

Seattle's  
Families & Education Levy

**2012-13**  
**ANNUAL REPORT**



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# PREFACE

## Seattle’s Families and Education Levy

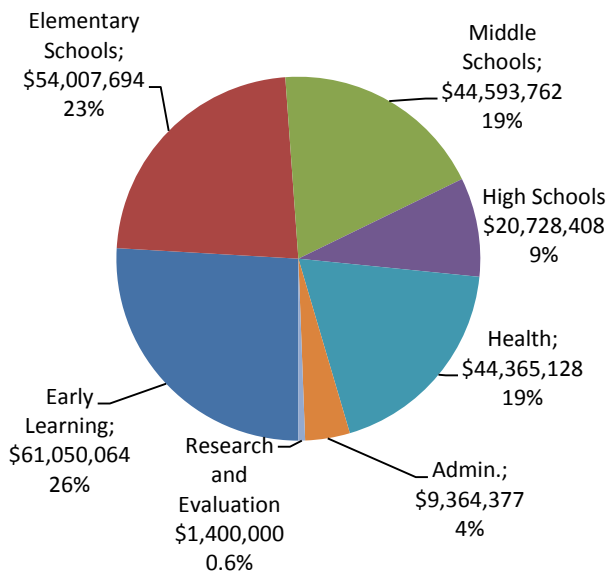
In 2011, Seattle voters generously approved the 2011 Families and Education Levy. This seven-year municipal property-tax levy expands and renews the community’s commitment to its children under prior Families and Education Levies approved in 1990, 1997, and 2004.

The Levy will invest \$235.5 million through the 2018-19 school year to improve academic achievement and reduce the achievement gap among Seattle students.

**This annual report documents the Levy’s 2012-13 school year investments, the first under the 2011 Levy.** Each section of the report describes strategies, results, and observations through the first year of implementation of the following investment areas:

- Early Learning
- Elementary Schools
- Family Support
- Middle Schools
- High Schools
- Student Health
- Summer Learning

## 2011 Levy Expenditure Plan: \$235.5 million



Note: Family Support funds are represented within Elementary, while Summer Learning is represented in the Elementary, Middle, and High School areas.

## Three Overarching Goals

Levy investments in schools and community organizations are aligned to three central goals for Seattle youth:

1. Children will be ready for school
2. All students will achieve academically and the achievement gap will be reduced
3. All students will graduate from school college/career ready

By pursuing these goals through investments in a variety of strategies, the Families and Education Levy reinforces the efforts of the Seattle Public Schools (SPS) district and countless community groups to fulfill their responsibility to educate all of Seattle’s children.

## Primary Populations Served by the Levy

To advance the Levy’s three ambitious goals, students who are not obtaining the necessary academic skills expected at their grade level are the primary focus of Levy investments.

To a great degree, these are low-income students, students of color, and/or children from refugee or immigrant families.

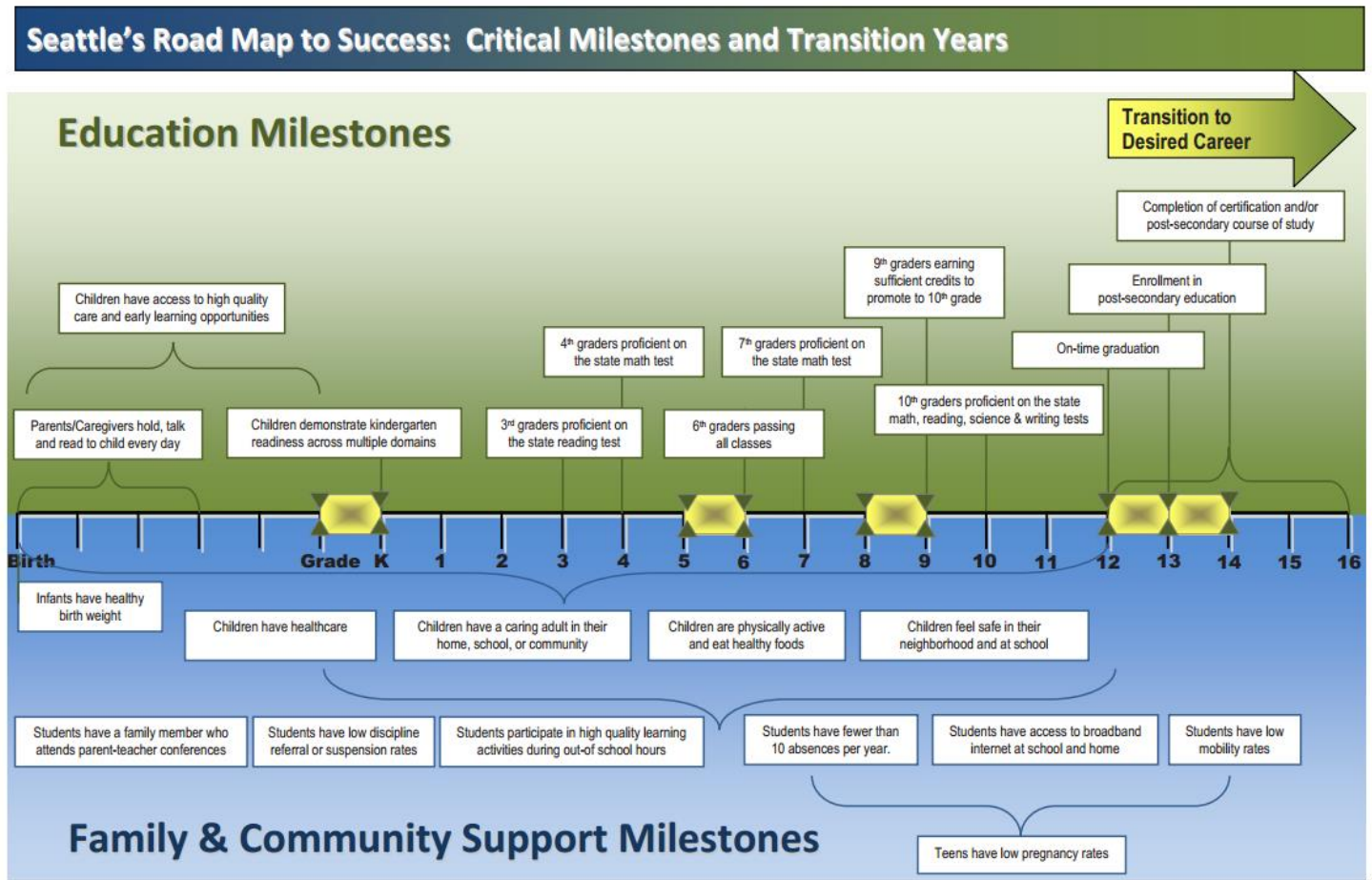
The role of Levy investments is to improve the academic performance of these students in particular, so SPS can realize its broader goals for academic achievement.

# PREFACE – continued

## Aligning Resources and Goals

To achieve the three overarching Levy goals and complement the SPS’ mission to educate Seattle’s youth, the City has adopted Seattle’s Roadmap to Success as a framework for coordinating investments in youth and families. The Roadmap represents key milestones in educational achievement that research has identified as indicators of student progress toward the ultimate goal for students to graduate from high school ready for college or a career. Major milestones, such as the ability to read at grade level by the end of 3<sup>rd</sup> grade are referred to as *Outcomes*, while formative predictors of progress, such as attendance or passing core courses, are referred to as *Indicators*. Targets for Outcomes and Indicators based on the Roadmap Milestones were established in the Levy Implementation Plan ordinance, and can be found in Appendix II.

Importantly, the Roadmap’s educational milestones are aligned to goals established in SPS’ current Strategic Plan and also to the Community Center for Education Results’ (CCER) efforts in the region. The City will work to maintain alignment to SPS goals as the District develops measures for a new strategic plan this year.



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

 = Key Transition Years

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

# PREFACE – *continued*

## Awarding Investments

Levy investments in schools and community organizations are managed using an Outcome Funding Framework that shifts the emphasis from program services to results. Investments are evaluated through this lens, for their likelihood to improve academic achievement for the students who are of primary focus for the Levy, contributing to the realization of the Levy Implementation Plan’s milestone targets representing SPS as a whole.

As required by the Levy ordinance approved by voters, most investments are awarded through a competitive Request for Investment (RFI) process. During the 2011 Levy’s initial year of implementation, the city’s Office for Education (OFE) issued RFIs for most K-12 school-based investments and summer learning while the Human Services Department (HSD) issued RFIs for early learning with OFE’s review and input. OFE collaborated with Public Health Seattle-King County (PHSKC) to issue RFIs concerning physical and mental health.

Prior to the RFI processes for schools, community-based organizations interested in receiving more than \$5,000 in Levy funds by partnering with schools completed a Request for Qualification (RFQ). The RFQ process identifies community organizations that have a track record of helping students achieve positive academic results. No Levy funding is awarded directly through the RFQ process. Instead, schools may choose to create partnerships with RFQ-approved organizations to deliver a variety of services through their RFI plans.

Please visit the [Funding Process](#) section of OFE’s website to learn more about RFIs and RFQs.

## Tracking Results and Performance Pay

Programs awarded funds work with OFE, HSD, or PHSKC to set specific performance targets for Outcomes and Indicators, which are included in their program contracts. Many of these targets are related to milestone Outcome and Indicator measures, tailored to the students programs intend to serve.

To encourage providers to push their limits and work toward ambitious targets, the Levy provides full awards of *performance pay* if a program has achieved 90 percent or more of its annual and semester goals. Partial awards are determined within similar “success bands,” each representing proportional achievement of targets within 10 percent bands. Generally, 25 percent of each provider’s annual contract for Levy funds is awarded through performance pay.

## Outcomes Featured in the Annual Report

The early learning, family support, student health and summer learning investment area sections detail year-end performance on Outcome measures included in contracts with awarded providers.

Since investments in SPS elementary, middle, and high school are more clearly linked to milestone Outcome measures (3<sup>rd</sup> and 6<sup>th</sup> grade reading, 4<sup>th</sup> and 7<sup>th</sup> grade math, promotion to 10<sup>th</sup> grade, and the second End-of-Course exam in math), the related sections of this report focus on progress toward achievement of milestone Outcome targets at the district and Levy-funded school-level. All contracted Outcomes and Indicators for 2012-13 are reported in Appendix I.

Together, these data help determine whether Levy investments have been effective, enabling the City to:

- Track progress toward the Levy’s goals
- Determine which investments met 2012-13 year-end outcome targets
- Make course corrections for future investments
- Set ambitious yet realistic targets for 2013-14



# EARLY LEARNING INVESTMENTS

## Seattle Early Education Collaborative

The Levy and other funding sources support the Seattle Early Education Collaborative (SEEC), a network of partners working together to increase the number of children entering school with the skills they need to succeed in kindergarten and beyond.

Partners leverage funds and implement strategies that are guided by data and best practices. Partners work together to monitor three- and four-year olds' developmental progress and readiness for kindergarten through joint professional development, assessment, data collection and kindergarten transition services.

## Step Ahead Preschool Programs

The Levy provides access to quality full- and half-day preschool to low-income three- and four-year olds by investing in Step Ahead sites — preschool sites run by community-based organizations or the school district, located in or near elementary schools.

Step Ahead programs are required to use approved research-based curricula aligned with Seattle Public Schools curricula for grades K–3. Standards must also be aligned with national, state, and local ELL standards.

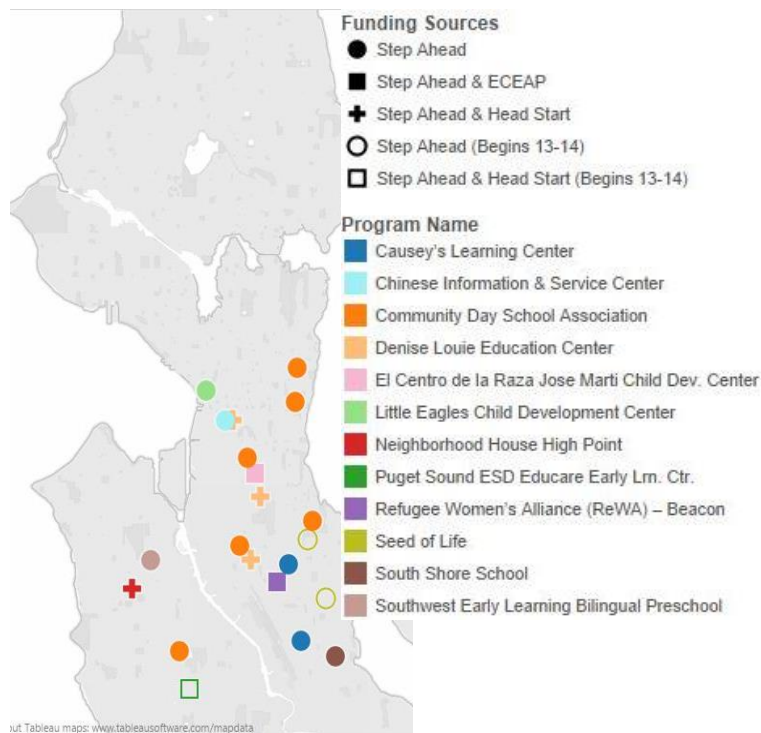
### Levy-Funded Early Learning Partners

- **Child Care Resources:** Provides on-site coaching and training
- **Tabitha Beaupain, Consultant:** Oversees the assessment of children individually on the Peabody Picture Vocabulary Test (PPVT-4)
- **Public Health – Seattle & King County:** Provides health, mental health, and nutrition services
- **University of Washington:** Administers the Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS) in each classroom.

