



Families and Education Levy 2013-14 Mid-Year Report

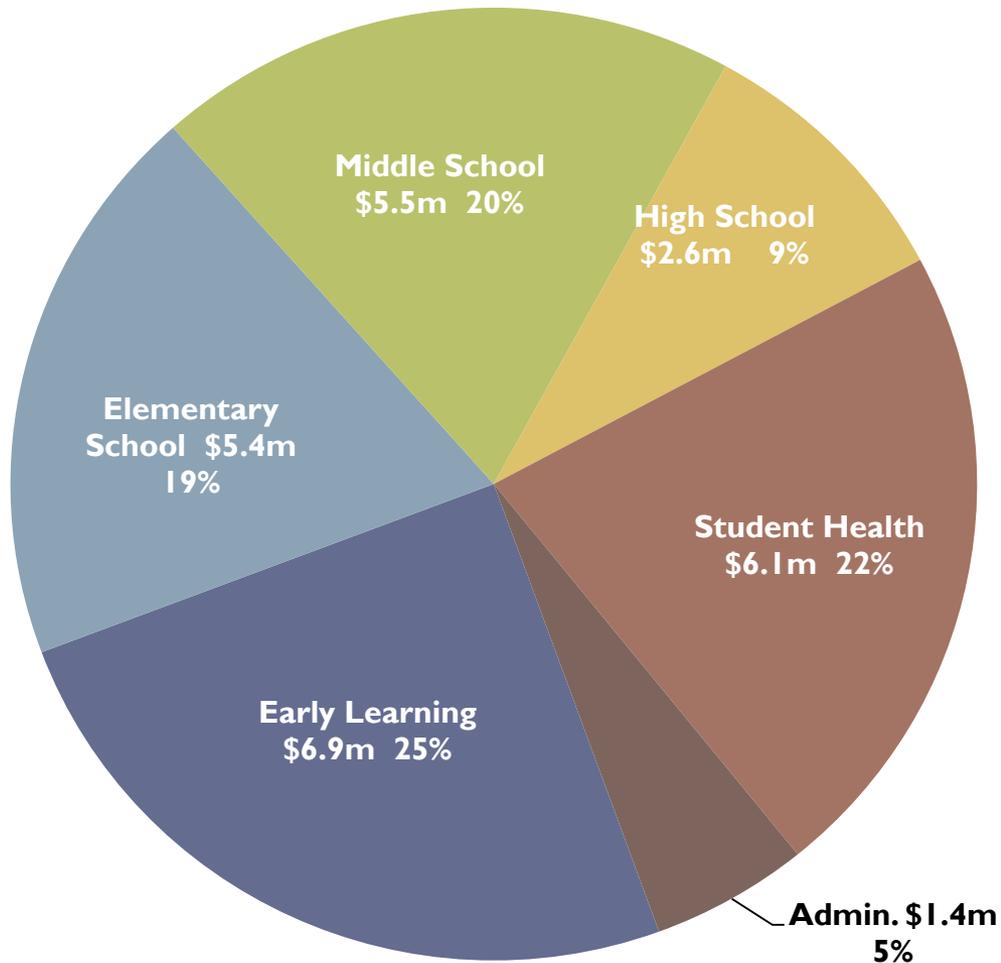


Levy Oversight Committee Meeting
May 13, 2014

Presentation Overview

- ▶ Updates on second-year implementation, results, and course corrections for each investment area
 - ▶ Early Learning
 - ▶ Elementary Innovation
 - Family Support
 - ▶ Middle School Innovation/Linkage
 - ▶ High School Innovation
 - ▶ Student Health
 - ▶ Summer Learning

2013-2014 Levy Budget Plan

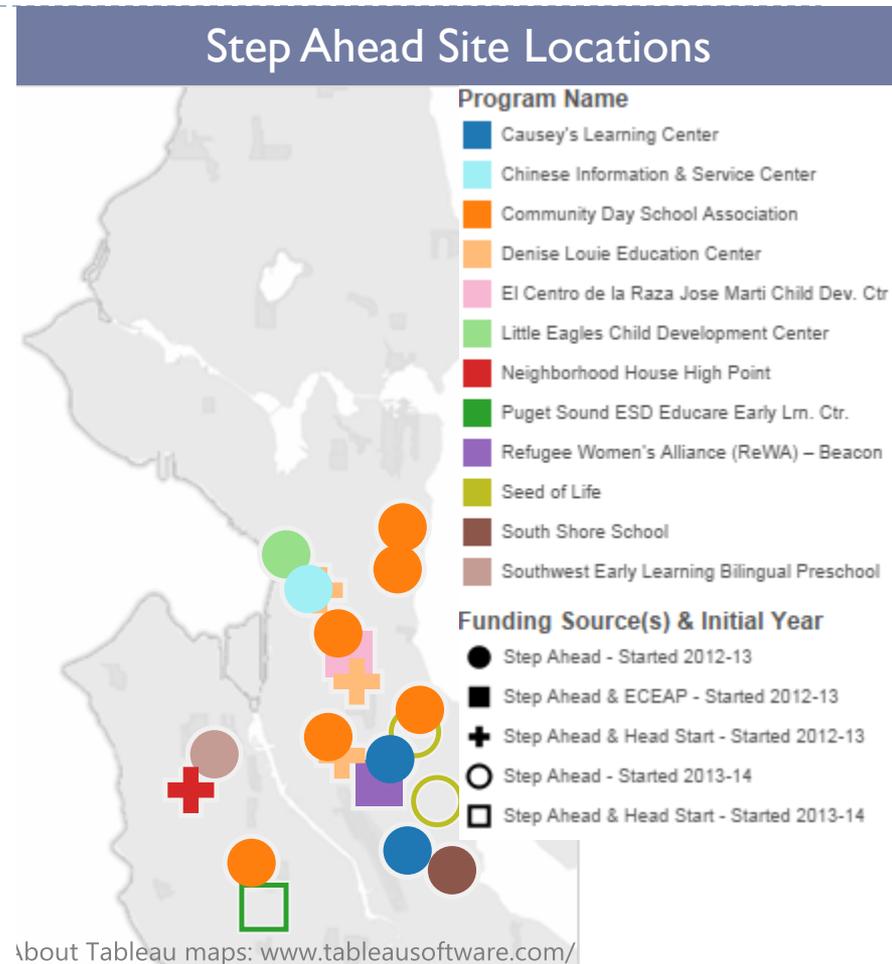




Early Learning

2013-14 Programs

- ▶ **Seattle Early Education Collaborative**
- ▶ **Step Ahead**
 - ▶ 21 sites
 - ▶ 459 Levy-funded children
- ▶ **Parent-Child Home Program**
 - ▶ 500 Seattle families in partnership with United Way (160 Levy-funded)



Race/Ethnicity of Children in Step Ahead Preschools

	American Indian or Alaska Native	Asian	Black or African American	More than one race	Native Hawaiian or Other Pacific Islander	Some Other Race	Spanish/Hispanic/Latino	Unknown	White	Grand Total
Number of Step Ahead Children	5	168	156	33	5	21	102	16	72	578
Percent of Step Ahead Children	1%	29%	27%	6%	1%	4%	18%	3%	12%	100%

Note: Race and Ethnicity categories generated by Teaching Strategies Gold dataset. Children identified as “Spanish/Hispanic/Latino” were disaggregated and separated from the racial categories. Includes children in Step Ahead preschools who are not receiving direct Levy funding.

