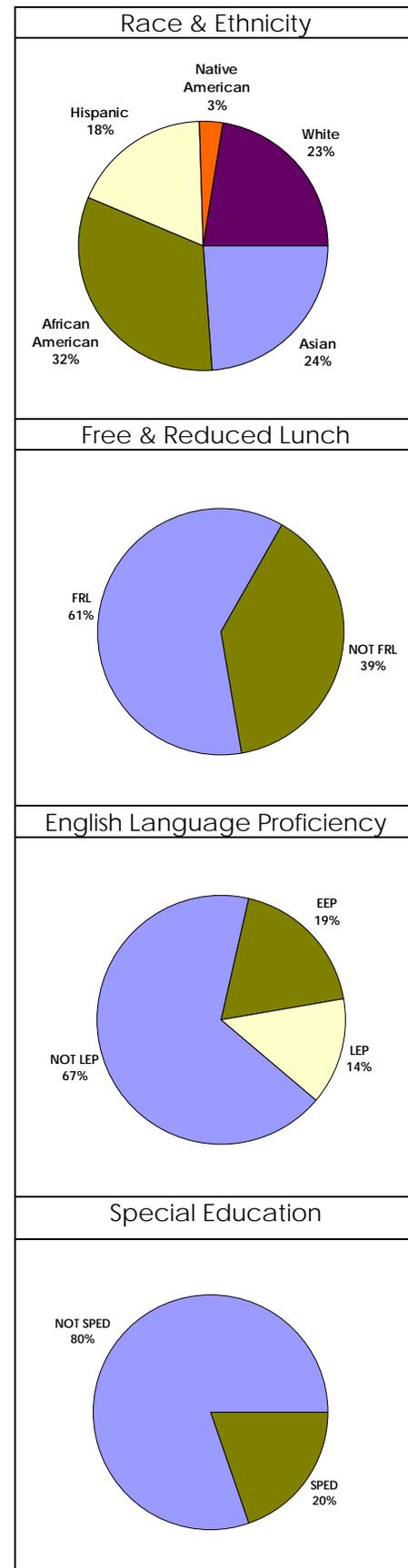
MSSP provide students with extended learning time, particularly for students struggling in math. Students in four innovation sites, including Aki, Denny, Madison, and Mercer middle schools participate in an additional period of math after school. These classes focus on building basic math skills that will help students succeed in their regular math class. Students at other middle schools and K-8s are also receiving additional instruction, much of which is focused on math.

CLCs provide out-of-school academic activities that are aligned with each school's curriculum. Students may also participate in non-academically-focused activities, including nutrition classes, arts programs, and team building and leadership clubs. Middle School CLC services are provided by the YMCA and the Parks and Recreation Department.

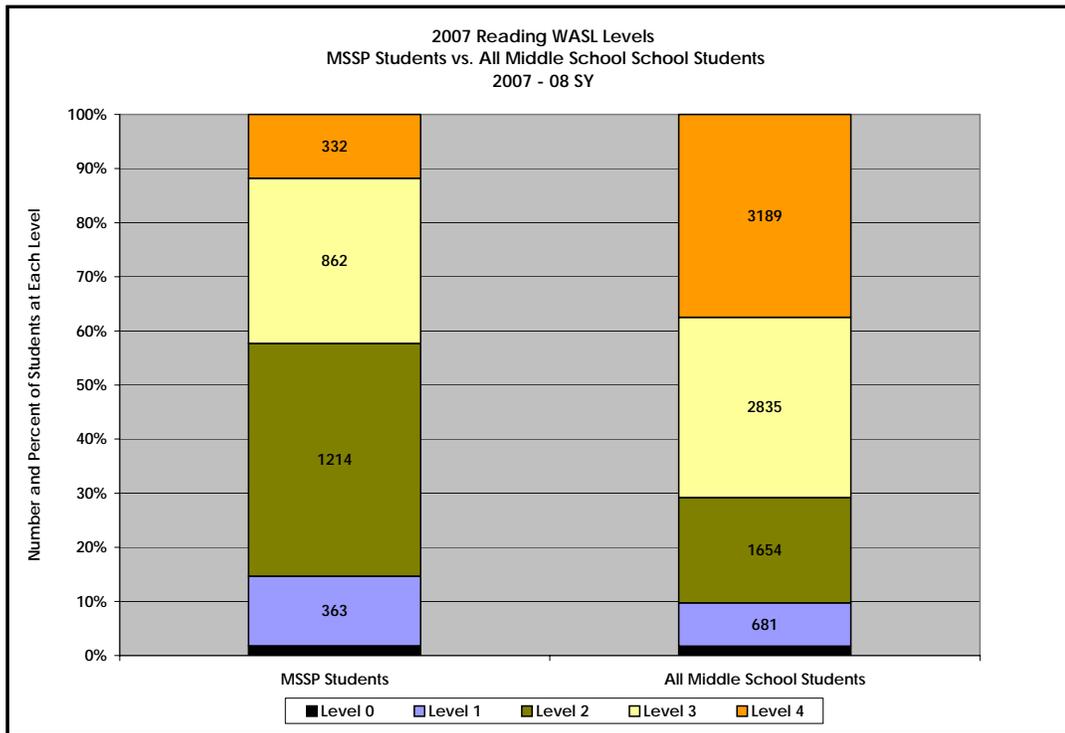
## Indicators of Academic Progress:

- Progress on student learning plans: Each student has individual goals, depending on their areas of academic need.
- Participation rates in CLCs: Students need to participate at the target rate in order to benefit academically.
- School attendance / absences: Measured as excessive absences, defined as 9 or more days in a semester.