## Parent-Child Home Program (PCHP)

The Parent-Child Home Program is a research-based and validated early childhood literacy and school readiness program that promotes school readiness by involving 2- and 3-year old children in educational play during home visits. The program stresses the development of parent-child verbal interaction as an important component of early childhood cognitive and social-emotional development. In partnership with United Way, PCHP has expanded to serve 451 families in Seattle, of which 160 are funded by the Levy.

## Step Ahead Site Locations



## 2012-13 Progress & Course Corrections

Responding to the need to help educators deliver high-quality early learning programs, the City initiated a new professional development strategy in 2013: the Early Learning Academy (ELA). Beginning with a fall 2013 kickoff, the ELA offers culturally relevant, evidence-based training to birth–3<sup>rd</sup> grade educators and Family, Friend and Neighbor (FFN) providers in the city of Seattle. It employs HighScope as its foundational approach and is integrated with Early Achievers, MERIT-approved training, and the Seattle pre-K–3<sup>rd</sup> plan developed with Seattle Public Schools.

All Step Ahead preschool providers were asked to participate in Early Achievers, the state's Quality Rating and Improvement system (QRIS), and have achieved a "Quality Level of Excellence."

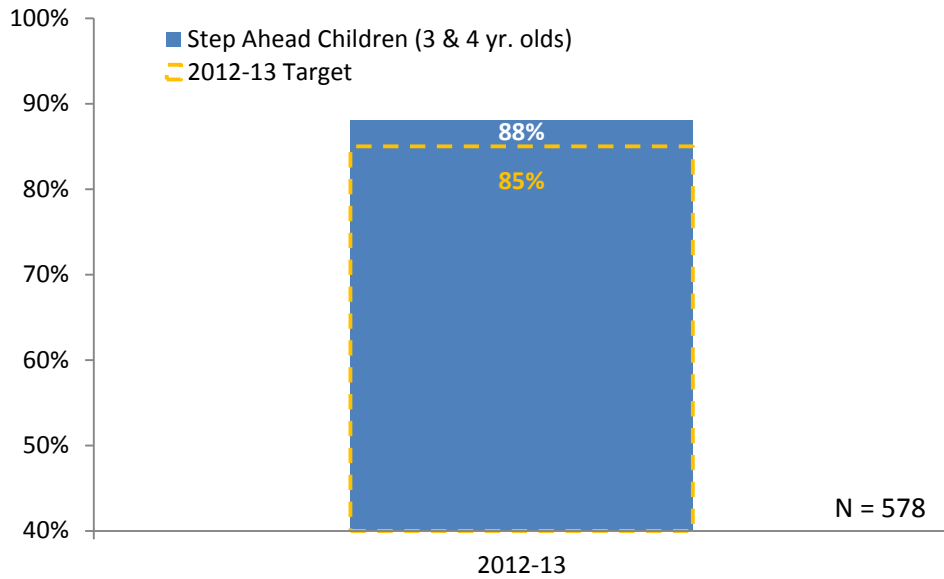
In September 2013, the Seattle City Council adopted a resolution establishing a goal to make voluntary high-quality preschool available and affordable for every 3- and 4-year-old in the city. In 2014, the City will work with community partners to develop a plan for how to pursue this monumental goal, known as Preschool for All.

# Levy Contract Outcome: Teaching Strategies GOLD™ and Peabody Picture Vocabulary Test Results for 3- and 4- Year-Old Children in Step Ahead Pre-K Classrooms

## Teaching Strategies Gold

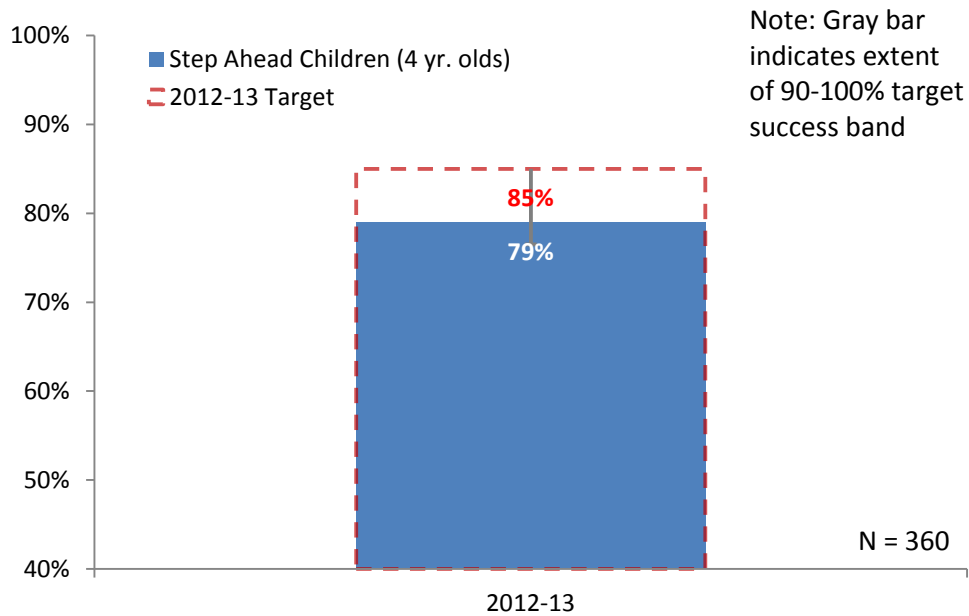
### Children Meeting Age Level Expectations in All Six Developmental Domains (3 & 4 Yr. Olds)

(Includes only students who were assessed at least twice in 2012-13)



## Peabody Picture Vocabulary Test 4

### Children Meeting Standard Score or Making Significant Growth, Fall to Spring (4 Yr. Olds Only)





# ELEMENTARY SCHOOL INVESTMENTS

## Elementary Innovation Schools

Elementary schools are selected to become Innovation Schools through a competitive RFI process open only to SPS elementary schools serving large concentrations of struggling students and/or students at risk of falling behind.

Schools use Innovation School block grants (more than \$300,000 per school, annually) to fund comprehensive approaches tailored by each school to meet their individual needs. Each Elementary Innovation School's plan addresses the following components:

- Pre-K–3 alignment and collaboration
- Extended in-school learning time
- Out-of-school time/expanded learning opportunities
- Social, emotional, behavioral, and family support

## 2012-13 Elementary Innovation Schools

### Beacon Hill International School

*Focus Students: K-5 ELL and non-ELL Hispanic/Latino students*

### Madrona K-8

*Focus Students: K-5 students behind grade level expectation on reading assessments; 3<sup>rd</sup>–5<sup>th</sup> grade students narrowly above standard on MSP math*

### Olympic Hills Elementary School

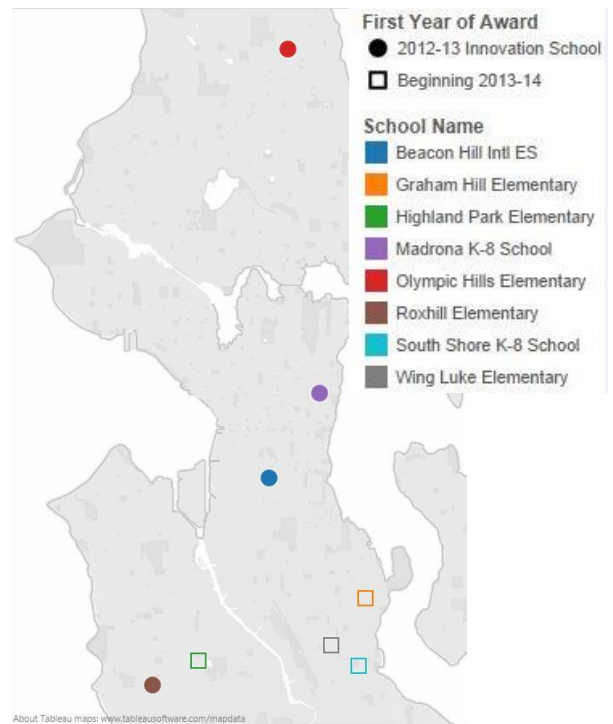
*Focus Students: Students entering kindergarten with low WaKIDS scores; 1st grade ELL students who did not meet WaKIDS expectations in kindergarten; 4<sup>th</sup> graders who are not at standard on MSP Reading; 4<sup>th</sup> and 5<sup>th</sup> graders who are not at standard on MSP Math; and students who miss five or more days of school in the first semester and/or fail to meet grade level standards on MSP or MAP*

### Roxhill Elementary School

*Focus Students: K-5 ELL Students*

See Appendix IV for charts illustrating race/ethnicity of students in Levy-funded schools

## Innovation School Locations



## Partner Organizations Funded in Levy Schools:

- Community Day School Association
- Children's Home Society of Washington
- City Year
- Communities in Schools
- El Centro de la Raza
- Neighborcare (via Elementary Health)
- Odessa Brown (via Elementary Health)
- Powerful Schools
- Seattle Parks and Recreation
- Sound Discipline
- Sound Mental Health
- Therapeutic Health Services
- University Tutors
- YMCA

## 2012-13 Progress & Course Corrections

OFE will institute the following course corrections during the 2013-14 school year to address the identified needs and to improve student outcomes:

- Provide schools with intervention-level summative data results for the 2012-13 school year so leaders may evaluate the effectiveness of different interventions.

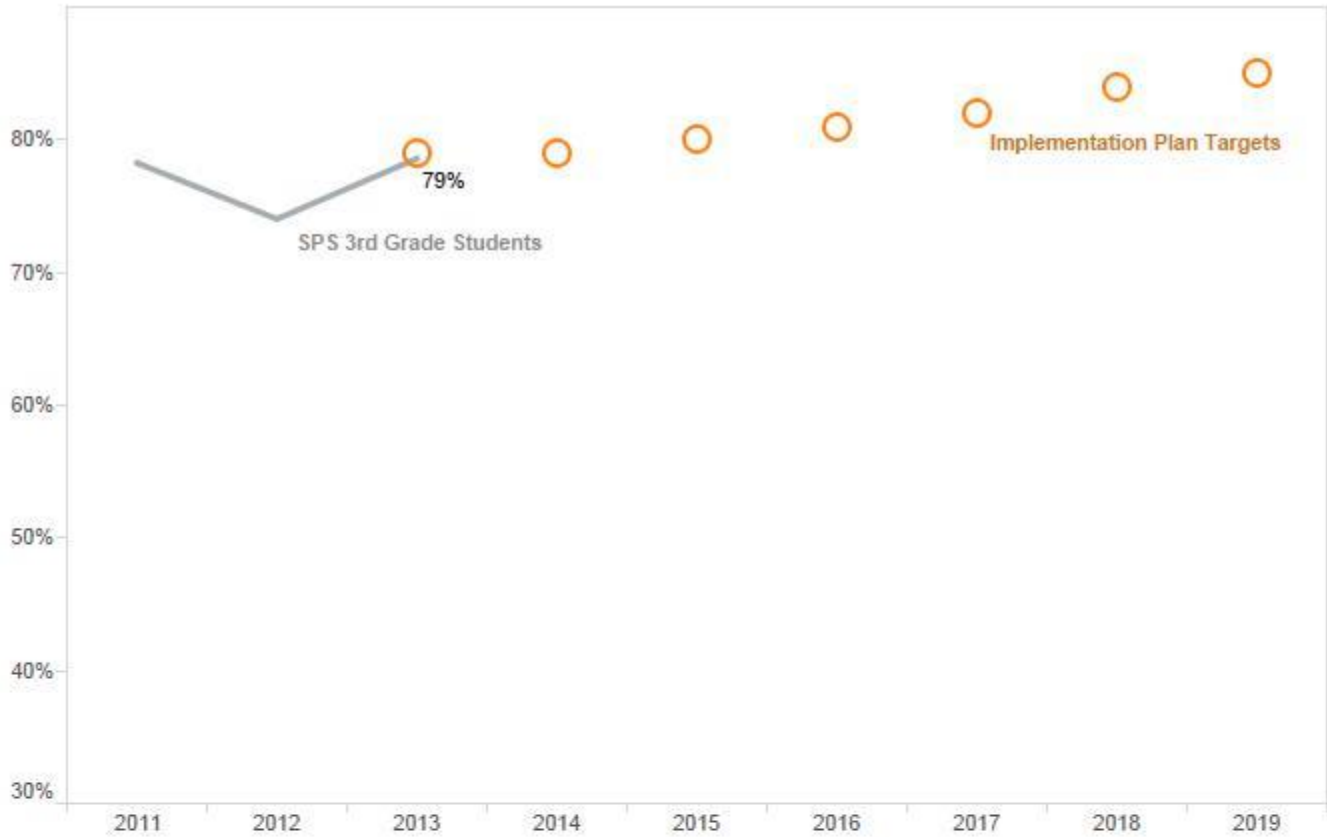
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## **ELEMENTARY SCHOOL INVESTMENTS – *continued***