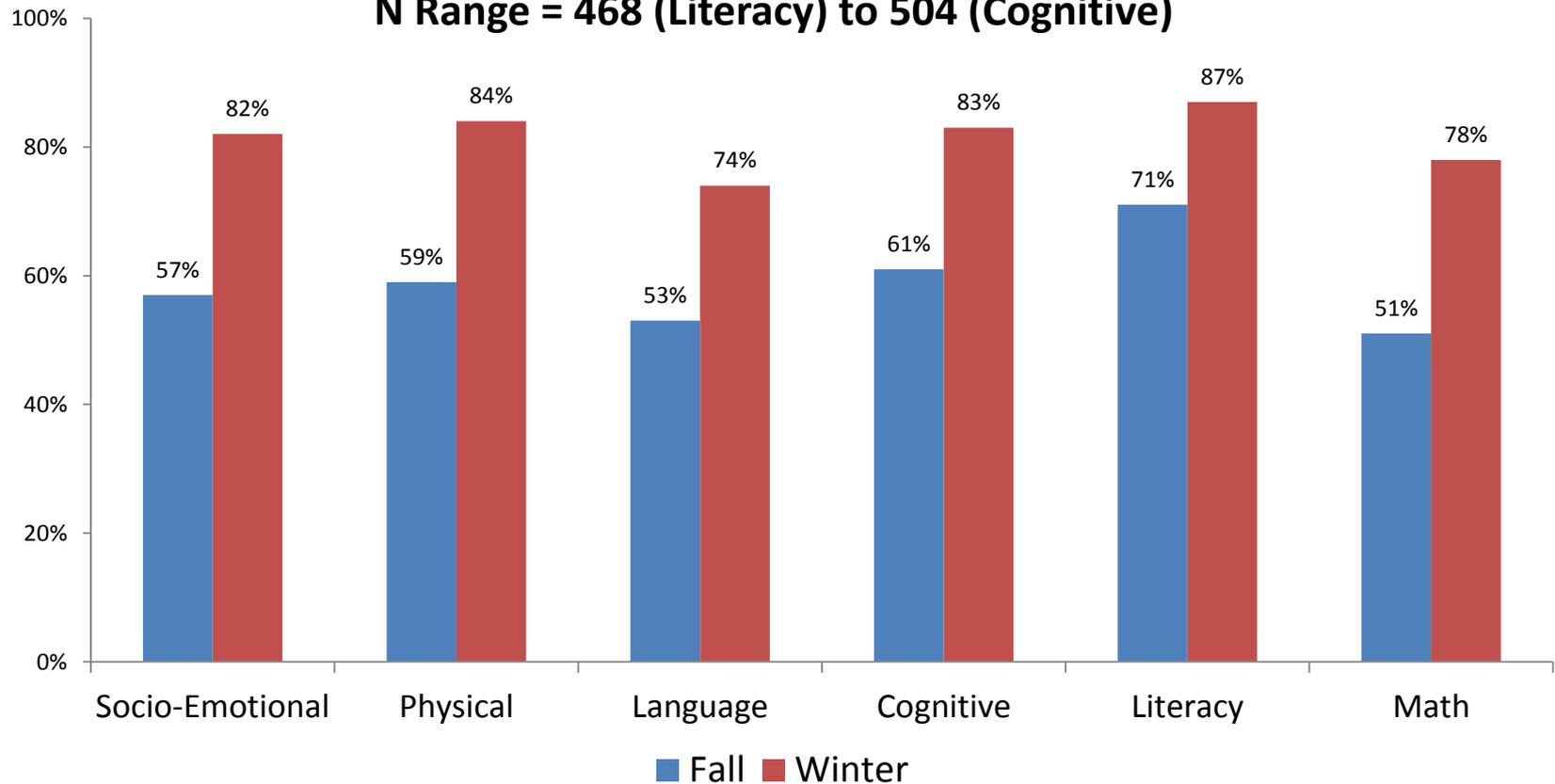
Step Ahead Progress – Attendance

- ▶ **2013-14 Step Ahead Agencies Overall Attendance Rate (September to March)**
 - ▶ **Average Attendance Rate: 86%**
 - ▶ **Children Attending 85% or More Days: 70% (N = 569)**

Step Ahead Progress – Teaching Strategies Gold

2013-14 Step Ahead Meeting/Exceeding TS Gold Expectations

N Range = 468 (Literacy) to 504 (Cognitive)



Implementation Progress – Issues and Actions Taken

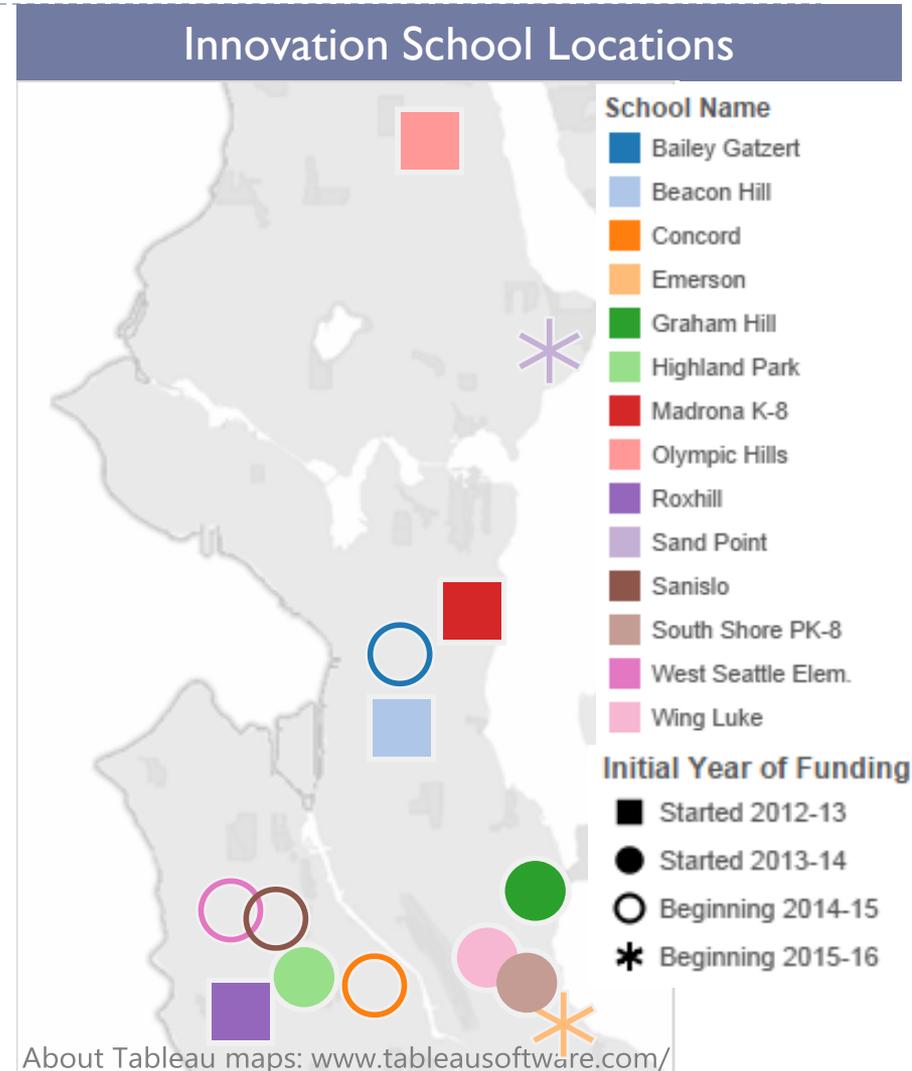
Need Identified	Recommended Course Correction	OFE Action Taken
<p>1. Preschool child data reflected that, while some children were making progress, many more were still not meeting age level expectations by the end of the program year.</p>	<p>Implement a new professional development approach using the HighScope curriculum.</p>	<p>Developed the early learning academy to provide intensive curriculum training in HighScope, an evidence-based approach with proven results. The 36 teachers enrolled in the Preschool Curriculum Course will complete 120 hours of training at the end of May, and 16 teachers, directors, and coaches will complete the three-week Train the Trainer “ToT” course.</p>
<p>2. Preschool programs used different developmental screening tools making it difficult to collect and analyze the data and provide support for children identified with delays.</p>	<p>Adopt and train all preschool programs on one common developmental screening tool.</p>	<p>In partnership with PHSKC and HSD, adopted the ASQ and ASQ-SE developmental screening tool, trained teachers, and provided additional support and/or referral for children with delays.</p>
<p>3. Deep need for increased access to high-quality preschool for all three- and four-year-olds in Seattle.</p>	<p>City Council adopted a resolution that charged OFE with developing an action plan for Preschool for All (PFA).</p>	<p>OFE consulted with BERK and associates who developed the PFA action plan. Extensive outreach on the plan was conducted with early learning and other key stakeholders. Recommendations will help inform development of the Mayor's Seattle Preschool Program that will be presented to City Council in May.</p>



Elementary Innovation

2013-14 Programs

- ▶ Eight innovation schools (~\$300k each)
- ▶ Four new sites selected for 2014-15 and two new in the queue for 2015-16
- ▶ Strategies Include:
 - ▶ PreK-3 alignment
 - ▶ Extended In-School Learning Time
 - ▶ Expanded Learning Opportunities
 - ▶ Social, Emotional, Behavioral, and Family Support



Student Demographics within Levy Innovation Elementary Schools (2013-14)

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District K-5 Students	16%	1%	14%	47%	13%	9%	0%	100%
Combined Innovation School Total	28%	1%	24%	15%	23%	9%	1%	100%
Beacon Hill International School	7%	0%	31%	15%	39%	8%	0%	100%
Graham Hill Elementary	35%	0%	23%	18%	14%	9%	0%	100%
Highland Park Elementary	16%	2%	22%	15%	31%	10%	3%	100%
Madrona K-8 School	56%	0%	3%	23%	7%	11%	0%	100%
Olympic Hills Elementary	22%	1%	17%	22%	23%	12%	2%	100%
Roxhill Elementary	27%	1%	14%	13%	37%	7%	1%	100%
South Shore K-8 School	38%	1%	26%	14%	10%	11%	0%	100%
Wing Luke Elementary	38%	1%	44%	2%	8%	6%	1%	100%

Data Highlights:

- Levy Elementary Innovation Schools serve 10.6% (2836) of total SPS K-5 student population (26,737).
- Elementary Innovation Schools serve greater proportion of African American, Asian, and Hispanic students (75%) than the District as a whole (43%).