Middle School Program Targets						
	School Year					
	2005-06		2006-07		2007-08	
	Target	Actual	Target	Actual	Target	Actual
Number of students served	1,200	1,571	4,350	5,104	2,292	2,909
Students moving from Level 1 to Level 2 on the math WASL			20%	21%	30% - CLCs 50% - MSSP	
Number and percent of students served who meet WASL standard	84 / 7%	160 / 10%	301 / 7%	446 / 9%	414	



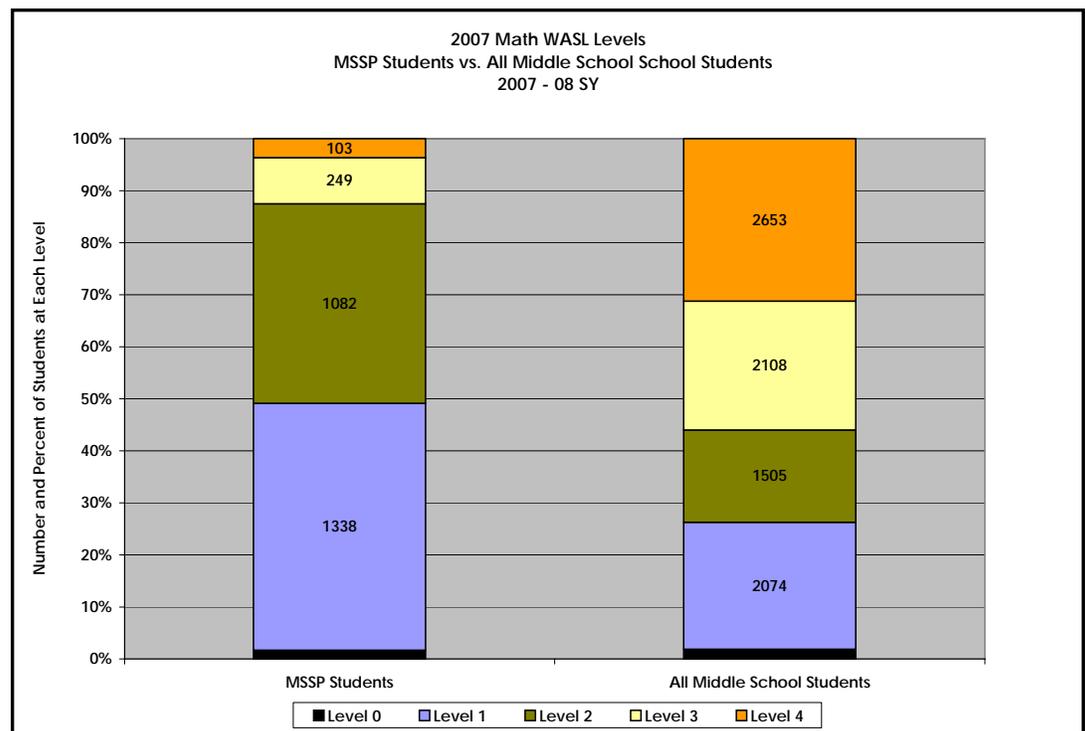
## Reading WASL Comparison



- Only 43% of MSSP students met standard on the 2007 reading WASL, compared to 70% of middle school students overall.
- While MSSP students were more likely to be Level 1 than their middle school peers, the bulk of MSSP students are Level 2.

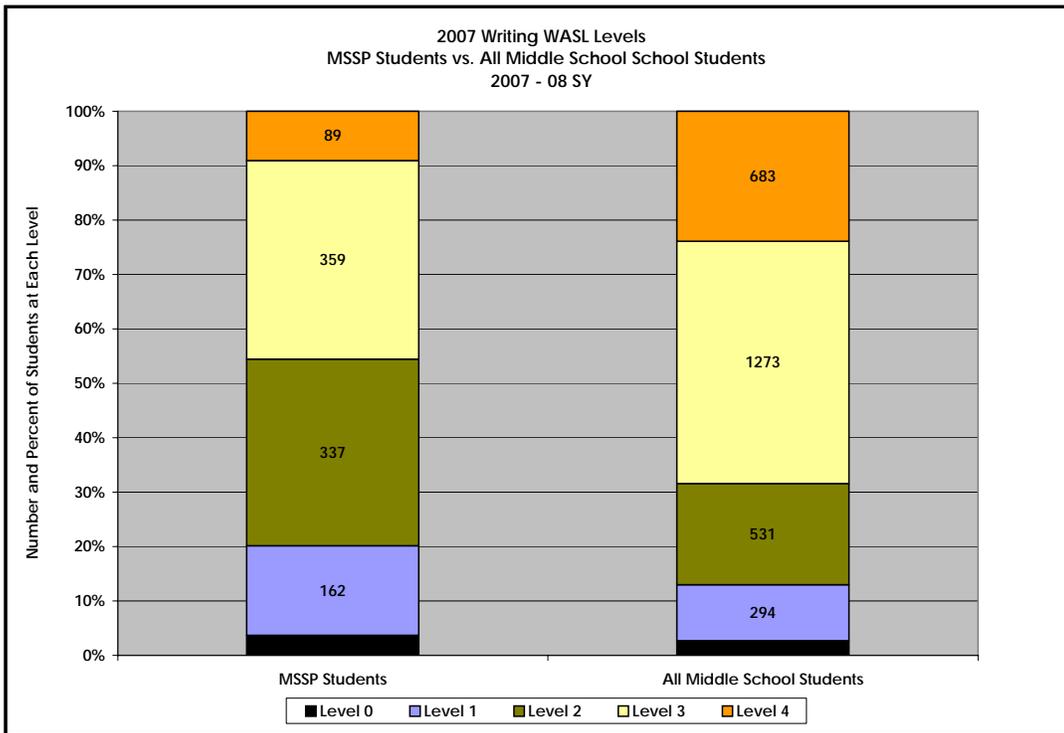
## Middle School Programs are serving students who are substantially behind in math.