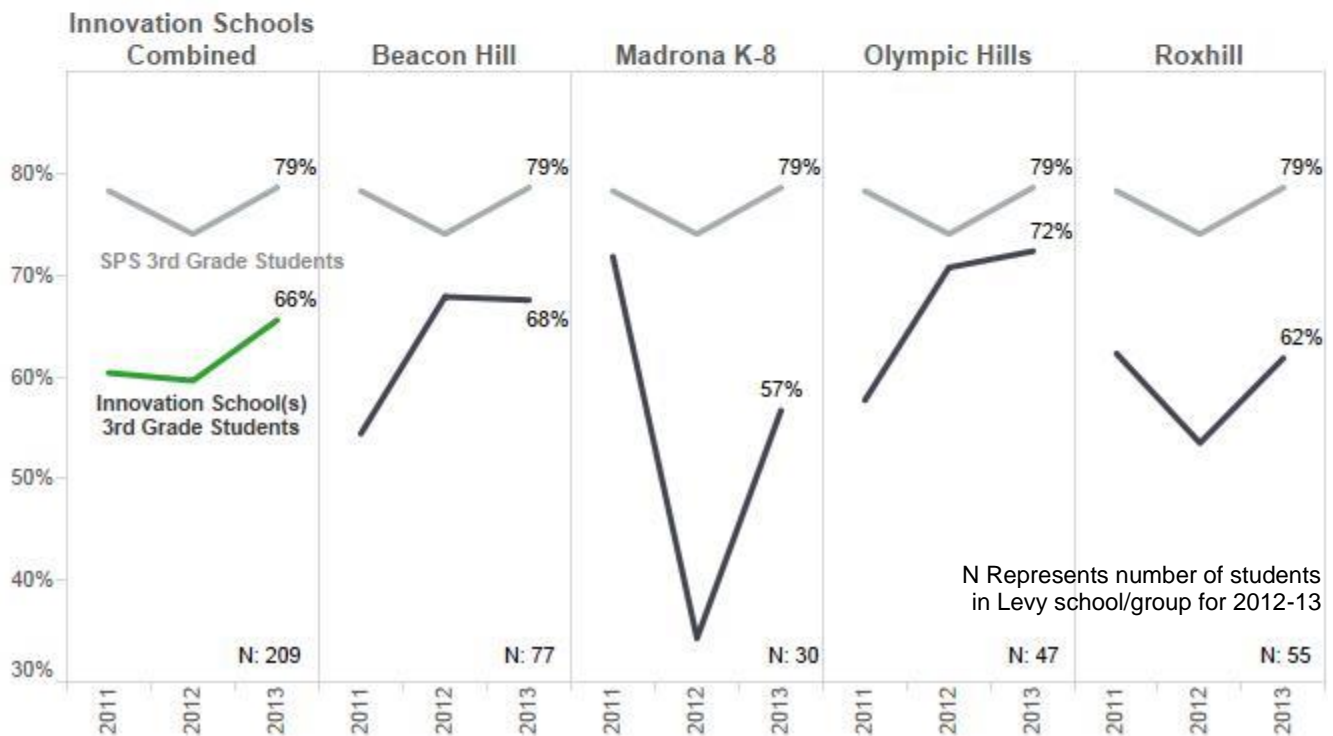
- Contract with the University of Washington to assess kindergarten classrooms using the Classroom Assessment Scoring System (CLASS) and share aggregate data with principals.
- Support professional learning communities for particular Levy-funded staff such as Levy coordinators, or math and literacy intervention specialists.
- Support the development of an after-school math curriculum to be used by community-based partners providing instructional interventions.

# Milestone Outcome: 3rd Grade Reading – Districtwide and 2012-13 Innovation Schools

**MSP Reading - Percent of 3rd Grade Students Meeting Standard**  
Seattle Public Schools vs. Implementation Plan Targets

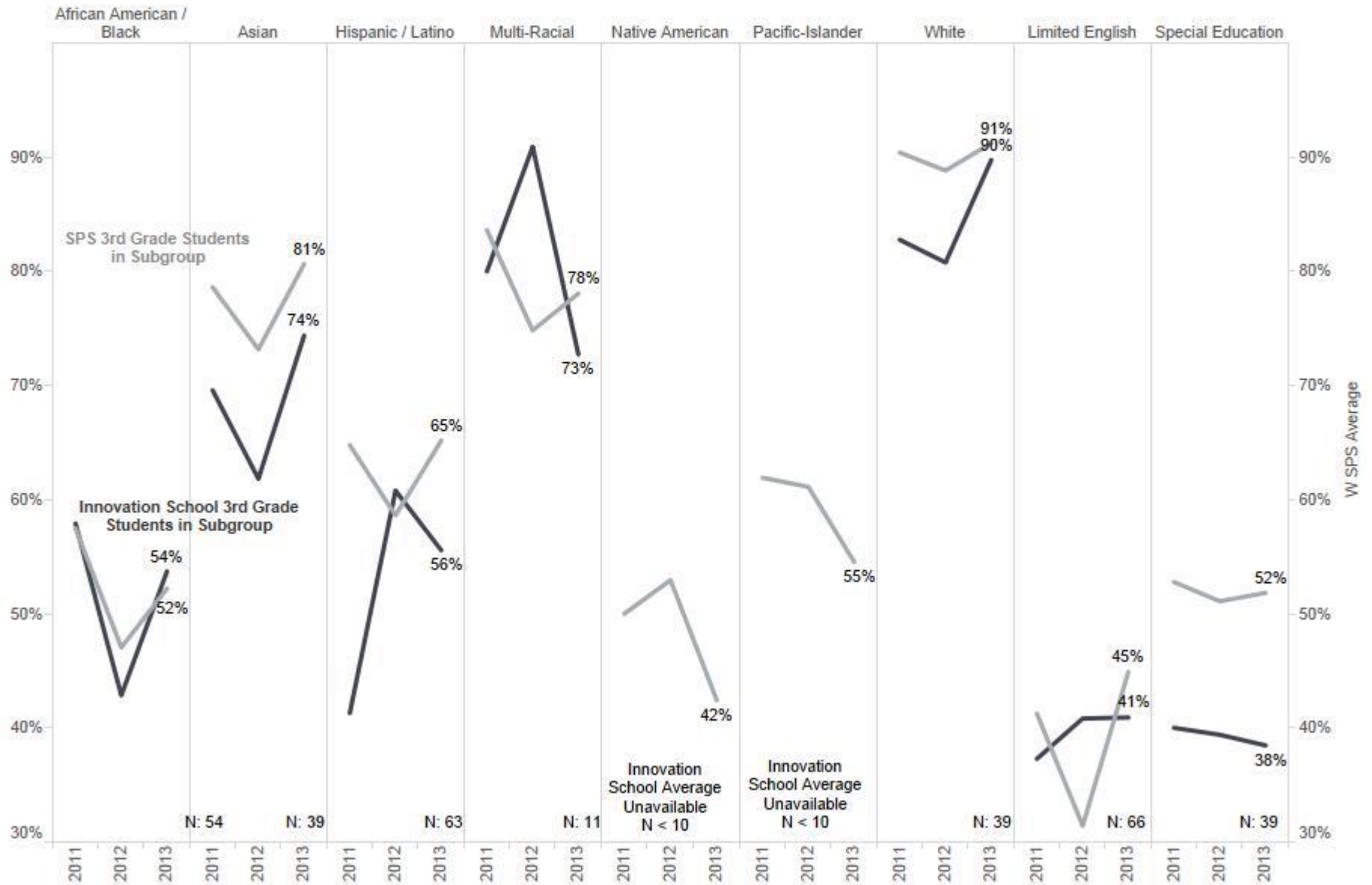


**MSP Reading - Percent of 3rd Grade Students Meeting Standard**  
Innovation School Averages vs. Districtwide Trend



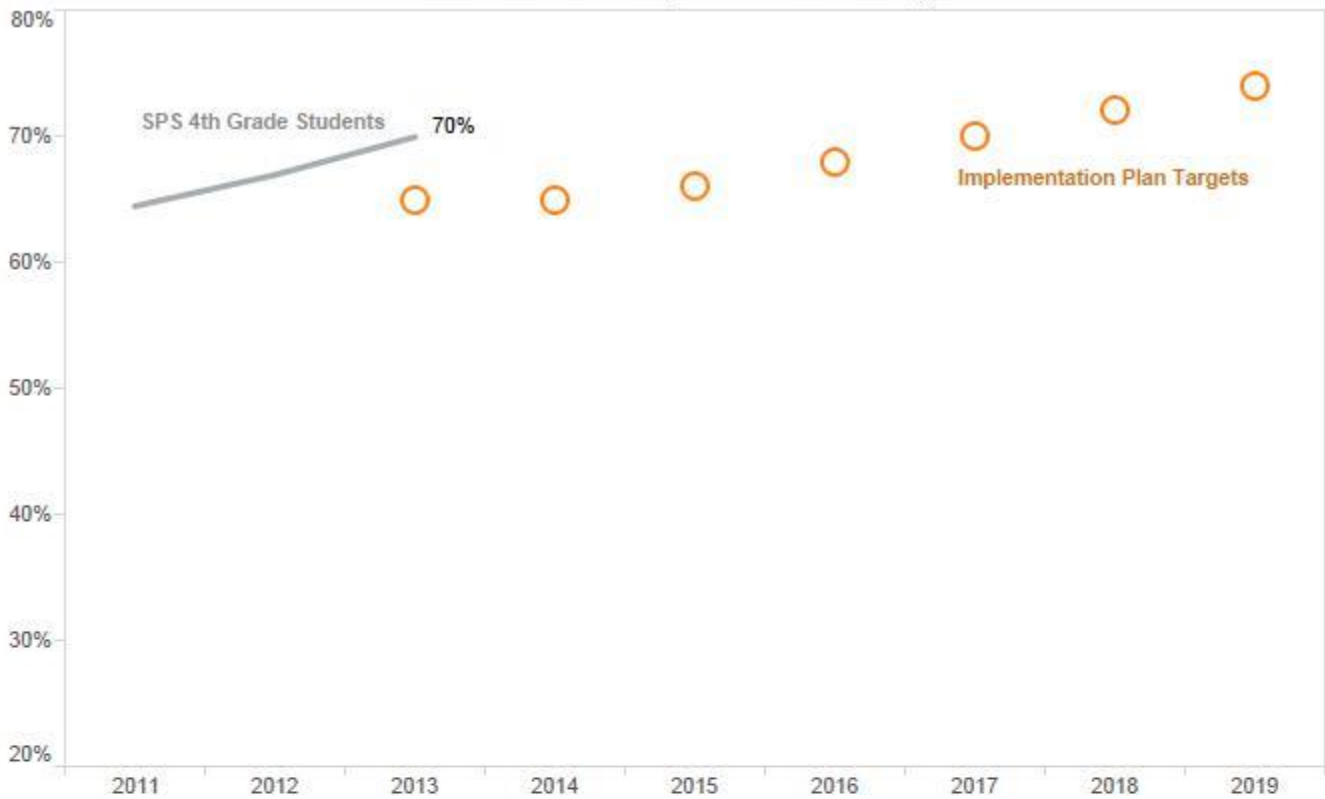
# Milestone Outcome: 3<sup>rd</sup> Grade Reading – Demographic Groups in the Innovation Schools (Combined)

**MSP Reading - Percent of 3rd Grade Students Meeting Standard**  
 Innovation School Students by Subgroup vs. District Average