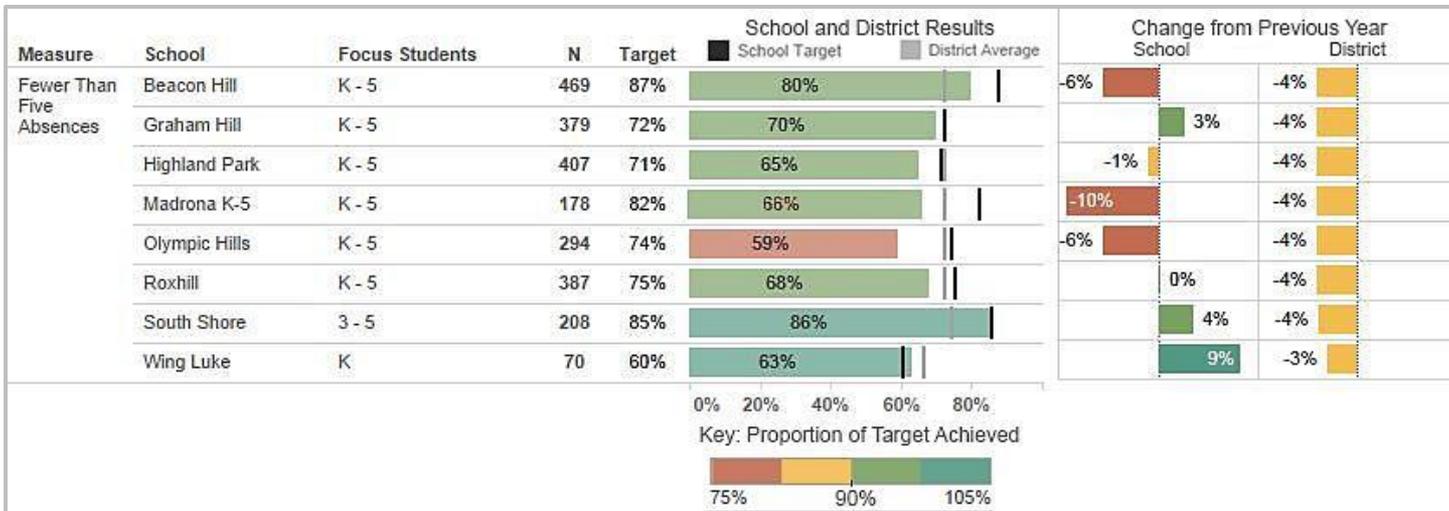
Student Subgroups within Levy Innovation Elementary Schools (2013-14)

	English Language Learners	Special Education	Below Standard on MSP Reading and/or Math (4th/5th Gr. Only)
All District K-5 Students	14%	12%	32%
Combined Innovation School Total	31%	15%	49%
Beacon Hill International School	45%	11%	37%
Graham Hill Elementary	32%	13%	56%
Highland Park Elementary	27%	17%	67%
Madrona K-8 School	9%	10%	70%
Olympic Hills Elementary	33%	19%	40%
Roxhill Elementary	34%	18%	67%
South Shore K-8 School	19%	14%	41%
Wing Luke Elementary	35%	14%	31%

Levy Elementary Innovation School Levy are proportionally serving more:

- ELL (17% points more than district)
- Students not meeting Standards (17% points more than district)

First Semester Indicator Result Summary



Summary of Results

- ▶ District overall saw a decline in attendance from previous year across grade spans.
- ▶ 6 earned 100%, 1 earned 90%, and 1 earned 80% of their performance pay.
- ▶ 2 out of 8 schools met their first semester attendance target.
- ▶ 4 schools performance declined from previous year.
- ▶ 1 school's performance has declined for two years in a row.

Implementation Progress – Elementary School Issues and Actions Taken

#	Need Identified	Recommended Course Correction	OFE Action Taken
1	Reliable Kindergarten Data	<ul style="list-style-type: none"> • Provide elementary principals and kindergarten teachers with data related to classroom instructional practices. • Provide professional development for kindergarten teachers based on needs identified in data gathered from classroom observations. 	<ul style="list-style-type: none"> • Funded UW to conduct Classroom Assessment Scoring System (CLASS) observations of all kindergarten classrooms. • Funded UW to present CLASS results and instructional supports to principals and kindergarten teachers. • Working with SPS and UW on options for continuing administration of the CLASS
2	Support for School Level Data Analysts	<ul style="list-style-type: none"> • Provide training on basic Excel analysis tools for Levy Coordinators 	<ul style="list-style-type: none"> • Working with SPS to develop a basic Excel training course that can be video taped and put on website • Piloting Excel training with Highland Park
3	Effective Instructional Strategies for English Language Learners	<ul style="list-style-type: none"> • Provide professional development to school staff on effective instructional strategies for ELLs 	<ul style="list-style-type: none"> • Partnered with SPS to pilot new training on supporting needs of ELLs • Infusing ELL strategies into other professional development funded by Levy

Note: See “Common Key” issues slide for additional items.



Community- and School-Based
Family Support Programs



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

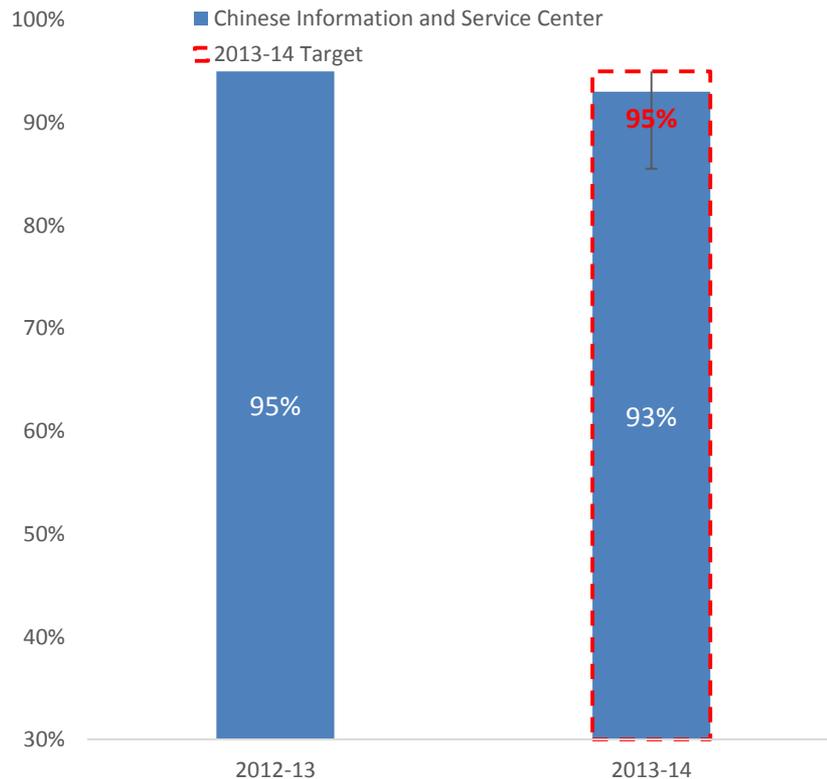
- ▶ Focused on serving immigrant, refugee, and Native American students and their families, providing:
 - ▶ Case Management
 - ▶ School-to-Family Connections
 - ▶ Transition Support
 - ▶ Mental and Physical Health Referral Services

Provider	Partner Elementary Schools		Target # Focus Students
Chinese Information and Service Center (CISC)	Bailey Gatzert Beacon Hill International Hawthorne Kimball	Maple Stevens TOPS	40 Chinese English Language Learners in 1 st – 5 th grade.
Refugee Women's Alliance (ReWA)	Dearborn Park Kimball Maple		40 Latino, Somali, and Vietnamese English Language Learners in 1 st – 5 th grade
Seattle Indian Health Board (SIHB)	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 st – 5 th grade.

CBFS Mid-Year Indicator: Students with fewer than five absences (excused or unexcused) in the first semester

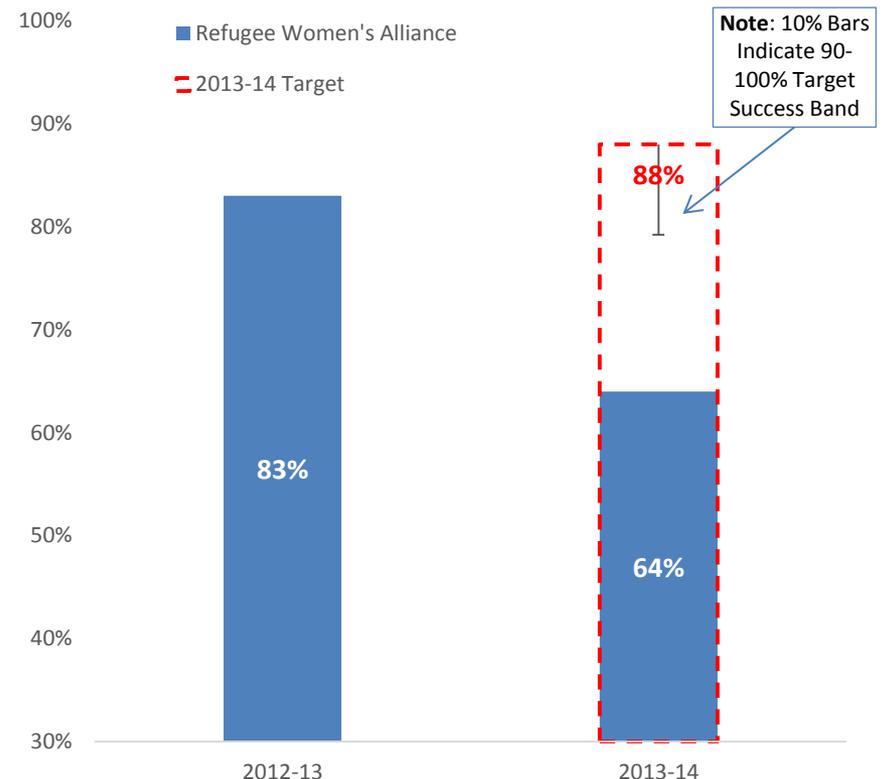
Chinese Information and Service Center

1st–5th grade students participating in program
(40 students total)