- Almost 90% of MSSP students did not meet standard on the 2007 math WASL, compared to 42% of middle school students district wide.
- This large percentage demonstrates MSSP's focus on serving Level 1 math students.



# Academic Baseline Data – Middle School Programs

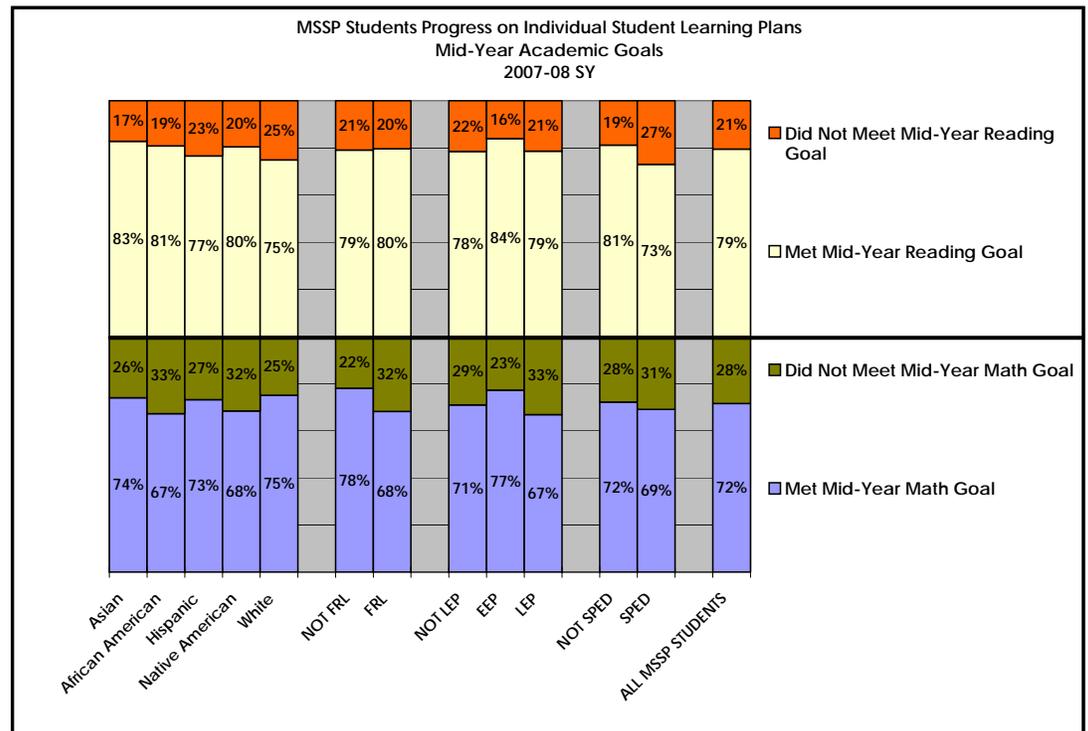
## Writing WASL Comparison



- MSSP students are also more likely to struggle in writing, with just 46% meeting WASL standard in 2007, compared to 69% of all middle school students
- To improve writing skills, MSSP students receive focused writing instruction during the school day with the Writers' Workshop curriculum, which can be modified to serve students at all writing levels.

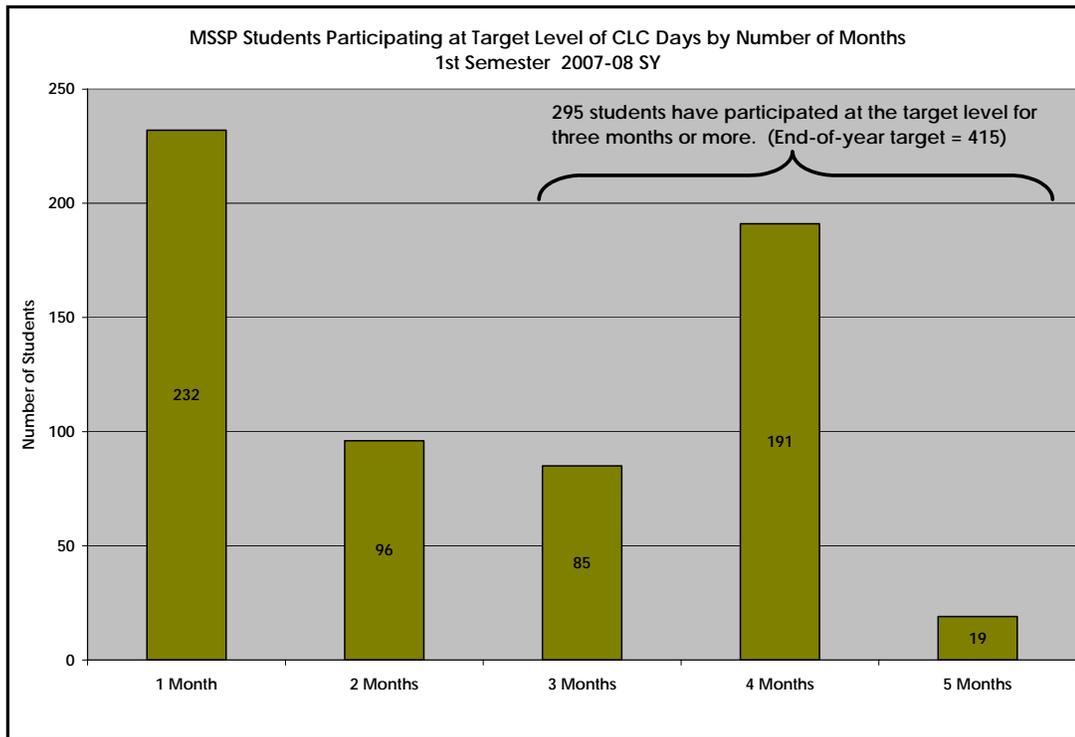
## The majority of MSSP students have made progress on their Individual Student Learning Plans.