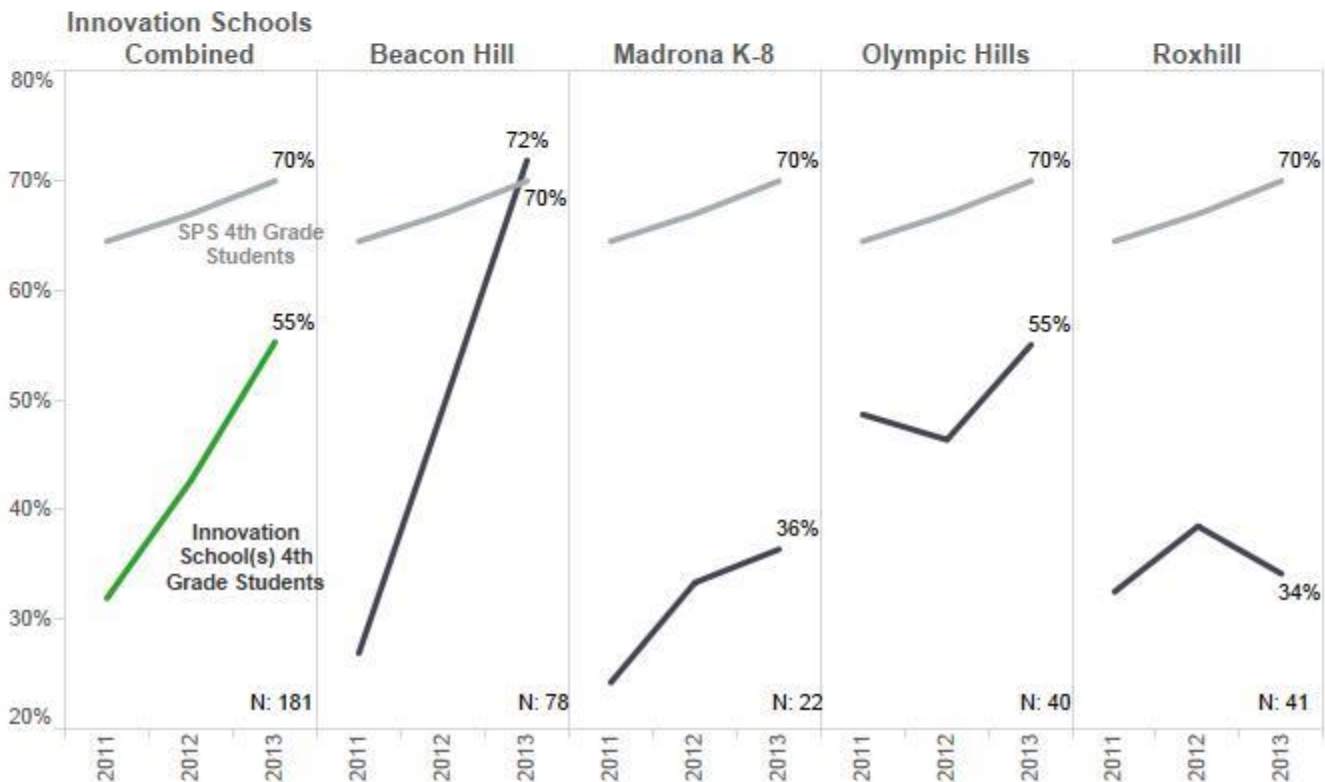


# Milestone Outcome: 4<sup>th</sup> Grade Math – Districtwide and 2012-13 Innovation Schools

**MSP Math - Percent of 4th Grade Students Meeting Standard**  
Seattle Public Schools vs. Implementation Plan Targets

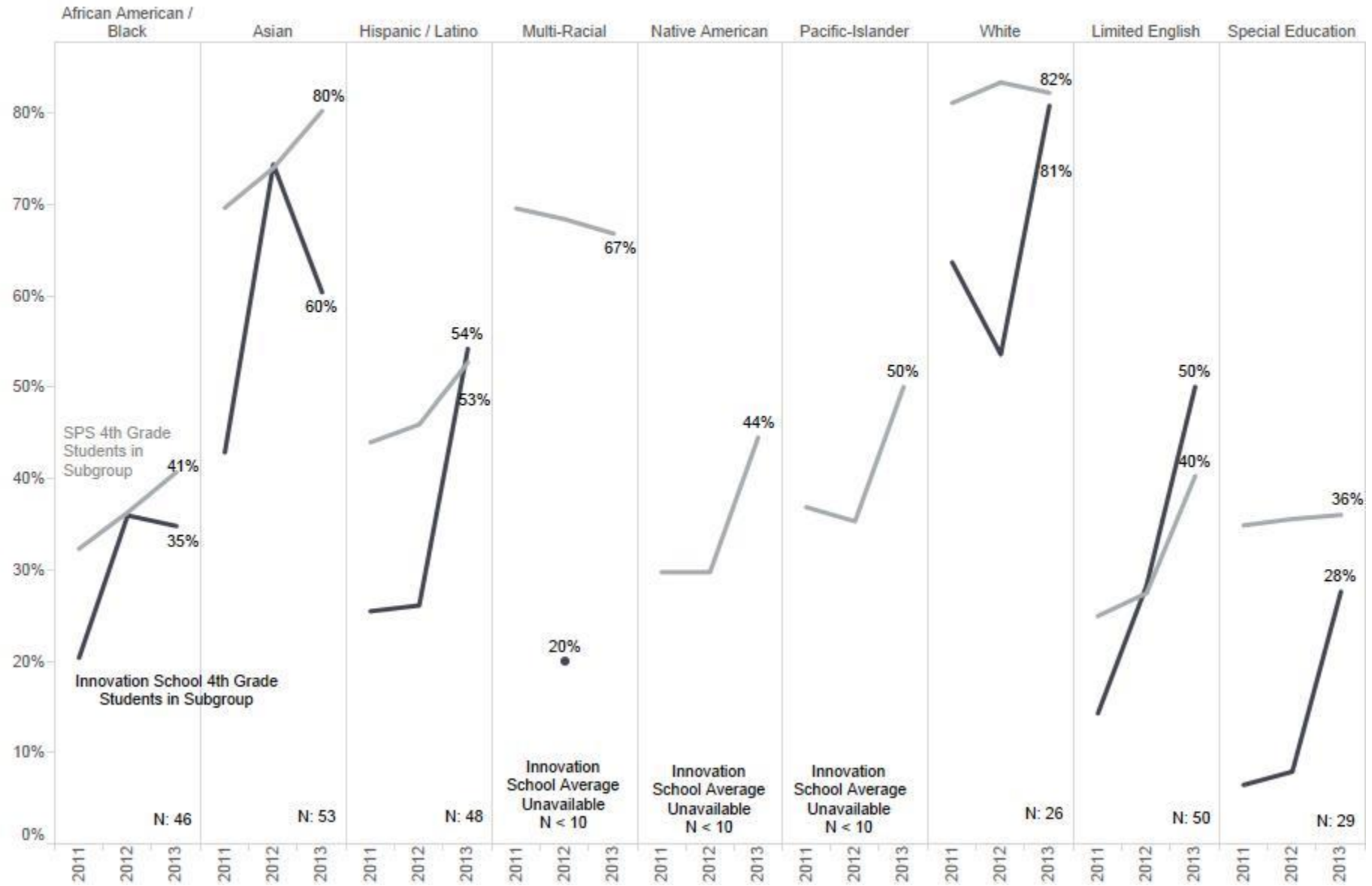


**MSP Math - Percent of 4th Grade Students Meeting Standard**  
Innovation School Averages vs. Districtwide Trend



# Milestone Outcome: 4<sup>th</sup> Grade Math – Demographic Groups in the Innovation Schools (Combined)

**MSP Math - Percent of 4th Grade Students Meeting Standard**  
 Innovation School Students by Subgroup vs. District Subgroup Average



# SCHOOL- AND COMMUNITY-BASED FAMILY SUPPORT INVESTMENTS

## Family Support Program

The Family Support Program (FSP) provides family support workers in elementary schools with significant numbers of low-performing and students. The goal of the program is to improve growth in reading and increase attendance of the students on the caseloads of the Family Support Workers by helping families overcome the social, emotional, and physical barriers that hinder student academic progress. There were 22 schools and over 680 students served by the Family Support Program in the 2012-13SY. FSP provides support to students and families that is tailored to their particular needs. Services include:

- Case Management Support that includes a multi-tiered system of support for students with multiple risk factors.
- School and Family Connections that provide ongoing support and sustained follow-up between teachers, students, and families to ensure that goals are met and that families are engaged in their children's education.
- Mental and Physical Health Referral Services that include a system for connecting students and families to appropriate health and/or mental health services.

## Focus Students

- Students not meeting typical growth on MAP reading
- Students below standard on MSP reading
- Students absent more than 10 days

## Course Corrections

### 2012-13 Progress and Changes:

- Public Health – Seattle & King County took over the management of the Family Support Program contract. This change allowed the program to be integrated into a consolidated health model that provides a more holistic support structure for students. In addition, this change continues the program's ability to receive reimbursement for their services under Medicaid Match.
- Over the summer, a Transition Team made up of Family Support Workers, FSP administrators, and Public Health staff worked on implementing recommendations from the University of Washington 2012 FSP program evaluation including a strategic professional development plan, a performance-based evaluation framework to replace the compliance-based system, and plans for a new program database.
- In terms of performance commitments, the program has narrowed its focus to improving outcomes in reading and attendance. This change allowed FSWs to build their capacity to support parents' and guardians' understanding of the building blocks of literacy and introduce them to things they can do at home to improve their children's achievement.
- FSP funds are being used to support the new position of Executive Director of Coordinated School Health, which will supervise FSP. This new role provides increased oversight and supervision for FSP and works to align the program with SPS strategic planning as well as advocate for the FSW role system-wide.

### Next Year:

- FSP will implement its professional development plan with monthly, day-long 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.
- FSWs at five sites will be participating in the Scholastic Read and Rise Program, sponsored by OFE, to improve family engagement in literacy skill-building.
- After an extensive vetting process with FSP staff and union representatives, FSP will implement its new performance-based evaluation rubric.
- The Transition Team will work to continue development of specifications for a new program database.

## Community-Based Family Support

Community-Based Family Support (CBFS) is a pilot investment in the new Levy. The CBFS investment is focused on serving immigrant, refugee, and Native American students and their families. These populations of students tend to be at the highest risk of poor academic achievement.

Community-Based Organizations serving immigrant, refugee, and Native American students use the CBFS grant to provide support to students and families that is tailored to their particular needs. Each plan must address the following elements:

- Case Management Support that includes a multi-tiered system of support for students with multiple risk factors.
- School and Family Connections that provides ongoing support and sustained follow-up between teachers, students, and parents to ensure that learning goals are met.
- Transition Support that helps children move into kindergarten from preschool and help preparing rising 6<sup>th</sup> grade students and families for middle school.
- Mental and Physical Health Referrals Services that includes a system for screening students and families and connecting them to appropriate health and/or mental health services.

## 2012-13 Community-Based Family Support Sites and Partner Schools

Community-Based Organization	Partner Elementary Schools	Focus Students
Chinese Information and Service Center (CISC) Partner Schools	Bailey Gatzert Beacon Hill International Hawthorne Kimball Maple Stevens TOPS K-8	40 Chinese English Language Learners in 1 <sup>st</sup> – 5 <sup>th</sup> grade.
Refugee Women’s Alliance (ReWA) Schools	Dearborn Park Kimball Maple	40 Latino, Somali, and Vietnamese English Language Learners in 1 <sup>st</sup> – 5 <sup>th</sup> grade

## 2012-13 Progress & Course Corrections

### Progress:

- CISC and ReWA worked on strengthening their relationships with the schools that refer struggling ELL students to their program.
- Both programs developed a menu of family workshops designed to support parents and guardians connect with their child’s teacher, understand how the school system works, and ways families can support their child’s education at home.
- Both programs also provided tutoring support on site to children in their program.

### New for 2013-14:

Seattle Indian Health Board will be added as the third pilot serving elementary age Native American students. They will be serving Native American students from across the district but will focus recruitment and services in West Seattle. This will allow them to align the elementary support with an existing program they have at Denny International Middle School.