Refugee Women's Alliance

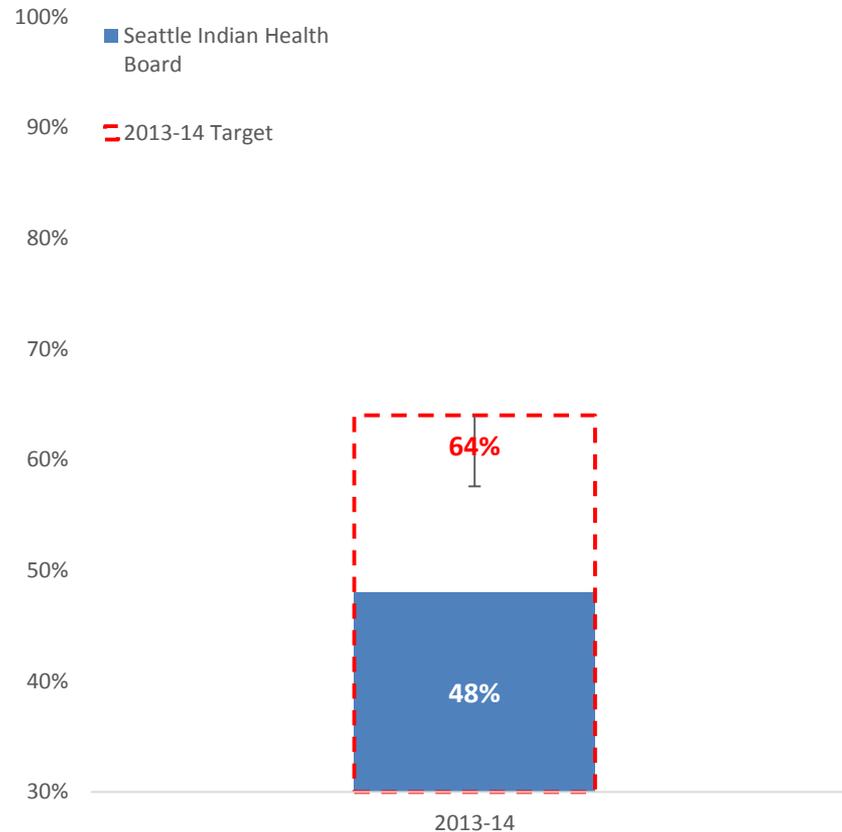
1st–5th grade students participating in program
(44 students total)



CBFS Mid-Year Indicator: Students with fewer than five absences (excused or unexcused) in the first semester

Seattle Indian Health Board

1st–5th grade students participating in program
(31 students total)



Implementation Progress – CBFS Issues and Actions Taken

#	Need Identified	Program Action Taken
1.	Engaging School Partners	<ul style="list-style-type: none"> • ReWA – Developed memorandum of understanding with partner schools that outlined roles and responsibilities of both the agency and the school. • CISC – Collaborated with partner school on events such as parent/teacher conferences to support students and families attending these events. • OFE – Connecting Seattle Indian Health Board with schools providing summer learning programs for Native students struggling academically.
2.	Providing Relevant and Engaging Training to Immigrant and Refugee Families	<ul style="list-style-type: none"> • ReWA and CISC – Surveyed families to identify topics for workshops and trainings. For example, they have led workshops on understanding how students are identified and the services they can receive under the English Language Learner program. • ReWA – Holding workshops for small groups in homes and communities where families live.
3.	Improving Instructional Support for Students	<ul style="list-style-type: none"> • ReWA – Adopted new curriculum to support math instruction. • CISC – Worked with partner schools to identify appropriate reading materials for students.
4.	Recruiting and Serving Native Students	SIHB – Expanded recruitment outside of West Seattle area. Student and family supports rely more on referrals to local services.
5.	Professional Learning Community	OFE – Convening staff from three agencies to discuss challenges, share best practices, and develop a plan for working together more closely next school year.



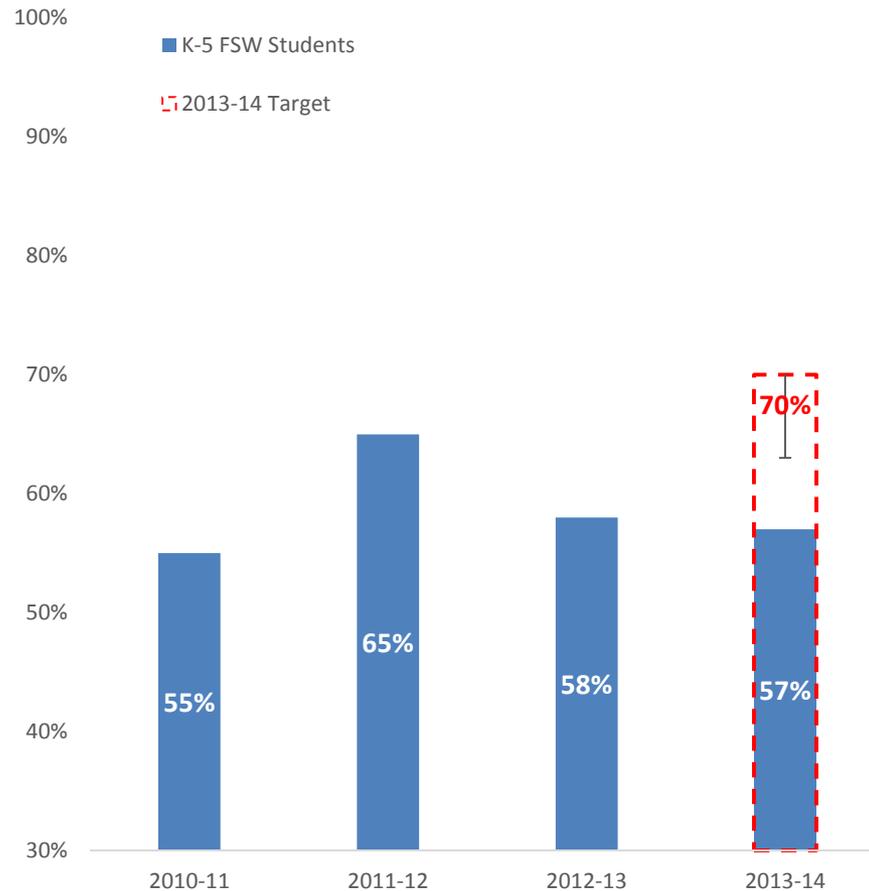
2013-14 Family Support Program

- ▶ Funded Family Support Workers to help over 730 students and their families in 24 elementary schools
- ▶ Services included:
 - ▶ Case Management
 - ▶ School-to-Family Connections
 - ▶ Transition Support
 - ▶ Mental and Physical Health Referral Services
- ▶ Race/Ethnicity of Students with a Family Support Worker

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
Number K-5 Students With An FSW	362	12	71	56	184	43	6	734
Percent of K-5 Students With An FSW	49%	2%	10%	8%	25%	6%	1%	100%

FSP Mid-Year Indicator: Students with fewer than five absences (excused or unexcused) in the first semester

Family Support Program 4th-5th Grade Students with an FSW



Family Support Program Implementation Progress – Issues and Actions Taken

Need Identified	PHSKC/Program Action Taken
<p>2012 UW evaluation of program recommended fine tuning of professional development opportunities.</p>	<p>Facilitated collaborative development of strategic professional development plan. Trainings designed to increase the use of evidence-based practices, improve FSW use of data and technology to manage caseloads, and elevate FSW practice by increasing consistency across schools and increasing accountability.</p>
<p>2012 UW evaluation of program recommended developing a plan for continuous quality improvement.</p>	<p>Collaboratively developed a performance-based evaluation framework to replace the compliance-based system. Includes a rubric that details expectation levels for various domains of FSW roles and responsibilities. Performance-based evaluation was implemented April 2014 in annual evaluations.</p>
<p>FSP needs support to align the program with SPS strategic planning as well as advocate for the FSW role system-wide; retirement of previous program manager</p>	<p>Supporting the new Executive Director of Coordinated School Health and new FSP program manager in strategic planning process.</p>
<p>FSWs need additional support to improve family engagement in literacy.</p>	<p>FSWs at four sites participated in the Scholastic Read and Rise Program, sponsored by OFE.</p>
<p>2012 UW evaluation of program recommended development of quality data collection and feedback systems.</p>	<p>Facilitating development of specifications for a new program database to be developed internally by SPS with volunteer design support from a consultant recommended by LOC member.</p>