- Of the 1,195 students who had a mid-year reading goal, 79% met their goal.
- Of the 1,738 students who had a mid-year math goal, 72% met their goal.
- Meeting goals varied slightly across student groups.
- Additional goals will be set for students served during the second semester.



# Middle School Indicator Data

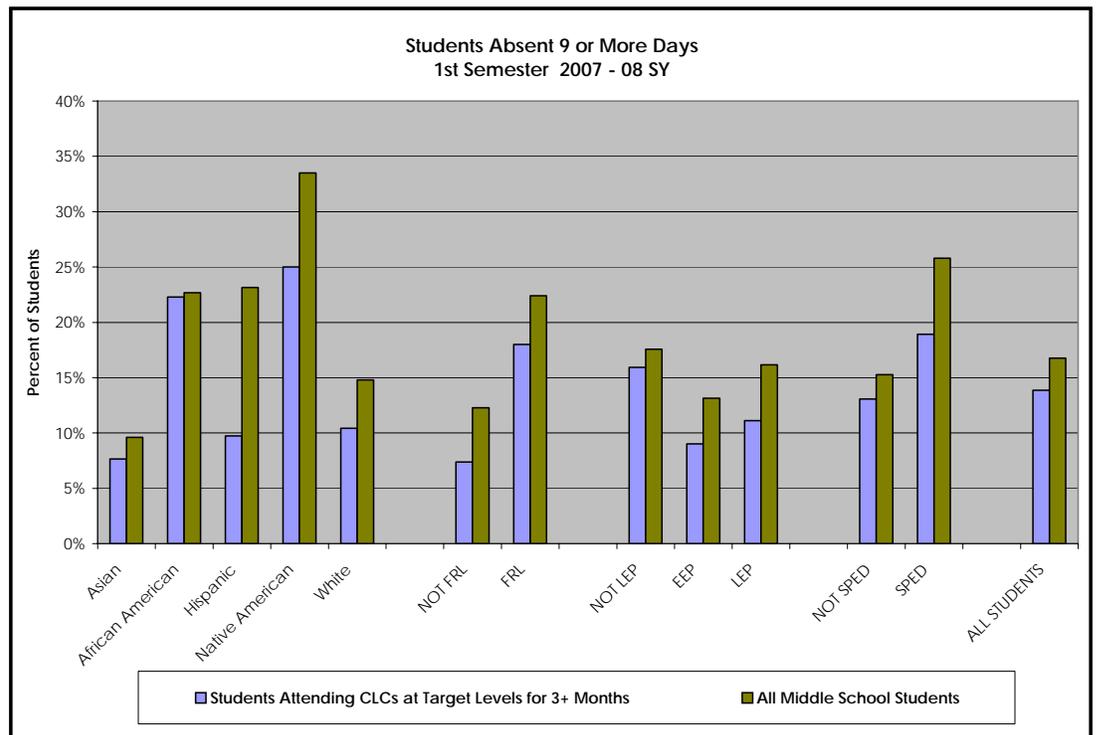
## CLCs are on track to meet their student participation goals.



- Overall, 1,405 MSSP students participated in the CLCs at least once during the 1<sup>st</sup> semester.
- Of those students, 295 attended CLCs at the target level for 3 months or more.
- The Levy did not collect data or set targets for participation in the extended math classes.

## CLC students with high participation rates were less likely to miss school.

- Students attending CLCs at target levels were less likely to have 9 or more absences than the average middle school student.
- It is unclear if CLC participation helps students decrease absences or if the CLC serves students who are more likely to attend school.



## MSSP is serving students who are struggling in all academic areas, particularly in math.

- Schools are focused on serving Level 1 math students in extended day classes.
- Need curriculum and assessments appropriate for students who are Level 1 in math.

## Student participation rates in extended day math have been lower than anticipated.

- Schools are designing better strategies for recruiting and retaining students in the extended day program, including the use of incentives.
- Schools may also use additional strategies, including tutoring and double-dosing during the school day, to ensure all Level 1 math students are receiving additional instruction

## CLCs are on track to meet their 2007-08 participation goals.

### Set mid-year indicators targets tied to performance pay.

- Need to select a common set of assessments to measure progress.
- Ideally these assessments would be predictive of WASL outcomes.

## Expand Middle School Support Innovation Sites to a fifth middle school.

- Joint recommendation of Seattle Public Schools and Office for Education.
- Create a new innovation site at Hamilton Middle School, which serves large numbers of students from SE and SW Seattle.

Middle School Support Program Indicators & Targets							
	School Year						
	2005-06		2006-07		2007-08		2008-09
	Target	Actual	Target	Actual	Target	Actual	Target
Number of students served	1,200	1,571	4,350	5,104	2,292	2,909	3,000
Students moving from Level 1 to Level 2 on the math WASL			20%	21%	30% - Linkages 50% - Innovations		30%
Number and percent of students served who meet WASL standard	84 / 7%	160 / 10%	301 / 7%	446 / 9%	414		510
Number of students improving on pilot benchmark assessment tool			240	829	550		TBD
Number of MSSP students who participate in CLC programs at the target level.			240	302	415	295	510