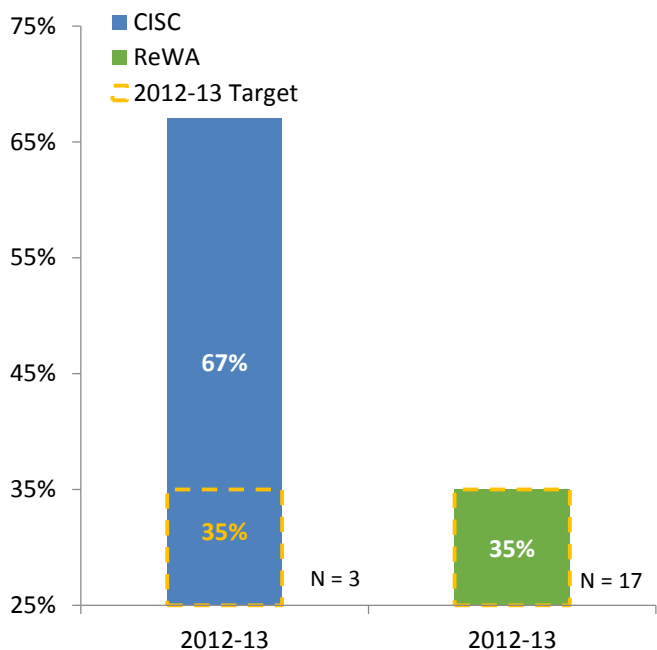


# ELEMENTARY FAMILY SUPPORT WORKER PROGRAM AND COMMUNITY-BASED FAMILY SUPPORT INVESTMENTS

Levy Contract Outcomes: 4<sup>th</sup>-5<sup>th</sup> Grade Focus Students at Level 1 or Level 2 Advancing One Level or Higher on MSP Reading/Math || 1<sup>st</sup>-3<sup>rd</sup> Gr. Students Making Typical Growth on Reading MAP

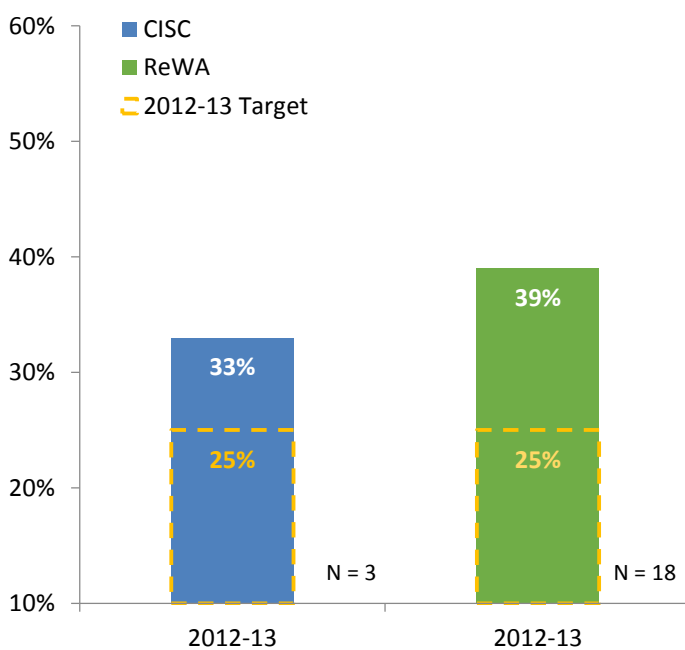
**MSP Reading – L1/L2 Students Advancing At Least One Level**

4<sup>th</sup>-5<sup>th</sup> Grade Students in CBFS Program



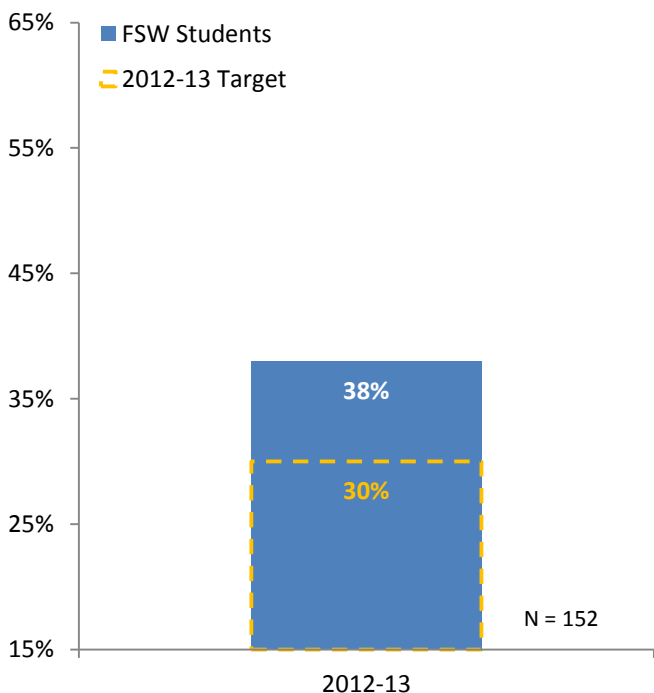
**MSP Math – L1/L2 Students Advancing At Least One Level**

4<sup>th</sup>-5<sup>th</sup> Grade Students in CBFS Program



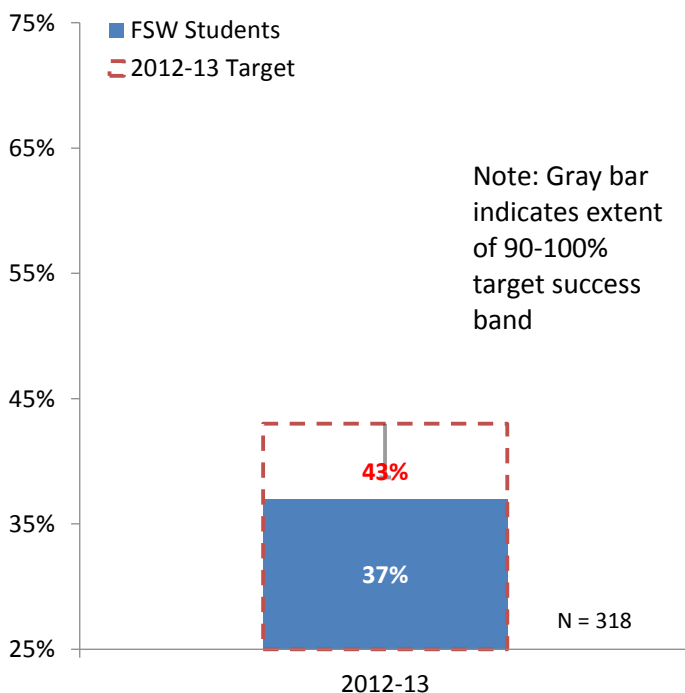
**MSP Reading – L1/L2 Students Advancing At Least One Level**

4<sup>th</sup>-5<sup>th</sup> Grade Students with an FSW



**MAP Reading – Students Making Typical Annual Growth**

1<sup>st</sup>-3<sup>rd</sup> Grade Students with an FSW





# MIDDLE SCHOOL INVESTMENTS

## Innovation and Linkage Middle Schools

The Levy provides two tiers of investment in middle schools: all SPS middle schools are eligible to submit RFI proposals to become Linkage Middle Schools, while high-needs schools may choose instead to apply for even greater funding to become an Innovation Middle School.

Schools selected at the Innovation School level receive larger awards (nearing \$450,000) and are responsible for implementing a wider array of strategies than Linkage Schools (receiving smaller awards of approximately \$30,000 to \$225,000).

Linkage Middle Schools pursue strategies addressing at least one of the following components which are required of all Innovation Middle Schools:

- Extended in-school learning time
- Social, emotional, behavioral, and health support
- Family involvement
- Out-of-school time programs
- College and career planning

### Partner Organizations Funded in Levy Schools:

- College Success Foundation
- Communities in Schools
- Diplomas Now
- El Centro de la Raza
- Individual Therapeutic Counseling
- Rainier Vista Boys and Girls Club
- Seattle Parks and Recreation
- Sound Mental Health
- Technology Access Foundation
- University Tutors
- YMCA

## 2012-13 Innovation Schools

### Denny International School

*Focus Students: ELL students; African American and Latino who are students below MSP reading or math standard, not passing core courses, or are absent five or more days per semester*

### Mercer Middle School

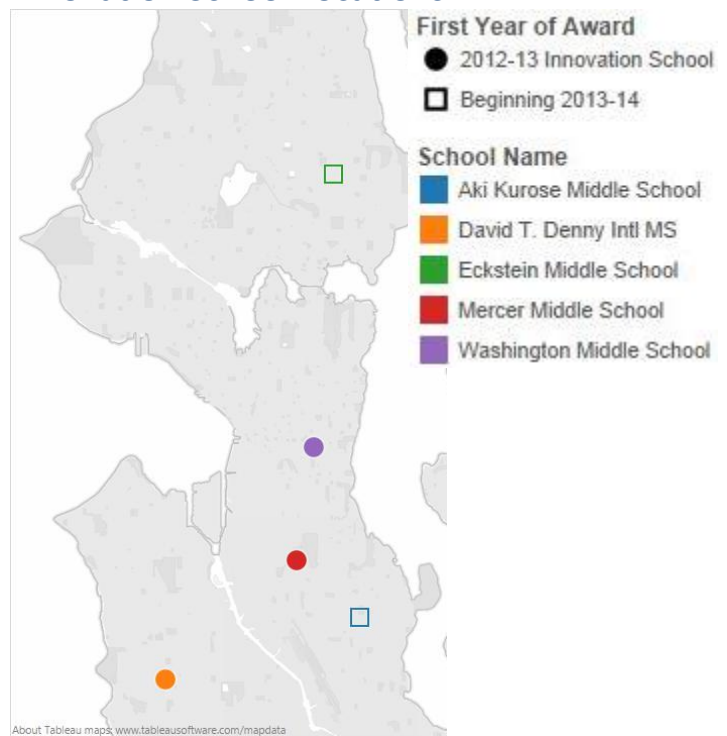
*Focus Students: ELL and special education students; African American and Latino students below MSP reading or math standard, receiving a C- or lower in math or language arts, or with attendance rates below 95%*

### Washington Middle School

*Focus Students: African American and Latino students below standard on MSP math, in need of support in reading and writing, not passing core courses, with medium or high Risk Factor scores; incoming 6<sup>th</sup> grade ELL students who failed to make gains on the WLPT II exam*

See Appendix IV for charts illustrating race/ethnicity of students in Levy-funded schools.

## Innovation School Locations



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# MIDDLE SCHOOL INVESTMENTS – *continued*

## 2012-13 Linkage Schools

### Hamilton Middle School

Focus Students: 6<sup>th</sup>-8<sup>th</sup> grade African American, Latino, ELL and IEP students below standard on math MSP

### Madison Middle School

Focus Students: Students below standard on the math MSP

### Madrona K-8

Focus Students: 6<sup>th</sup>-7<sup>th</sup> grade students below standard on math or reading MSP; 8<sup>th</sup> grade students who received Level 2 scores on math or reading MSP

### McClure Middle School

Focus Students: African American and special education students below standard on the math MSP

### Pathfinder K-8

Focus Students: Students narrowly above/below standard on the math MSP; Students with 10 or more absences in 2011-12

### South Shore PK-8

Focus Students: Students below standard on the math MSP

### Whitman Middle School

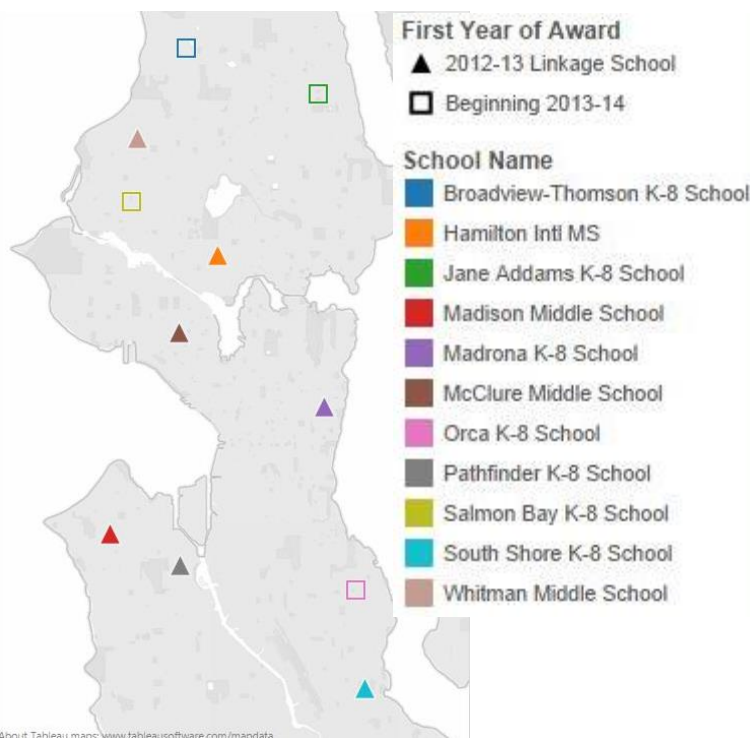
Focus Students: 6<sup>th</sup> grade African American and Latino students below standard on reading MSP

## 2012-13 Progress & Course Corrections

OFE will institute the following course corrections during the 2013-14 school year to address the identified needs and to improve student outcomes:

- Provide schools with intervention-level summative data results for the 2012-13 school year so leaders may evaluate the effectiveness of different interventions.
- Establish math and English language arts Professional Learning Communities (PLCs) facilitated by school leaders and/or District Teaching and Learning staff to discuss student work, instructional best practices, etc.
- Create an electronic file sharing system for schools to share curriculum and assessment resources.
- Select five Linkage middle schools to participate in a year-long math lab professional development opportunity with the University of Washington to strengthen intervention and core instruction.
- Collaborate with the District and community-based organizations to develop a program quality assessment toolkit.