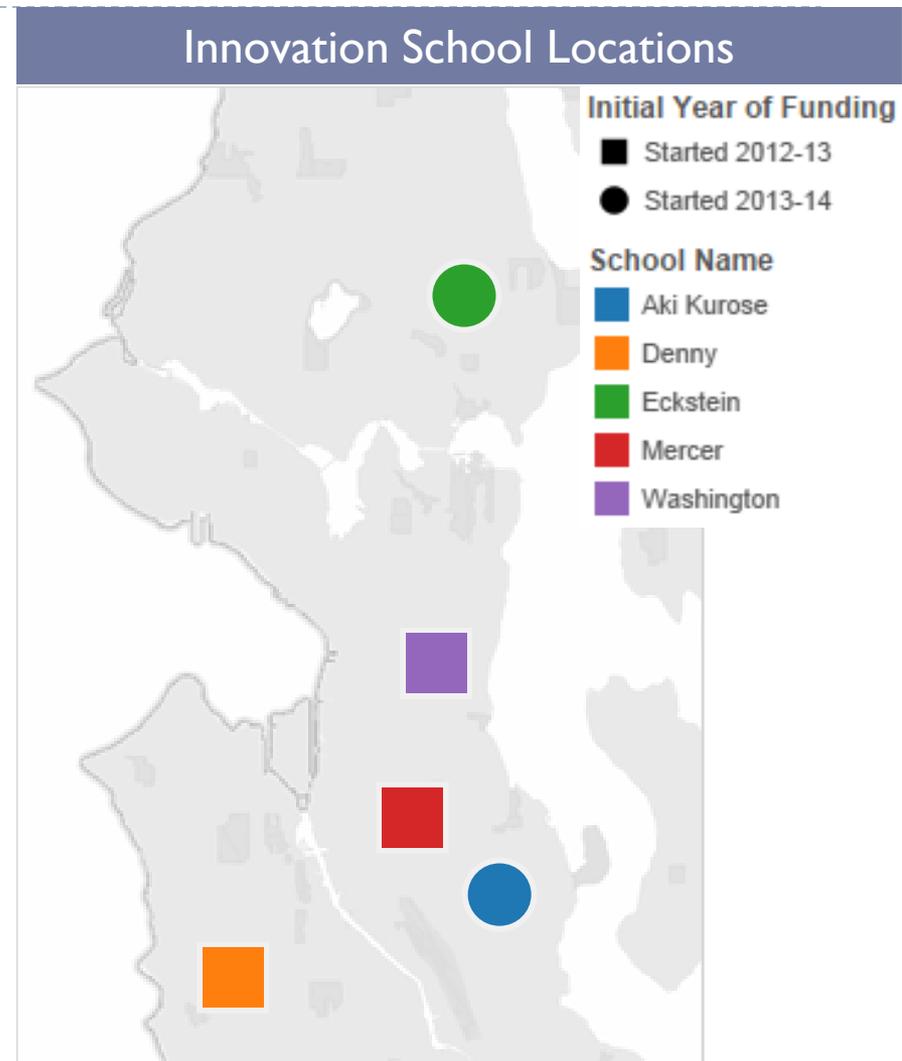


Middle School Innovation & Linkage



2013-14 Middle School Programs - Innovation

- ▶ Five Innovation middle schools (ranging from ~\$460k to \$533k)
- ▶ Strategies:
 - ▶ Extended In-School Learning Time
 - ▶ Expanded Learning Opportunities
 - ▶ Social, Emotional, Behavioral, and Health Support
 - ▶ Family Involvement
 - ▶ College and Career Readiness

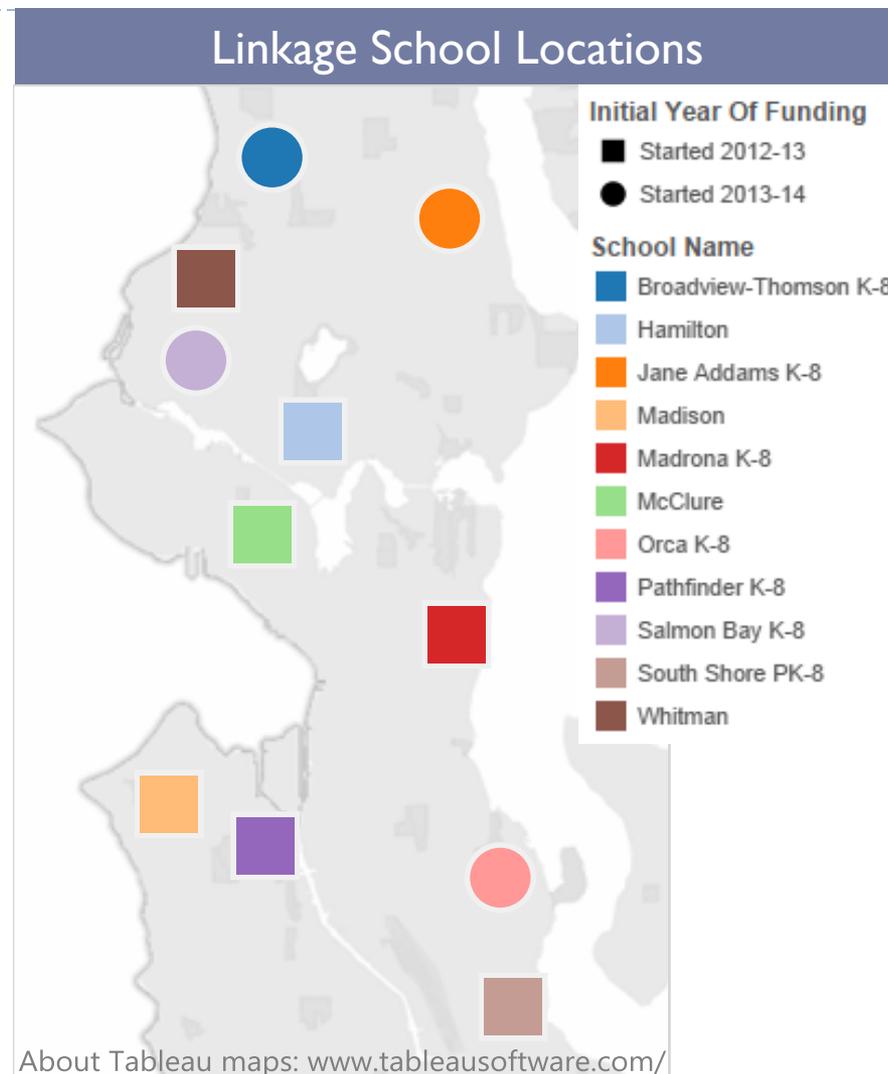


2013-14 Middle School Programs-Linkage

- ▶ 11 Linkage middle schools (~\$50k-\$230k each)

- ▶ **Strategies:**

- ▶ Extended In-School Learning Time
- ▶ Expanded Learning Opportunities
- ▶ Social, Emotional, Behavioral, and Health Support
- ▶ Family Involvement



Demographics - Race/Ethnicity

Levy Middle Schools (2013-14)

Proportion of Students Attending Each School

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District 6-8 Students	17%	1%	18%	43%	13%	7%	1%	100%
Combined Innovation School Total	23%	1%	26%	29%	15%	6%	1%	100%
Aki Kurose Middle School	38%	1%	39%	4%	13%	4%	2%	100%
Denny International Middle School	19%	1%	16%	27%	29%	5%	3%	100%
Eckstein Middle School	9%	0%	13%	59%	10%	9%	0%	100%
Mercer Middle School	23%	0%	49%	8%	15%	4%	0%	100%
Washington Middle School	30%	1%	21%	33%	8%	6%	0%	100%
Combined Linkage School Total	12%	1%	11%	58%	11%	8%	0%	100%
Broadview-Thomson K-8	23%	2%	17%	28%	23%	8%	0%	100%
Hamilton International Middle School	2%	0%	11%	72%	7%	7%	0%	100%
Jane Addams K-8	11%	2%	11%	56%	10%	8%	1%	100%
Madison Middle School	16%	1%	11%	52%	13%	7%	1%	100%
Madrona K-8 School	63%	3%	3%	8%	14%	9%	0%	100%
McClure Middle School	5%	2%	10%	64%	13%	7%	0%	100%
Orca K-8	28%	1%	11%	41%	7%	13%	0%	100%
Pathfinder K-8 School	9%	2%	7%	58%	11%	12%	0%	100%
Salmon Bay K-8	3%	0%	5%	77%	8%	6%	0%	100%
South Shore K-8 School	45%	1%	29%	7%	10%	7%	0%	100%
Whitman Middle School	9%	1%	8%	62%	12%	9%	0%	100%

- 16 Levy middle schools currently serve **95%** of the **district's middle school students**.
- In total, these **Levy middle schools support**:
 - **95%** of the district's **African American or Black** students
 - **96%** of the district's **Latino or Hispanic** students

Demographics – ELL, IEP, and MSP* Status Levy Middle Schools (2013-14)

	English Language Learners	Special Education	Below Standard on MSP Reading and/or Math
All District 6-8 Students	8%	15%	34%
Combined Innovation School Total	12%	14%	38%
Aki Kurose Middle School	21%	16%	53%
Denny International Middle School	14%	17%	49%
Eckstein Middle School	4%	14%	24%
Mercer Middle School	16%	12%	35%
Washington Middle School	9%	12%	35%
Combined Linkage School Total	4%	15%	30%
Broadview-Thomson K-8	15%	29%	49%
Hamilton International Middle School	2%	8%	10%
Jane Addams K-8	3%	16%	27%
Madison Middle School	4%	14%	32%
Madrona K-8 School	4%	14%	71%
McClure Middle School	4%	15%	26%
Orca K-8	0%	17%	52%
Pathfinder K-8 School	0%	35%	43%
Salmon Bay K-8	0%	23%	36%
South Shore K-8 School	11%	20%	45%
Whitman Middle School	5%	13%	33%