# High-Risk Youth

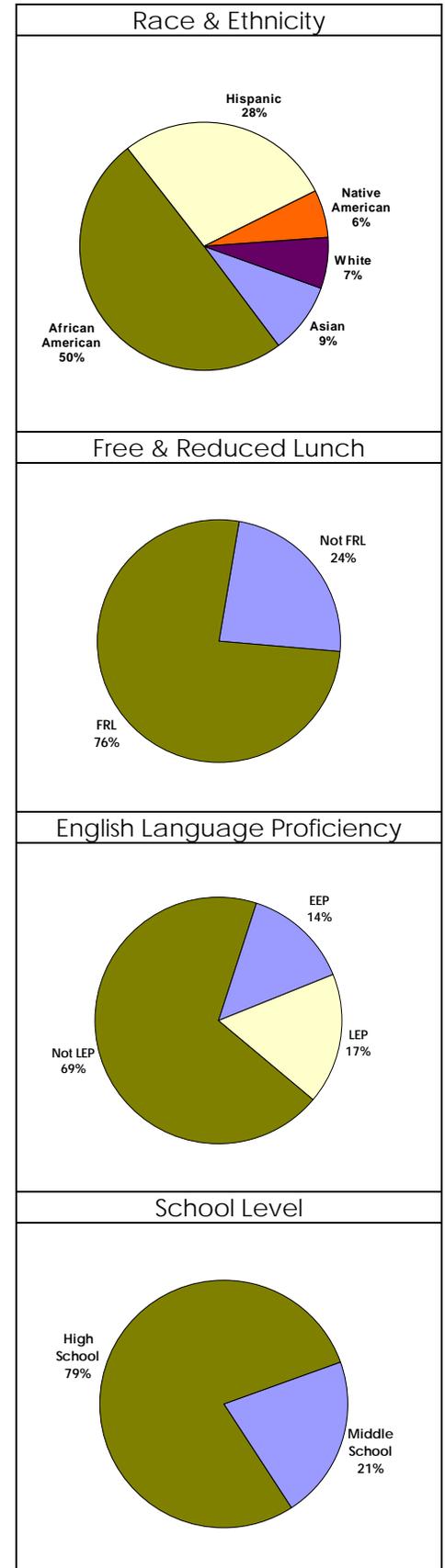
The Levy invests in intensive case management services to return high-risk middle and high school youth to school, keep them in school and help them graduate. The program, called Seattle Team for Youth (STFY), provides culturally appropriate services to youth who face multiple barriers to academic success.

## Key aspects of STFY include:

- Case management services focused on SW and SE Seattle.
- Connecting youth who experience the highest dropout rates and risk factors associated with dropping out to culturally and linguistically competent case managers.
- Case managers help youth navigate the school and court systems, and access tutoring, housing, health, mental health, employment and substance abuse treatment services.
- Coordination between community-based organizations, the Seattle Police Department, Seattle Public Schools, and Levy School-Based Health Centers has helped to reduce dropout rates and improve educational outcomes.

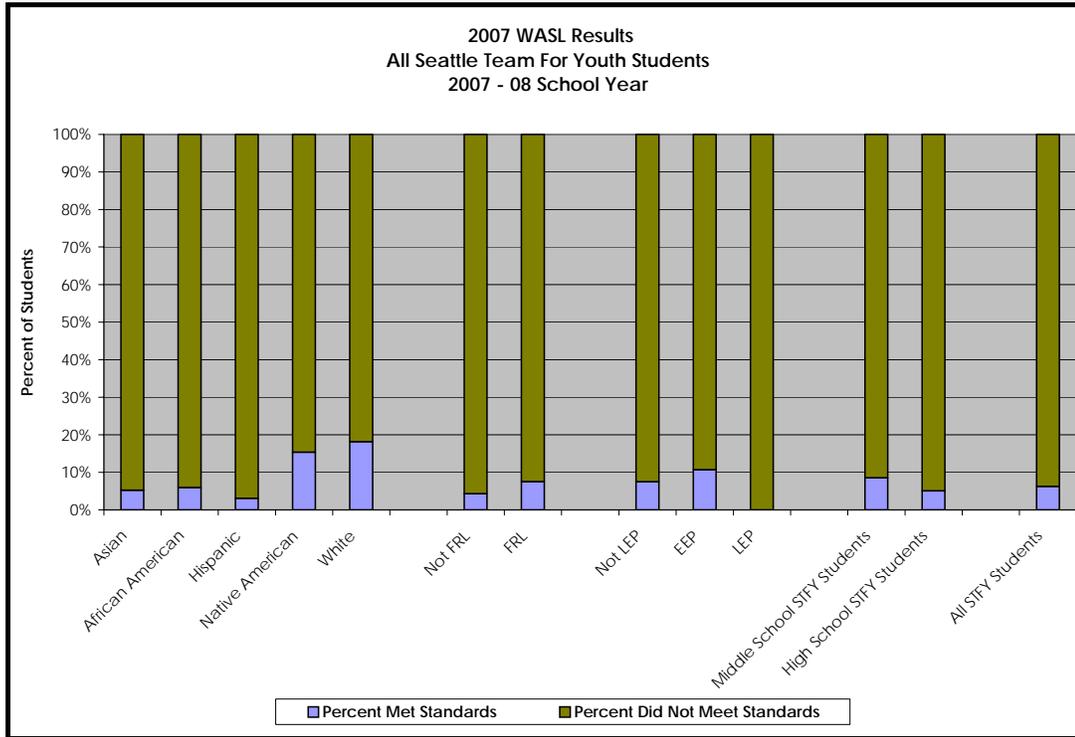
Seattle Team for Youth Targets						
	School Year					
	2005-06		2006-07		2007-08	
	Target	Actual	Target	Actual	Target	Actual
High-Risk Youth served by the program	665	611	665	890	550	645
High-Risk Youth served by the program with valid SPS ID numbers	665	447	632	682	523	428
High-Risk Youth who stay in school/come back to school	365 / 55%	319 / 52%	250 / 38%	445 / 50%	300 / 55%	
High-Risk Youth who progress to next grade level		282	250	228	300	
High-Risk Youth who pass the WASL	11 / 3%	10 / 2.7%	16 / 4%	9 / 4%	16 / 4%	
High-Risk 12 <sup>th</sup> -grade Youth who graduate		22 / 24%	26 / 45%	45 / 36%	35	

Note: Data presented are based on STFY students with valid SPS ID numbers.