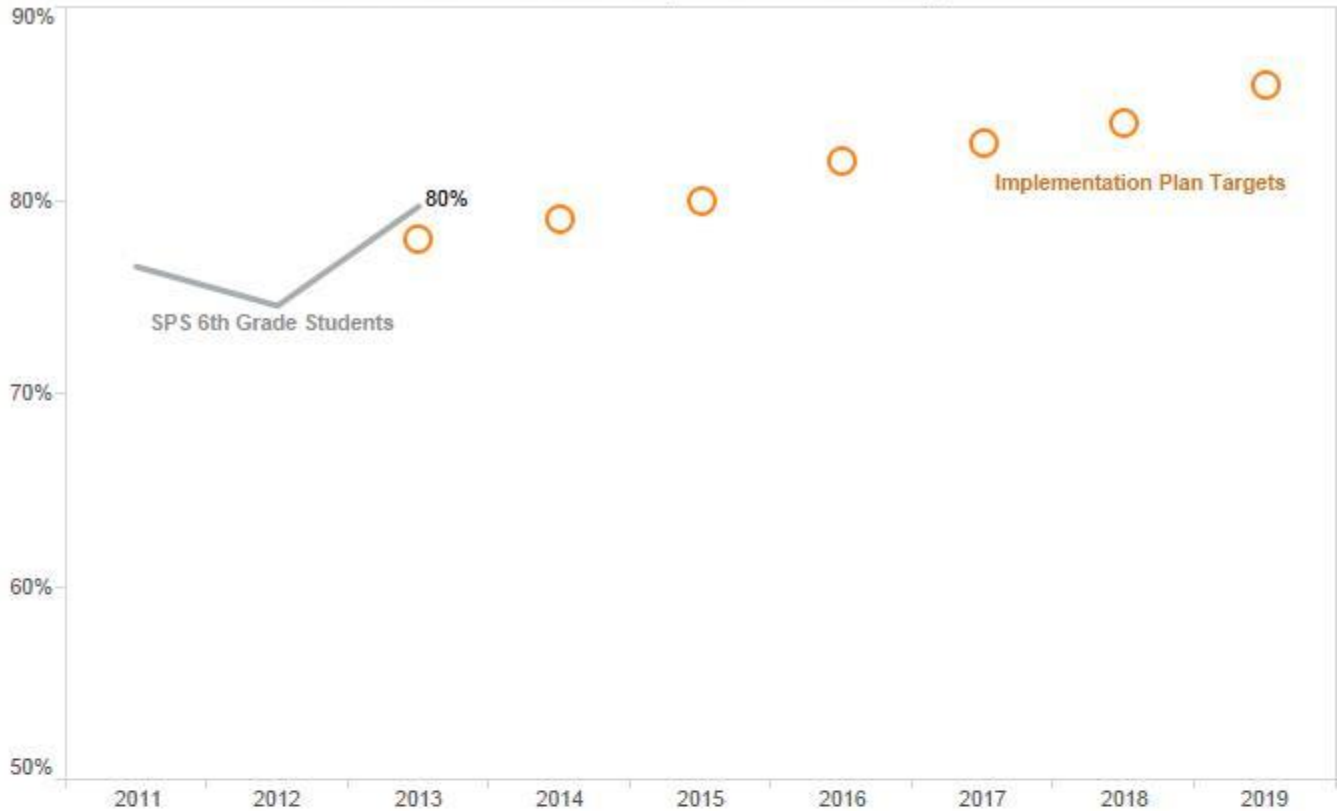
## Linkage School Locations



# Milestone Outcome: Sixth Grade Reading – Districtwide and 2012-13 Innovation Schools

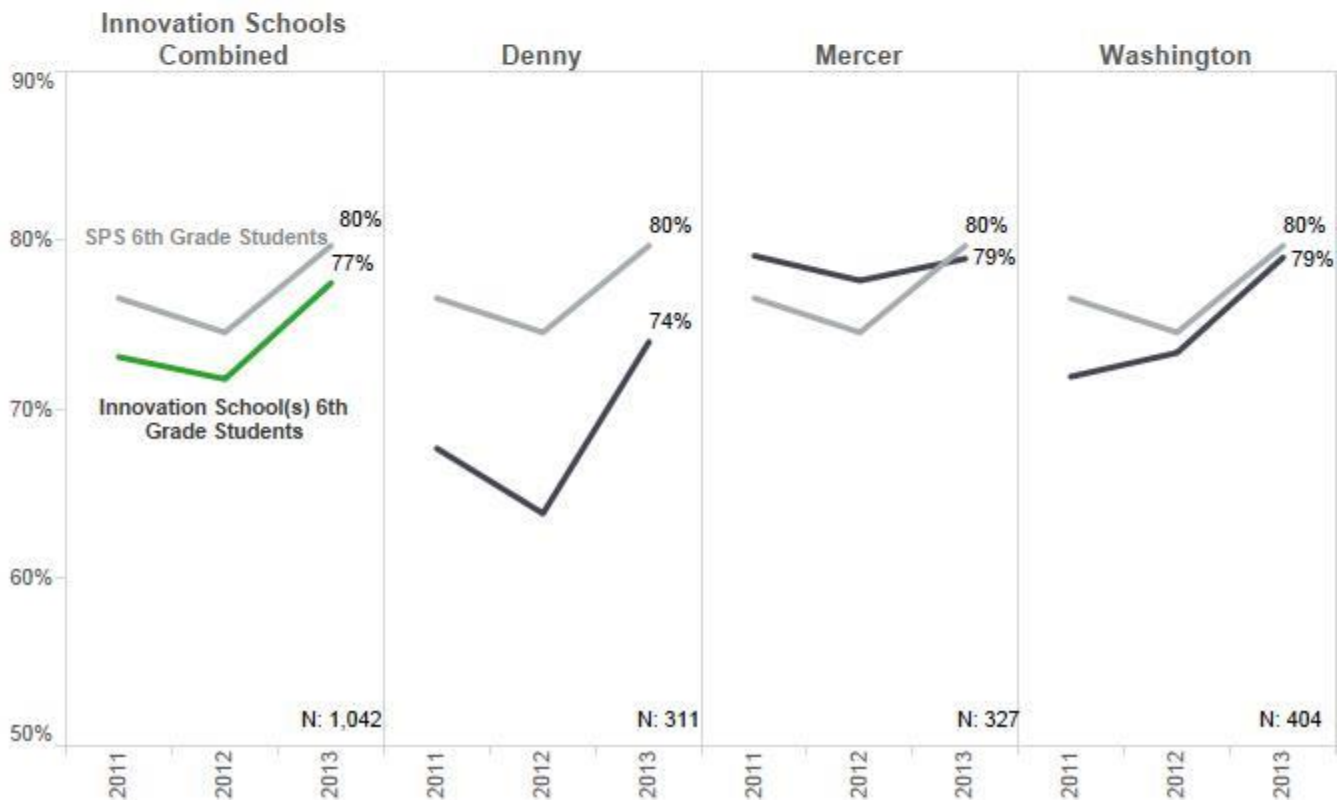
## MSP Reading - Percent of 6th Grade Students Meeting Standard

Seattle Public Schools vs. Implementation Plan Targets



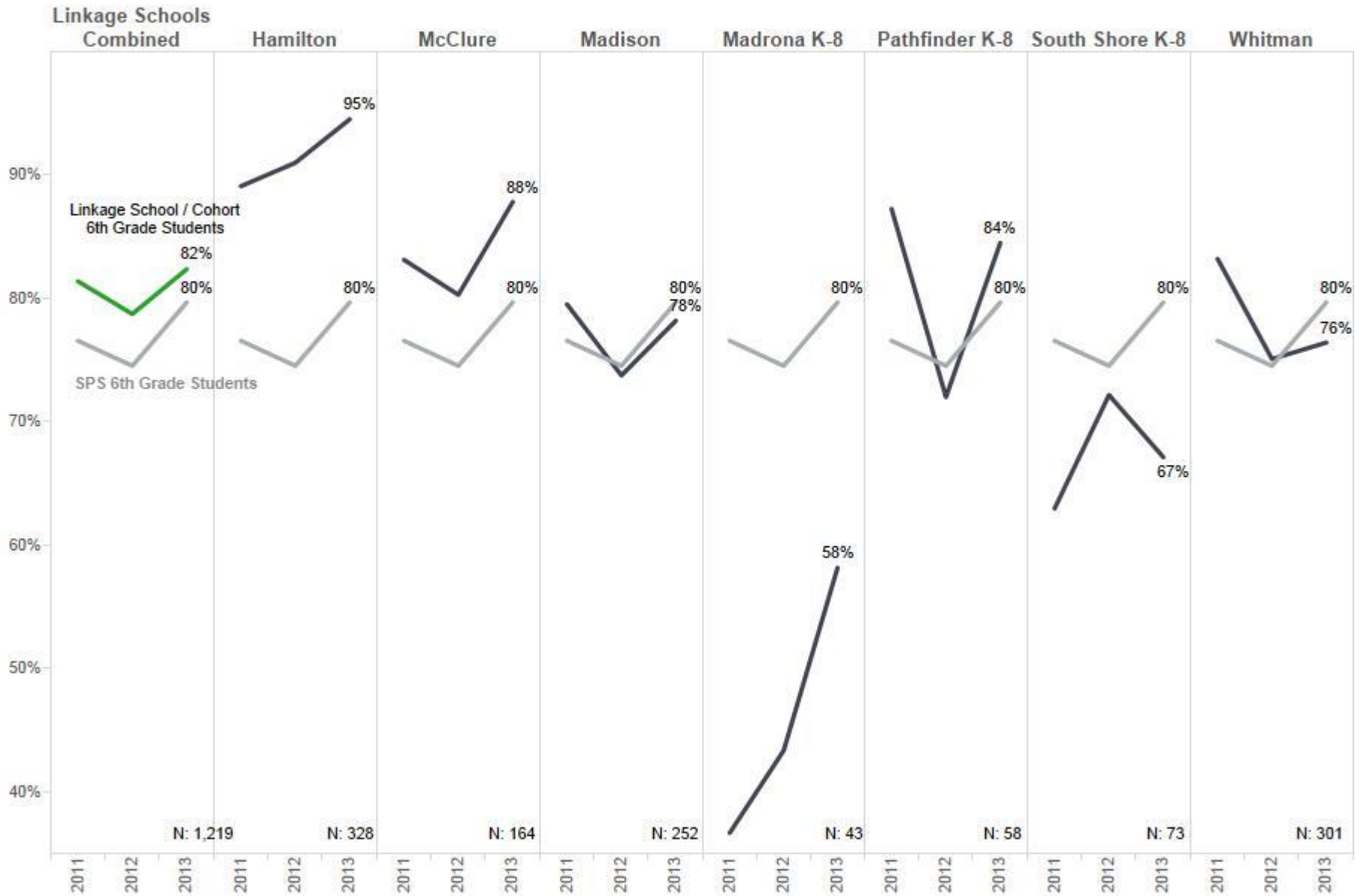
## MSP Reading - Percent of 6th Grade Students Meeting Standard