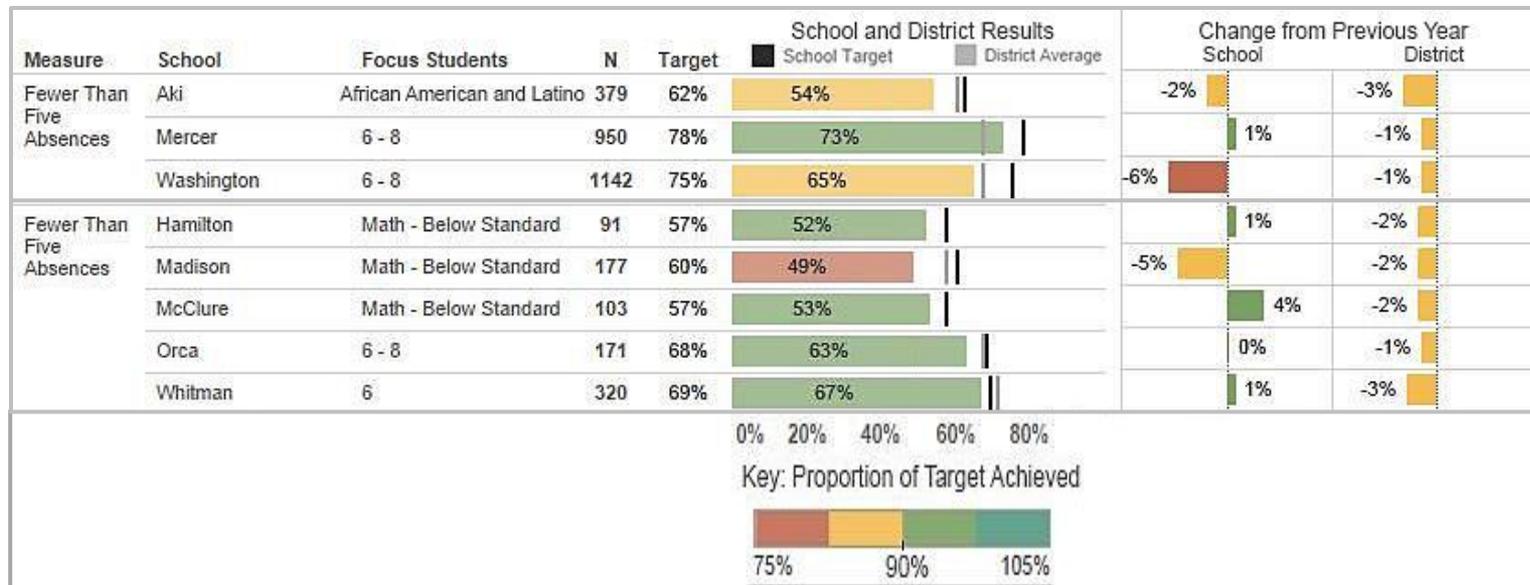
Data Highlights

Levy middle schools support:

- **90%** of the district's **English Language Learners**
- **95%** of the district's students in **Special Education**
- **96%** of the district's students **not on grade level in math and/or reading**

*Measures of Student Progress (MSP)

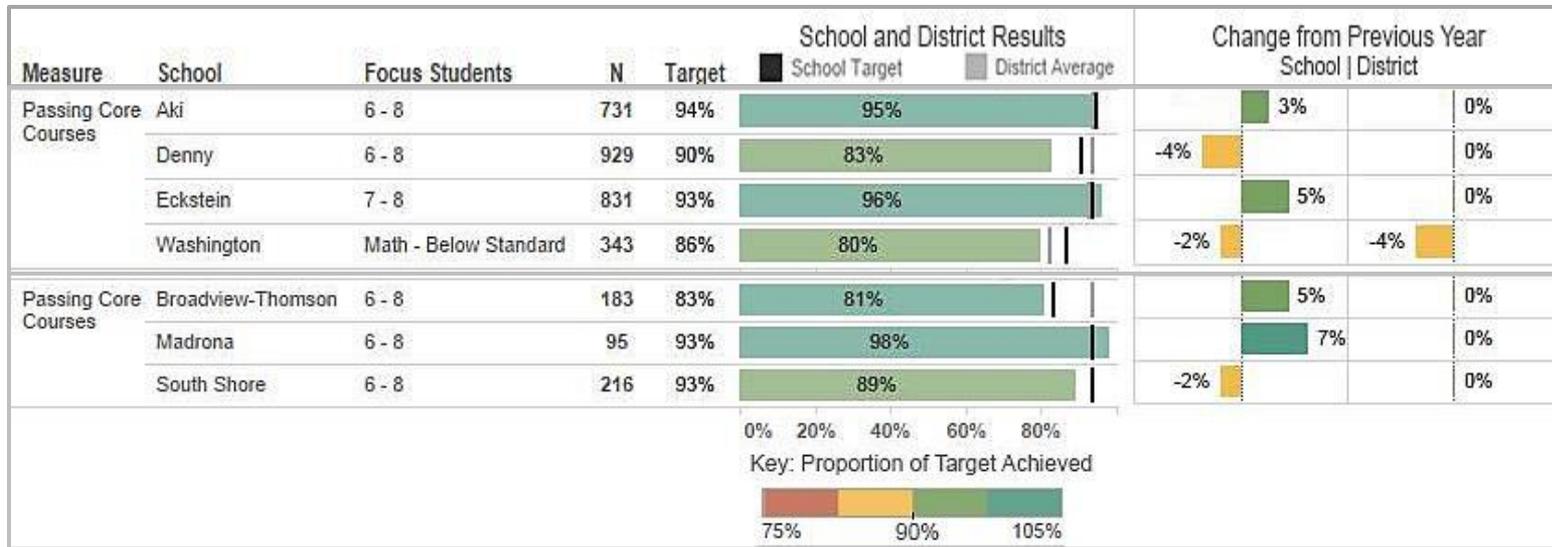
First Semester 2013-14 Attendance Results



Attendance Highlights from Indicator Results:

- ▶ District average declined slightly from previous year for all focus groups
- ▶ Of 8 schools:
 - ▶ 5 earned 100% and 3 earned 90% of their performance pay
 - ▶ 4 did not meet target, but improved from previous year
 - ▶ 1 did not meet target and did not change from previous year
 - ▶ 3 did not meet target and declined from previous year

First Semester 2013-14 Passing Core Courses Results



Passing Core Courses Highlights from Indicator Results:

- ▶ District average unchanged from previous year for all focus groups except declined for “Math – Below Standard”
- ▶ Of 7 schools:
 - ▶ All earned 100% of their performance pay
 - ▶ 3 exceeded target
 - ▶ 1 did not meet target, but improved from previous year
 - ▶ 3 did not meet target and declined from previous year

Implementation Progress – Middle School Issues and Actions Taken

Need Identified	Recommended Course Correction	OFE Action Taken
I. Standards-Based Grading Systems and Protocols	<ul style="list-style-type: none">• Support schools with implementing standards-based grading to distinguish effort (ex. participation, homework) from student learning• Provide professional development to school staff on effective grading practices• Pilot district standards-based grading system in several schools	<ul style="list-style-type: none">• Funded 34 principals and teachers to attend Sound Grading Conference in December 2013• Sharing resources among schools• Collaborating with the district to pilot standards-based grading systems in 3 middle schools next year

Note: See “Common Key” issues slide for additional items.