# Academic Baseline Data – High-Risk Youth

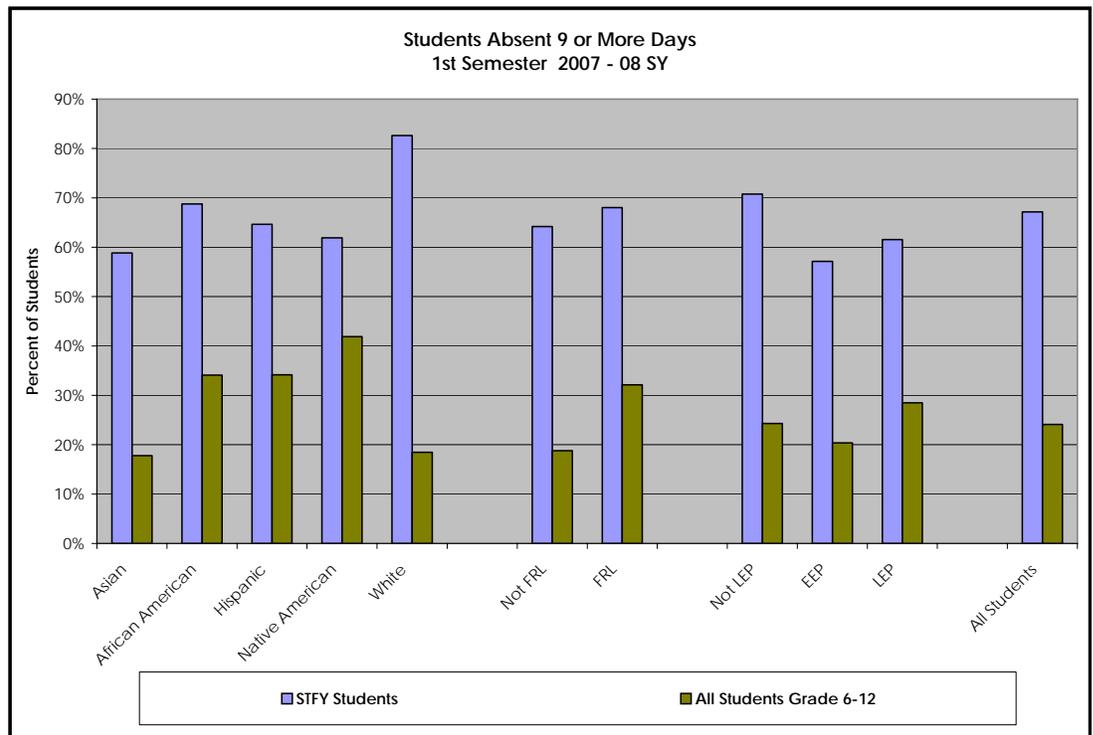
## STFY serves students with very low passage rates on the WASL.



- Only 6% of the current students served by STFY met standard on the 2007 WASL.
- STFY serves some of the most academically challenged students in the district.

## STFY serves students with very high rates of school absence.

- STFY students have absence rates that are more than double the district average for middle and high school students.
- Case managers should work with STFY students to develop and implement more effective attendance strategies.



Seattle Team for Youth is serving some of the most academically challenged students in the district.

Seattle Team for Youth will no longer be funded by the Levy in 2008-09.

- The program will go back to its original gang prevention focus and possibly be funded by the City's General Fund.
- Other Levy programs should continue collaborating with STFY around referrals and interventions.
- STFY should continue to provide ID numbers for the students they serve, in order to track students participating in multiple programs.

New high school academic achievement investment will focus on 9<sup>th</sup> graders in three high schools: Franklin, Sealth, and West Seattle.

- Schools will complete a request for proposal, describing how Levy funds will be integrated into school strategies for ensuring early academic achievement for at-risk freshmen.
- Components of the program will include 8<sup>th</sup> to 9<sup>th</sup> grade transition, extended learning time, personalization and planning, and collaboration with the Levy's middle school and student health programs.

High School Academic Achievement Strategy Indicators & Targets	
	2008-09 School Year
	Target
9 <sup>th</sup> grade students served	TBD
Number of target students who successfully promote to 10 <sup>th</sup> grade.	450
Number of target students who are passing all of their classes at the end of the first quarter.	TBD
Number of target students who have fewer than 4 absences each quarter.	TBD
Number of students earning 2.5 credits by the end of their first semester of 9 <sup>th</sup> grade.	TBD
Number of students who improve on their baseline of math and/or reading assessments at mid-year and year end.	TBD
Number of students passing the reading, math, and writing sections of the 10 <sup>th</sup> grade WASL as 9 <sup>th</sup> graders.	TBD

# Student Health

The Levy invests in School-Based Health Centers (SBHCs) and nurses in all ten comprehensive high schools and four middle schools to promote physical and mental health. The SBHCs are sponsored by five local healthcare organizations: 1) Group Health Cooperative, 2) Odessa Brown Children's Clinic, 3) Public Health Seattle & King County, 4) Puget Sound Neighborhood Health Centers, and 5) Swedish Medical Center. Services provided by SBHCs and nurses include:

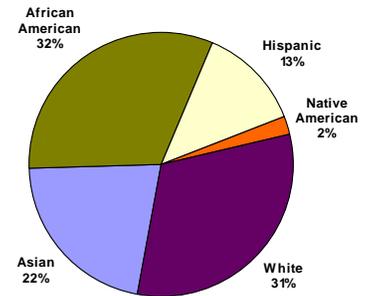
- Comprehensive primary health care, including both medical and mental health care, for adolescent students.
- Screenings, health assessments, and interventions that focus on students who are academically at risk.
- Integrating risk prevention strategies into primary health care, emphasizing mental and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

## Student Health Targets

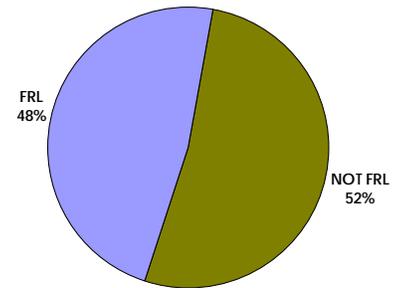
	School Year					
	2005-06		2006-07		2007-08	
	Target	Actual	Target	Actual	Target	Actual*
High school and middle school students receiving primary care in SBHCs are screened for academic risk and receive appropriate support to succeed in school	5,000	4,755	5,000	5,118	5,000	3,431
Students brought into compliance with required childhood immunizations	2,500	4,001	1,500	4,911	5,000	4,224
Students assisted in managing asthma, depression, and other chronic conditions	600	1,700	1,800	1,814	1,800	1,577
High-risk students identified and served through more intensive SBHC and school nurse interventions that support academic achievement	1,500	436	800	1,793	600	506
High-risk students screened for behavioral risk factors by nurses					600	515
Number of students helped by school-based health services who pass the WASL	100	586	150	474	150	
Number of 12 <sup>th</sup> grade students helped by school-based health services and nurses who graduate				825		