Innovation School Averages vs. Districtwide Trend



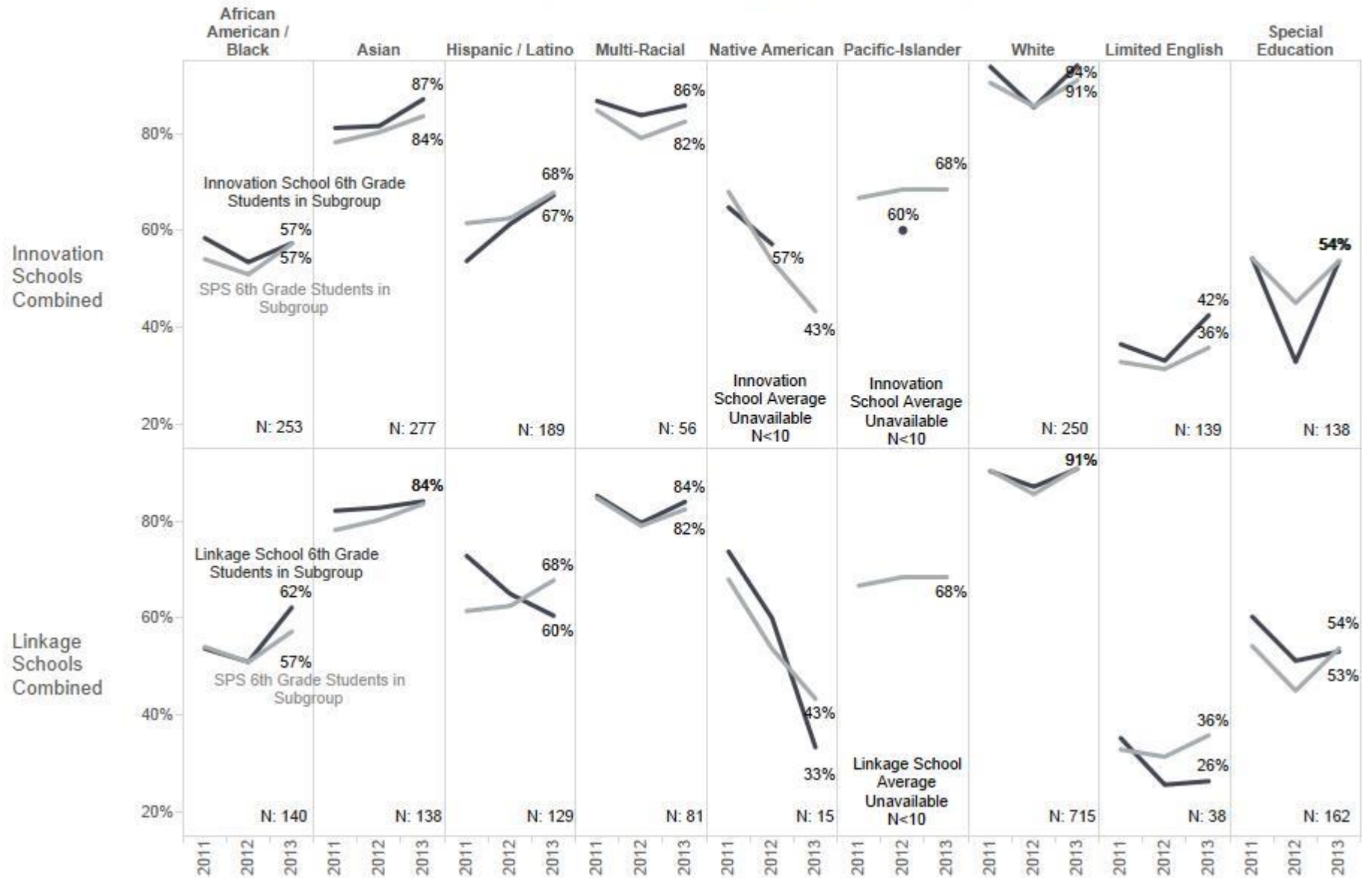
## Milestone Outcome: 6<sup>th</sup> Grade Reading – 2012-13 Linkage Schools

**MSP Reading - Percent of 6th Grade Students Meeting Standard**  
Linkage School Averages vs. Districtwide Trend



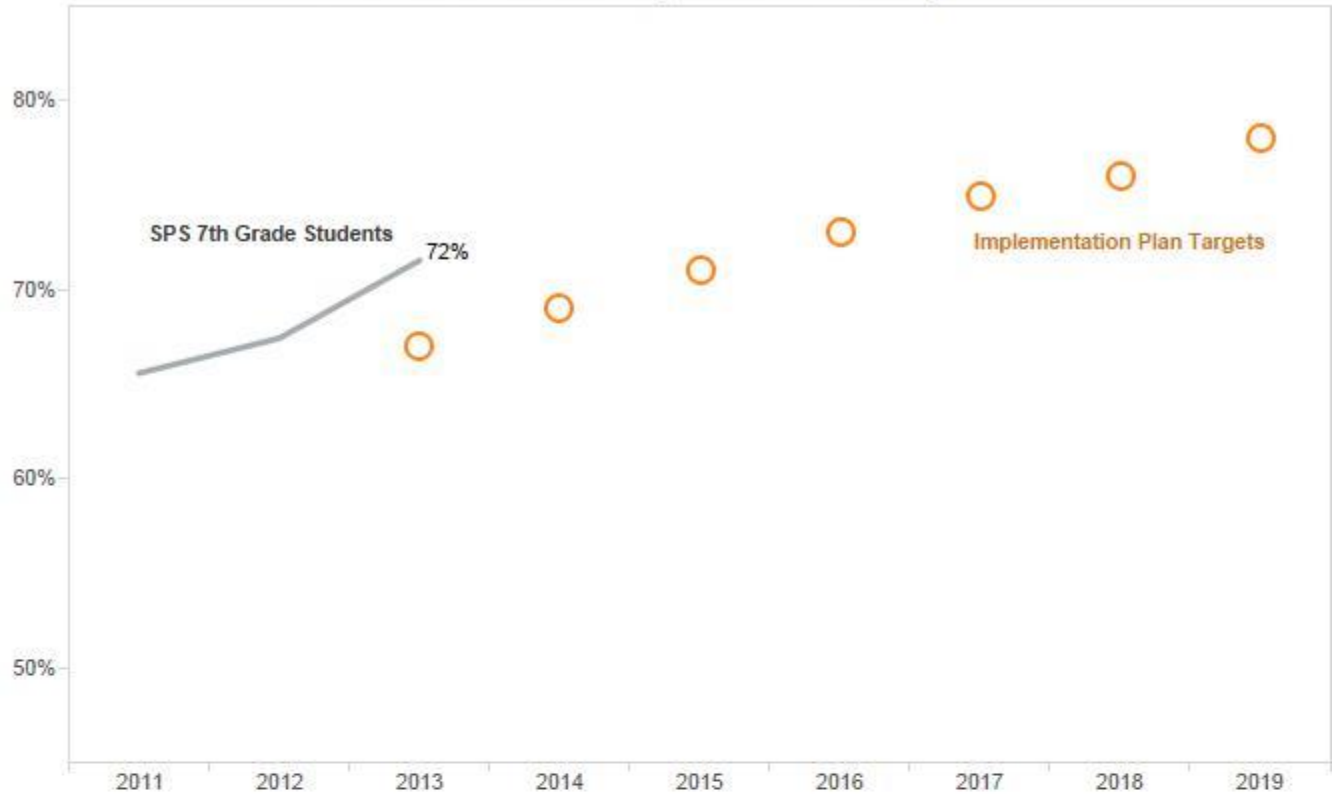
# Milestone Outcome: 6<sup>th</sup> Grade Reading – Demographic Groups in the Innovation & Linkage Schools (Combined)

**MSP Reading - Percent of 6th Grade Students Meeting Standard**  
 Innovation & Linkage School Students by Subgroup vs. District Average

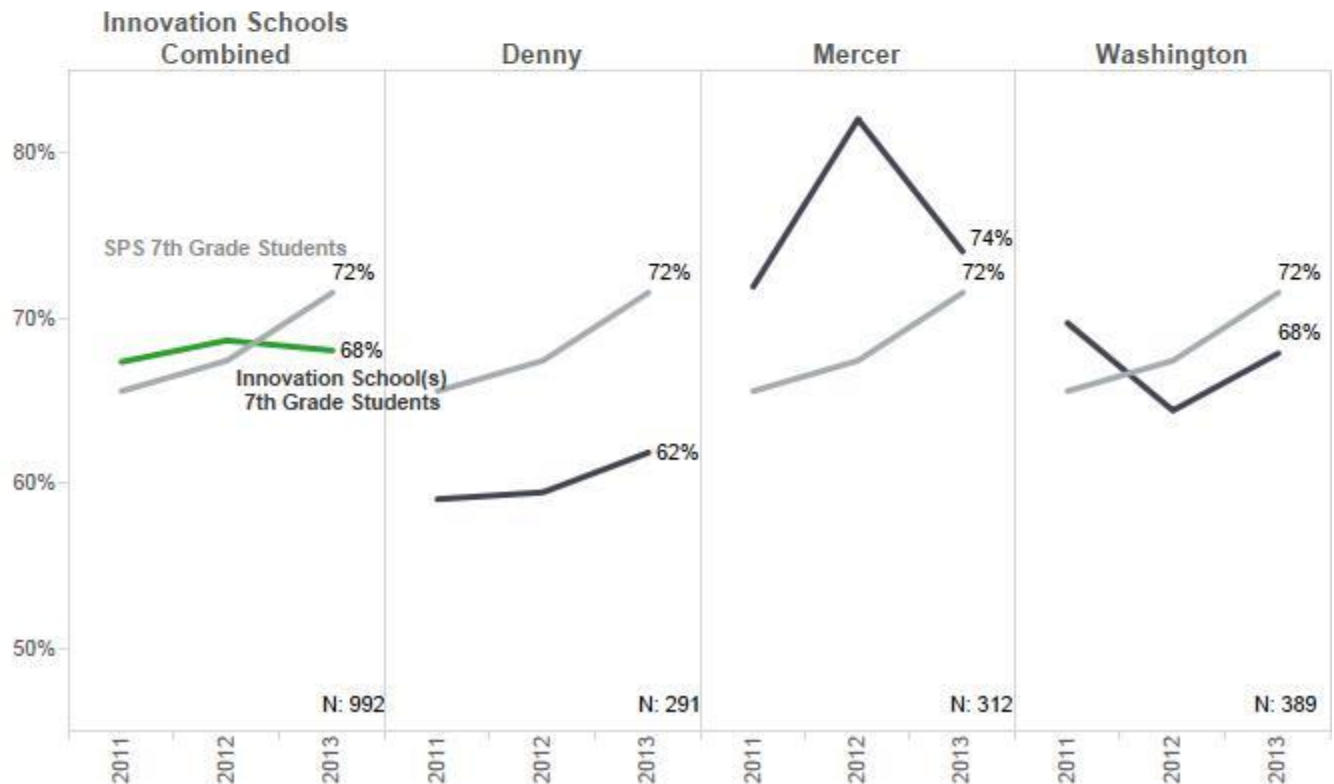


# Milestone Outcome: 7<sup>th</sup> Grade Math – Districtwide and 2012-13 Innovation Schools

**MSP Math - Percent of 7th Grade Students Meeting Standard**  
Seattle Public Schools vs. Implementation Plan Targets



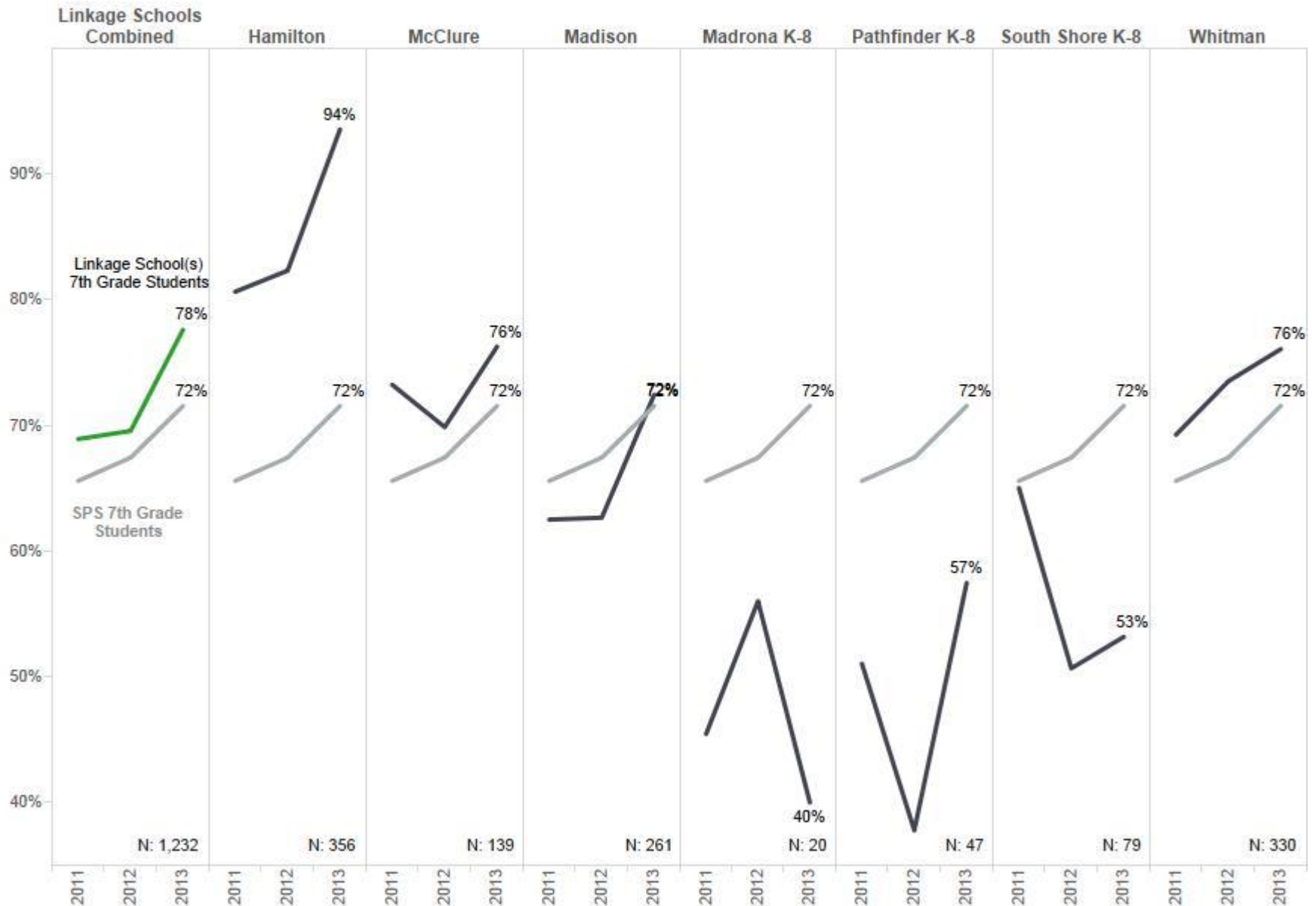
**MSP Math - Percent of 7th Grade Students Meeting Standard**  
Innovation School Averages vs. Districtwide Trend