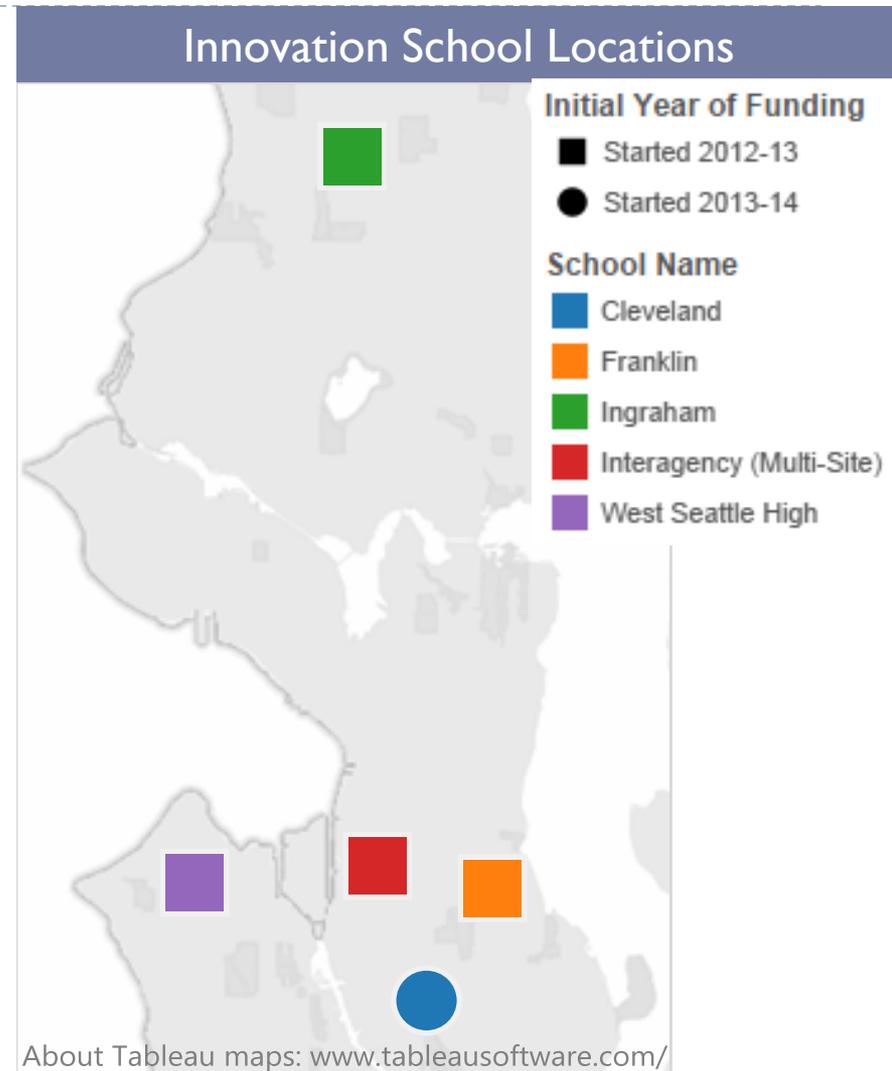


High School Innovation



2013-14 High School Programs

- ▶ Five Innovation high schools (~\$358k each)
- ▶ Strategies:
 - ▶ 8th to 9th Grade Transition
 - ▶ Extended In-School Learning Time
 - ▶ Social, Emotional, Behavioral, and Health Support
 - ▶ Family Involvement
 - ▶ College and Career Readiness



Demographics - Race/Ethnicity

Levy High Schools (2013-14)

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District First-Time 9th Grade Students	18%	1%	19%	42%	13%	6%	0%	100%
Combined Innovation School Total	22%	2%	30%	29%	13%	4%	0%	100%
Cleveland High School	37%	0%	43%	5%	11%	4%	0%	100%
Franklin High School	29%	2%	49%	6%	12%	1%	0%	100%
Ingraham High School	10%	1%	15%	58%	14%	3%	0%	100%
Interagency Academy	29%	8%	8%	21%	26%	8%	0%	100%
West Seattle High School	13%	2%	15%	47%	15%	7%	0%	100%

High School Data Highlights *(applies to first-time 9th graders only)*:

- Five Levy Innovation high schools currently serve **34%** of the **district's first-time 9th graders**.
- Within these the **Levy high schools support**:
 - **42%** of the district's **African American or Black** students
 - **34%** of the district's **Hispanic or Latino** students

Demographics – ELL, IEP, and MSP* Status Levy High Schools (2013-14)

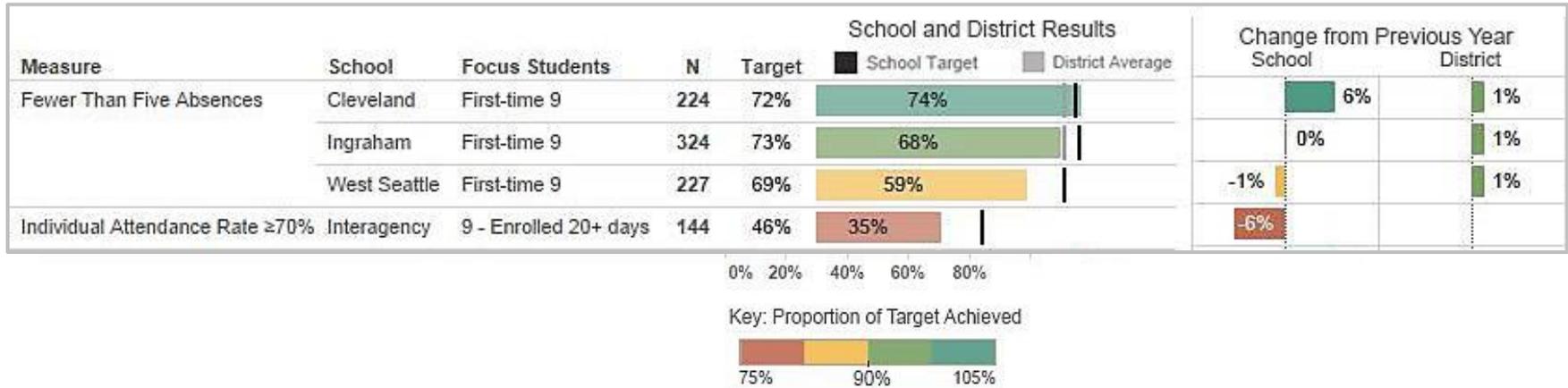
	English Language Learners	Special Education	Below Standard on MSP Reading and/or Math
All District First-Time 9th Grade Students	8%	14%	37%
Combined Innovation School Total	8%	14%	41%
Cleveland High School	45%	12%	37%
Franklin High School	32%	14%	48%
Ingraham High School	27%	12%	33%
Interagency Academy	9%	42%	90%
West Seattle High School	33%	17%	42%

High School Data Highlights *(applies to first-time 9th graders only):*

- **Five Levy high schools support:**
 - **33%** of the district's **English Language Learners**
 - **34%** of the district's **Special Education** students
 - **38%** of the district's students **not on grade level in math and/or reading**



First Semester 2013-14 High School Attendance Results

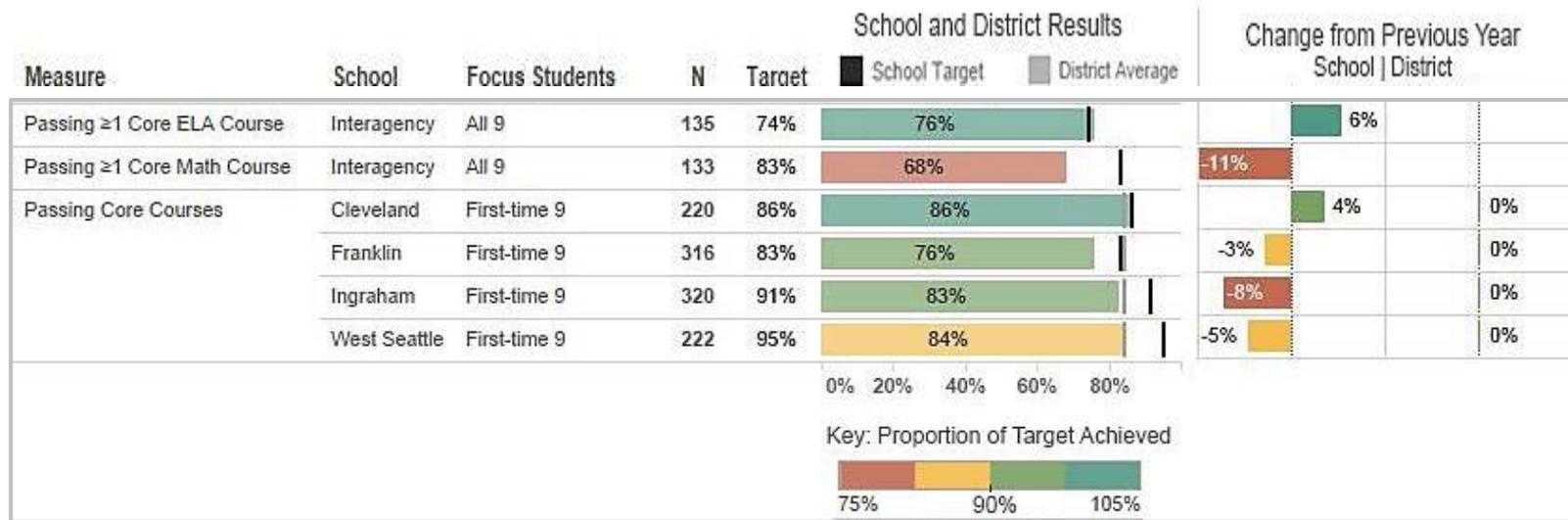


Attendance Highlights from Indicator Results:

- ▶ District average improved slightly from previous year
- ▶ Of 4 schools:
 - ▶ 2 earned 100%, 1 earned 90%, and 1 earned 80% of their performance pay
 - ▶ 1 exceeded target
 - ▶ 2 did not meet target, but improved from previous year
 - ▶ 1 did not meet target and declined from previous year

First Semester 2013-14

High School Passing Core Courses Results



Passing Core Courses Highlights from Indicator Results:

- ▶ District average unchanged from previous year
- ▶ Of 6 measures (Interagency had two measures):
 - ▶ 4 earned 100% and 2 earned 90% of their performance pay
 - ▶ 1 exceeded target
 - ▶ 1 met target
 - ▶ 4 did not meet target and declined from previous year

Implementation Progress – High School Issues and Actions Taken

Need Identified	Recommended Course Correction	OFE Action Taken
1. Effective Tier 3 Interventions	<ul style="list-style-type: none"> • Conduct a gap analysis of Tier 1, 2, and 3 interventions to determine resource available and identified needs • Identify more precisely needs of 3-5% of students requiring resource intensive supports • Collaborate with the district to implement effective interventions 	<ul style="list-style-type: none"> • Convened schools to identify issues
2. Reading Support for 9th Graders Entering with Low Reading Levels	<ul style="list-style-type: none"> • Evaluate school data to diagnose students' particular needs and abilities to better understand challenges • Identify instructional best practices and curricula/resources available • Coordinate with the district to provide additional professional development opportunities to all content area teachers 	<ul style="list-style-type: none"> • Provided three Common Core reading professional development trainings for non-reading teachers

Note: See “Common Key” issues slide for additional items.