\* Through January 31, 2008

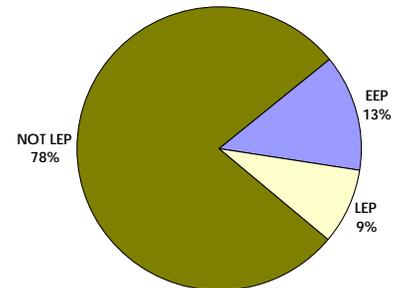
### Race & Ethnicity



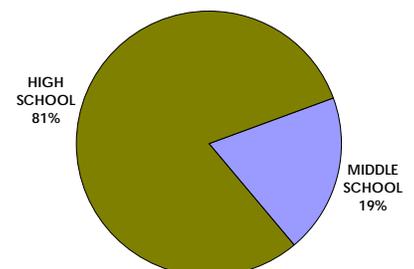
### Free & Reduced Lunch



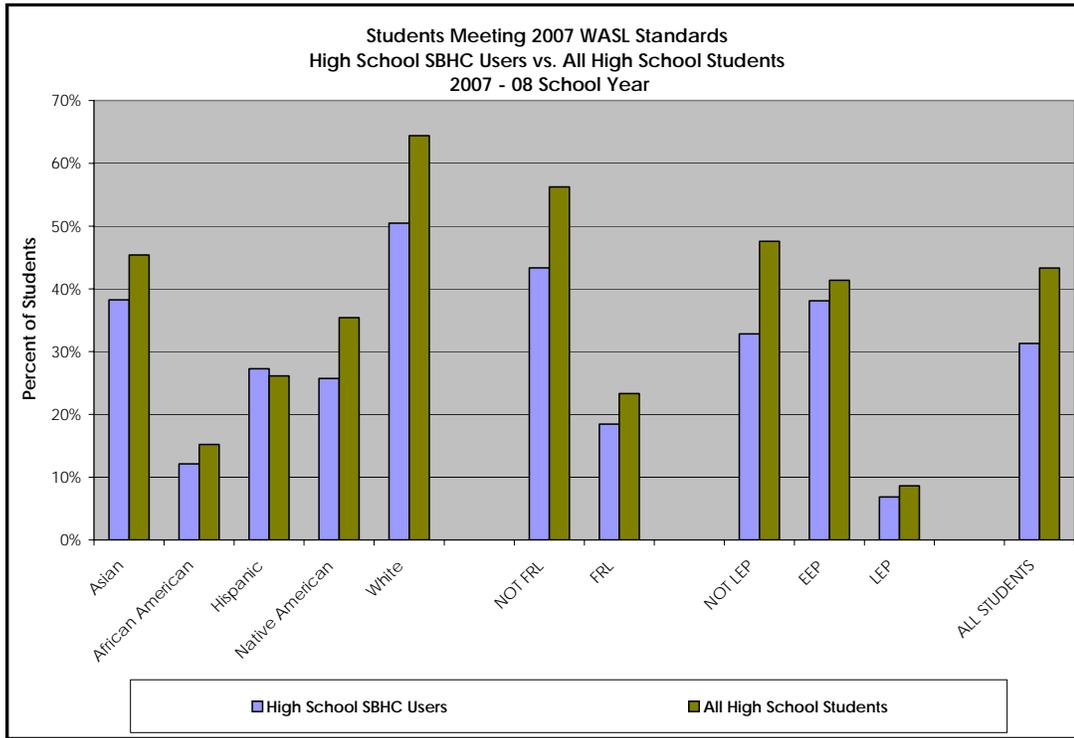
### English Language Proficiency



### School Level



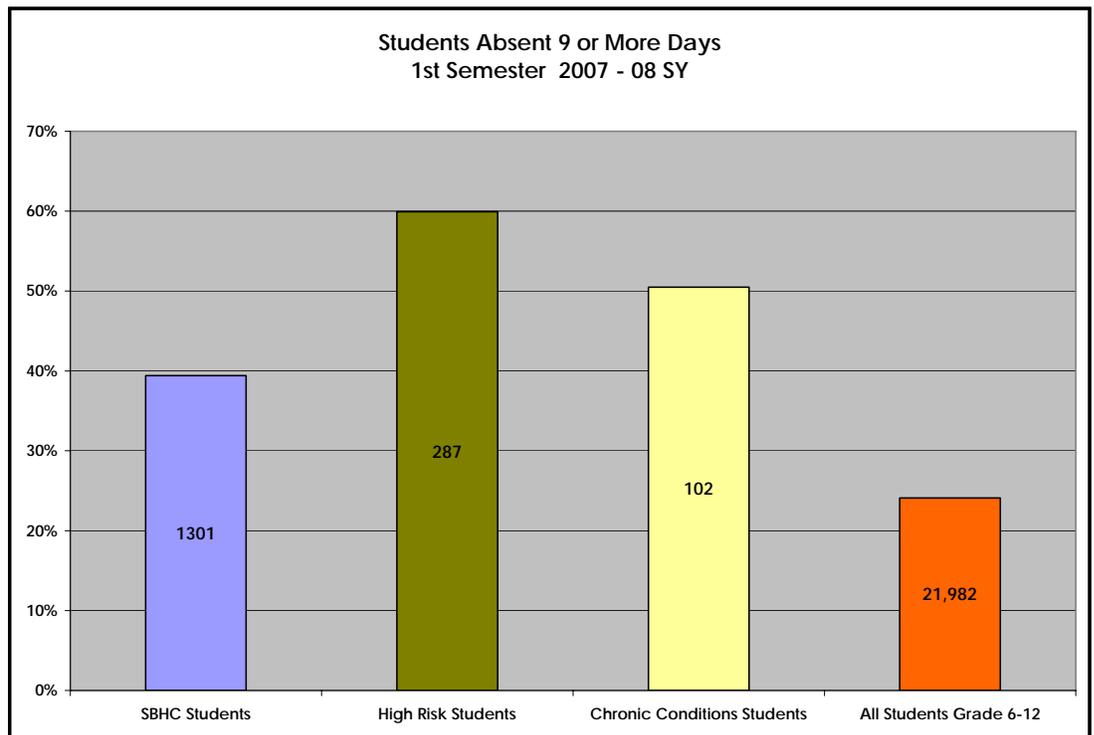
## Students who use SBHCs have lower WASL passage rates than their peers.



- Overall, high school students who utilized SBHC services had lower rates of WASL passage than their peers.
- The same pattern was found for middle school SBHC users, who were less likely to pass the WASL compared to all middle school students.

## Students who use SBHCs have higher absence rates than their peers.

- Students who used SBHCs were twice as likely to be absent 9 days or more during the first semester.
- High-risk students and student with chronic conditions were even more likely to have excessive absences, indicating a need to match identified students with appropriate interventions.



# Student Health Indicator Data

Student Health programs are on track to meet their performance targets.

Student Health Indicator Data	2007-08 School Year	
	Target	Actual*
Students brought into compliance with required childhood immunizations	5,000	4,224
Students assisted in managing asthma, depression, and other chronic conditions	1,800	1,577
High-risk students identified and served through more intensive SBHC and school nurse interventions that support academic achievement	600	506
High-risk students screened for behavioral risk factors by nurses	600	515

\* Through January 31, 2008

## Student Health - Conclusions & Course Corrections for 2008-09

Student Health programs are on track for meeting their 2007-08 targets.

Continued need for data-sharing agreements between school and SBHC staff.

Student Health staff are exploring ways to measure the quality of interventions after students have been screened and referred for service.

Develop a system of referrals and interventions for students identified for MSSP, High School Academic Achievement Strategy, and Pathways.

In addition to bringing 4,224 students into immunization compliance, the HPV vaccination campaign has been successful.

- 966 individuals have received at least one round of the vaccine (as of 3/21/08).
- 1,385 vaccinations have been given overall (as of 3/21/08).

## Student Health Indicators & Targets

	School Year						
	2005-06		2006-07		2007-08		2008-09
	Target	Actual	Target	Actual	Target	Actual	Target
High school and middle school students receiving primary care in school-based health centers will be screened for academic risk and receive appropriate support to succeed in school	5,000	4,755	5,000	5,118	5,000	3,431	5,000
Students brought into compliance with required childhood immunizations	2,500	4,001	1,500 / 17%	4,911	5,000	4,224	5,000
Students assisted by school nurses and health center clinicians in managing asthma, depression, and other chronic conditions	600	1,700	1,800 / 36%	1,814	1,800	1,577	1,800
High-risk students identified and served through more intensive SBHC and school nurse interventions that support academic achievement	1,500	436	800	1,793	600	506	600
High-risk students screened for behavioral risk factors by school nurses					600	515	600
Number and percent of students helped by school-based health services who pass the WASL	100 / 2% of all SBHC Users	586 / 17%	150 / 3% of all SBHC Users	474 / 9% 134 Value-Added	150		175
Number and percent of graduating 12 <sup>th</sup> grade students helped by school-based health services and nurses					825 / 80%		825 / 80%

# Summary of Findings

## Summary of Findings

- Levy programs are serving the most academically challenged students, particularly in math.
- Most Levy programs are on track to meet their 2007-08 targets.
- Participation levels in Levy programs have improved in many areas but still need to be increased.
- All programs need to identify students earlier to avoid delays at the beginning of the year.
- CLC and SBHC staff need better access to data to enhance services for students.
- More frequent and detailed indicator data are needed to track academic progress and inform practice throughout the year.
- Programs need to focus on continuity of services for students, particularly during transition years.
  - Develop stronger collaborative relationships across programs at different grade levels.