Implementation Progress – **COMMON KEY**

Issues and Actions Taken

Need Identified	Recommended Course Correction	OFE Action Taken
1. Timely, Actionable Student Data	<ul style="list-style-type: none"> • Work with district to modify current school reports based on school feedback • Add functionality to analyze by sub-population and intervention type • Provide principals with draft state assessment data prior to start of school for planning purposes • Make the CBO “Automated Data Reports” truly automated 	<ul style="list-style-type: none"> • Inviting district’s Dept. of Technology to Levy meetings to solicit feedback from schools • Meeting with district’s Dept. of Technology to request report modifications and prioritize requests • Established working group to address CBO data access concerns
2. Effective Attendance Strategies	<ul style="list-style-type: none"> • Identify high leverage attendance strategies that are not resource intensive, but still highly effective • Support smaller schools with alternative incentive programming in the absence of the city’s “Be Here, Get There” campaign 	<ul style="list-style-type: none"> • Researching national best practices • Identifying effective practices within Levy school
3. Highly Engaging After-School Academic Programming	<ul style="list-style-type: none"> • Identify engaging curricula that incorporate math skills and project-based learning • Collaborate with CBOs to improve expanded learning opportunity offerings • Increase collaboration and alignment between during the day academic instruction and afterschool programming 	<ul style="list-style-type: none"> • Scheduling meetings with key providers to improve offerings for next year • Researching national best practices • Developed after-school math curriculum in elementary



Student Health

2013-14 Programs

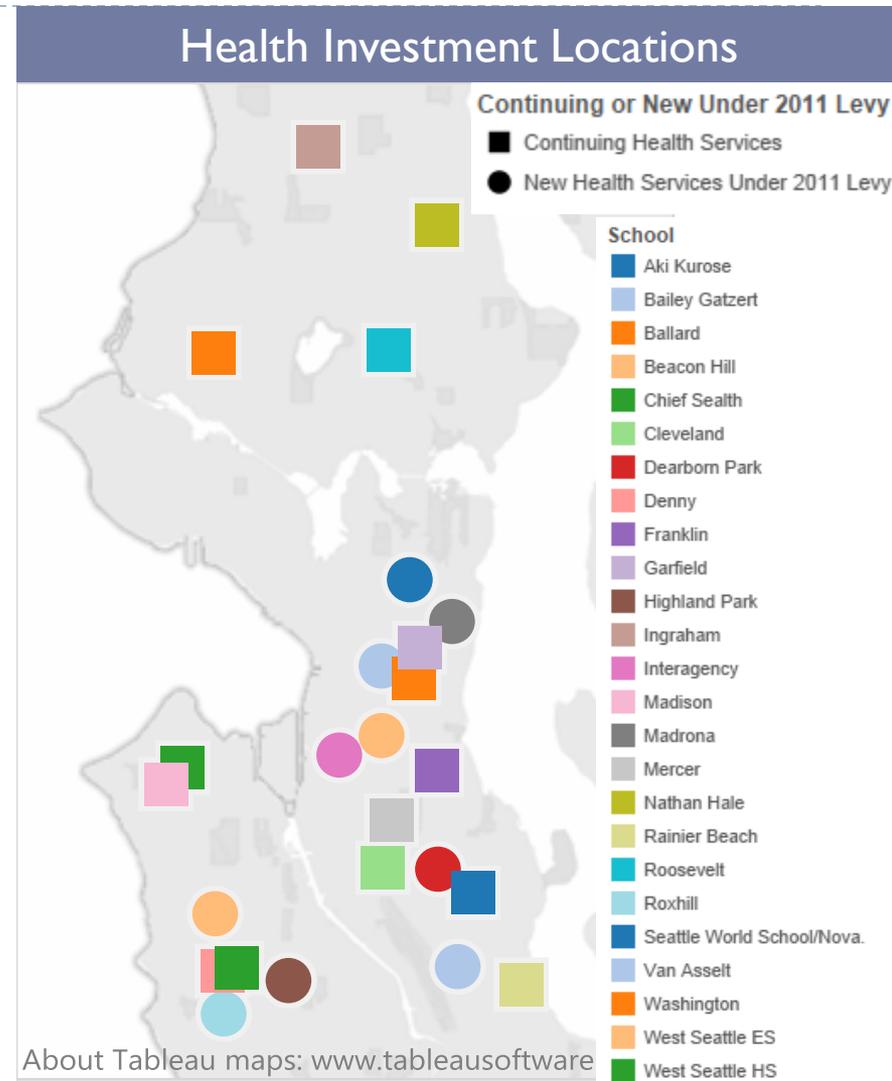
▶ School-Based Health Centers

- ▶ 8 elementary sites
- ▶ 5 middle school sites
- ▶ 10 comprehensive high school sites
- ▶ World School/Nova and Interagency

▶ Funded 7.6 FTE school nurses

▶ Mental Health Enhancement

▶ Oral Health



Race/Ethnicity of Students using School-Based Health Centers (2013-14)

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multi-Racial	Pacific Islander	Grand Total	ELL
School-Based Health Center Users	1,039	42	1,013	1,279	742	229	87	4431	655
All Students In Schools With SBHCs	4780	231	4809	6730	3002	1037	160	20749	2725

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multi-Racial	Pacific Islander	Grand Total	ELL
School-Based Health Center Users	23%	1%	23%	29%	17%	5%	2%	100%	15%
All Students In Schools With SBHCs	23%	1%	23%	32%	15%	5%	1%	100%	13%

Student Health Mid-Year Progress

School-Based Health Centers Only

Targets



Elementary, middle, and high school students receiving primary care

4,347

6,200

High-risk elementary, middle, and high school students identified and served through more intensive SBHC interventions that support academic achievement

860

1,400

School Health Services Only

Targets



Students brought into compliance with required childhood immunizations

Actuals Unavailable

9,000

Students screened for behavioral risk factors

853

1,200



Student Health Mid-Year Progress

SBHC and School Health Services Combined

Targets



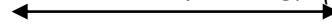
Middle school students served by school-based health centers and/or health support services passing all classes (N = 2,726)

87% 88% (*1st Semester actual*)



High school students served by school-based health centers and/or health support services passing all classes (N = 5,956)

74% 78% (*1st Semester actual*)



Elementary school students with fewer than 10 absences per year (N= 1,304)

73% 88% (*<10 through 1st Semester*)



Middle school students with fewer than 10 absences per year (N= 2,843)

62% 82% (*<10 through 1st Semester*)



High school students with fewer than 10 absences per year (N = 6,394)

48% 73% (*<10 through 1st Semester*)



While most student health targets are based on year-long measures, the following first semester measure applied to the combined School-Based Health Center and Health Support investment in Interagency Academy:

*Percent of all Interagency students helped by school-based health center and/or health support services who are enrolled for 20 or more days with an **individual attendance rate of at least 70%** in the first semester: Target: 40% Actual: 39% (N = 98)*

Strategies to Address Emerging Needs: Elementary Health

Need Identified	PHSKC Action Taken
Development of successful elementary school-based health service model with limited funding/staffing	<ul style="list-style-type: none">• Convened elementary “learning collaborative” to facilitate sharing of best practices and challenges among sponsors, review data trends, and identify collective strategies to maximize success• Development of school-specific partnerships with key staff, partners, levy innovation, and other programs to best leverage limited time for services• Reviews of health and academic data demonstrate diverse school environments; need to tailor model according to needs

Strategies to Address Emerging Needs: Mental Health Consultation

Need Identified	PHSKC Action Taken
<p>SBHC providers are seeing patients with very complex mental health needs.</p> <p>Barriers to referrals for care include transportation and lack of parental involvement.</p>	<ul style="list-style-type: none">• Mental health enhancement funds were used to expand the consultation arrangement with Seattle Children's Hospital.• Beginning January 1, 2014, SBHCs will receive:<ul style="list-style-type: none">• 1 hour per month group consult with psychiatrist• 1 hour per month individual consult with psychologist• Telepsychiatry availability for direct patient evaluations• Reviews of interagency data suggest a trend towards improved attendance among students receiving health services (many for complex mental health needs)



Summer Learning

New Sites for Summer 2014

2014 Elementary Summer Awardees

- ▶ Denise Louie Education Center – adding a site at Northgate Elementary School
- ▶ John Muir Elementary School
- ▶ Southwest Early Learning (Sound Childcare)

2014 Middle School Summer Awardees

- ▶ El Centro de la Raza
- ▶ Seattle Parks and Recreation – adding a site at Aki Kurose Middle School
- ▶ Woodland Park Zoo