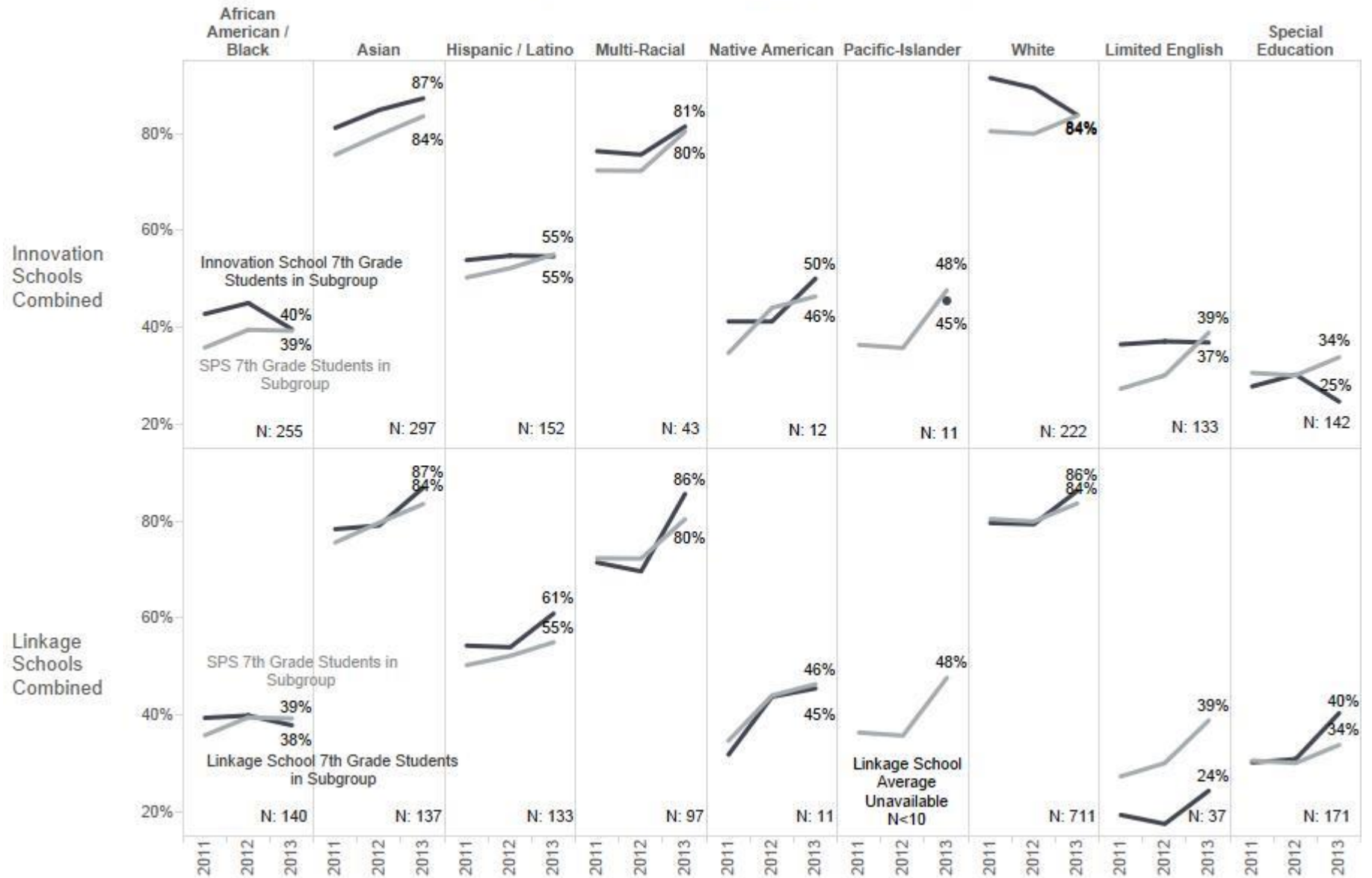
## Milestone Outcome: 7<sup>th</sup> Grade Math – 2012-13 Linkage Schools

### MSP Math - Percent of 7th Grade Students Meeting Standard Linkage School Averages vs. Districtwide Trend



# Milestone Outcome: 7<sup>th</sup> Grade Math – Demographic Groups in the Innovation & Linkage Schools (Combined)

**MSP Math - Percent of 7th Grade Students Meeting Standard**  
 Innovation & Linkage School Students by Subgroup vs. District Average



# HIGH SCHOOL INVESTMENTS

## Innovation High Schools

High schools serving a significant proportion of high needs students are eligible to participate in the RFI process and compete for Innovation High School awards (approximately \$350,000 per school, annually).

Innovation High Schools focus their efforts on 9<sup>th</sup> grade students, using Levy funds to implement strategies in the following component areas:

- 8<sup>th</sup> to 9<sup>th</sup> grade transition
- Extended in-school learning time
- Social, emotional, and behavioral and health support
- Family involvement
- College and career readiness

## 2012-13 Innovation High Schools

### Franklin High School

*Focus Students: Incoming 9<sup>th</sup> graders in any of the following categories: Below standard on math or reading MSP, or behind on other assessments; SPS Risk Factor scores of five or above or who demonstrate other risks for failing courses; attended school 85% of the time or less during 8<sup>th</sup> grade, ELL students in need of additional support*

### Ingraham High School

*Focus Students: Incoming 9<sup>th</sup> graders in any of the following categories: Level 1 MSP Math scores; not making typical growth on the reading MAP; 10 or more unexcused absences in 8th grade; Scored Level 1 or 2 on the Washington English Language Proficiency Assessment (WELPA)*

### Interagency

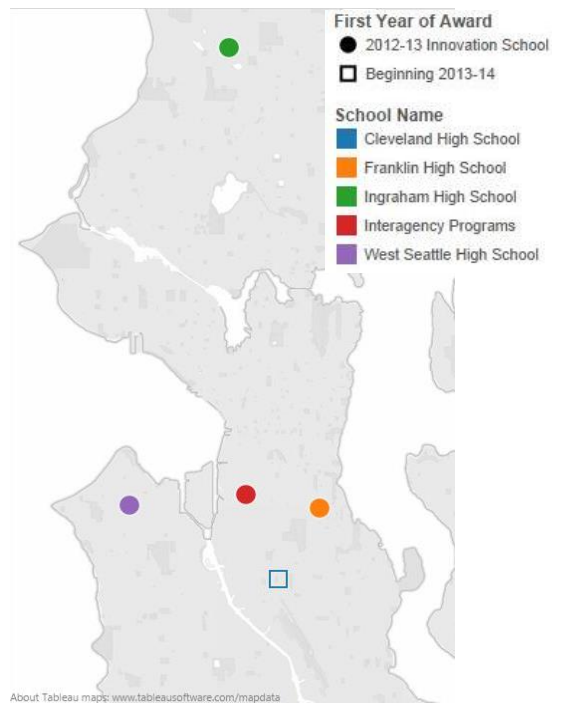
*Focus Students: 9<sup>th</sup> graders in any of the following categories: ELL; below standard on the math or reading MSP; low math or reading MAP scores; students beginning the year with fewer than 6 credits; students who were absent five or more times during the most recent semester*

### West Seattle High School

*Focus Students: Incoming 9<sup>th</sup> graders in any of the following categories: ELL, below standard on the math, reading, or writing MSP; low MAP math scores; received a D or E or had two or more unexcused absences during the school year.*

See Appendix IV for charts illustrating race/ethnicity of students in Levy-funded schools.

## Innovation School Locations



Interagency Academy encompasses multiple sites not shown on map

## Partner Organizations Funded in Levy Schools:

- Asian Counseling & Referral Service
- El Centro de la Raza
- Making Connections
- University Tutors
- YMCA
- Youth Care

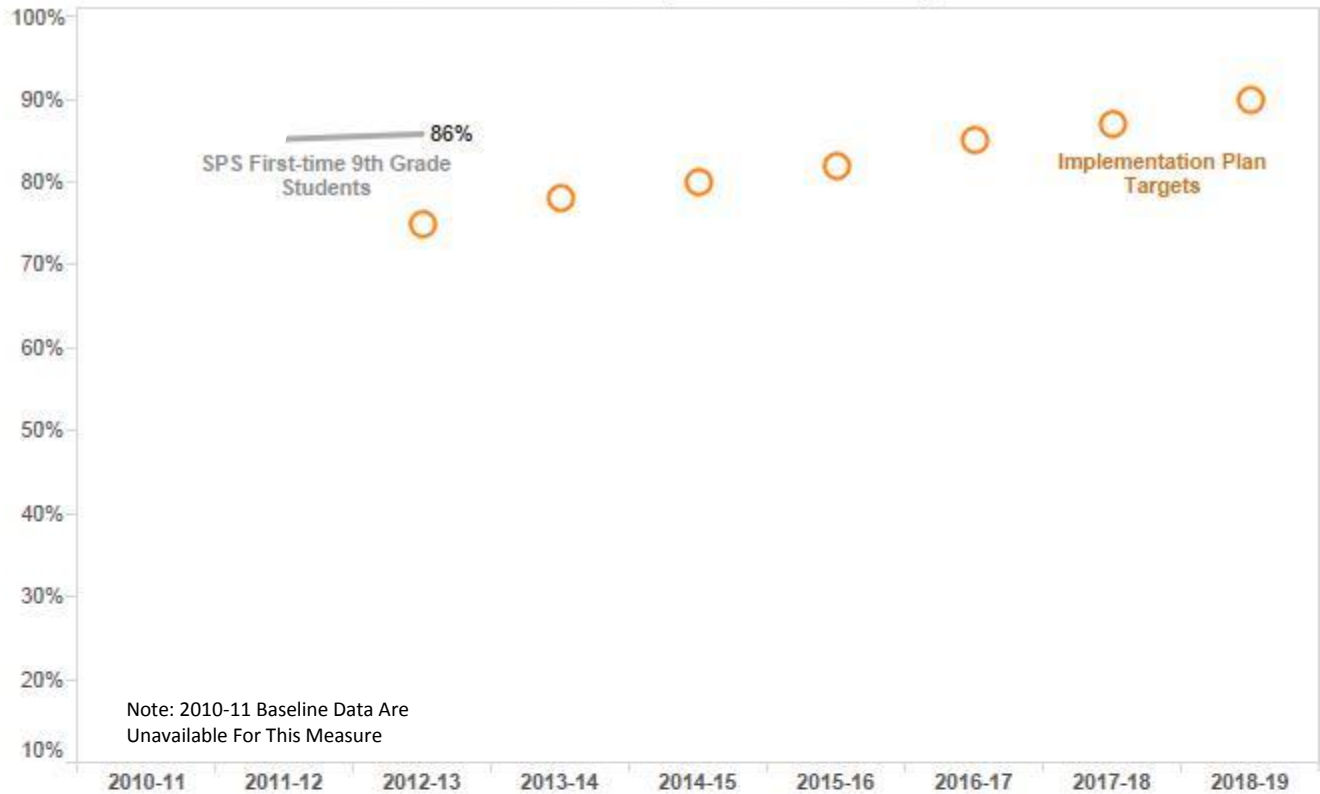
## 2012-13 Progress & Course Corrections

OFE will implement the following course corrections to address the identified needs and improve outcomes:

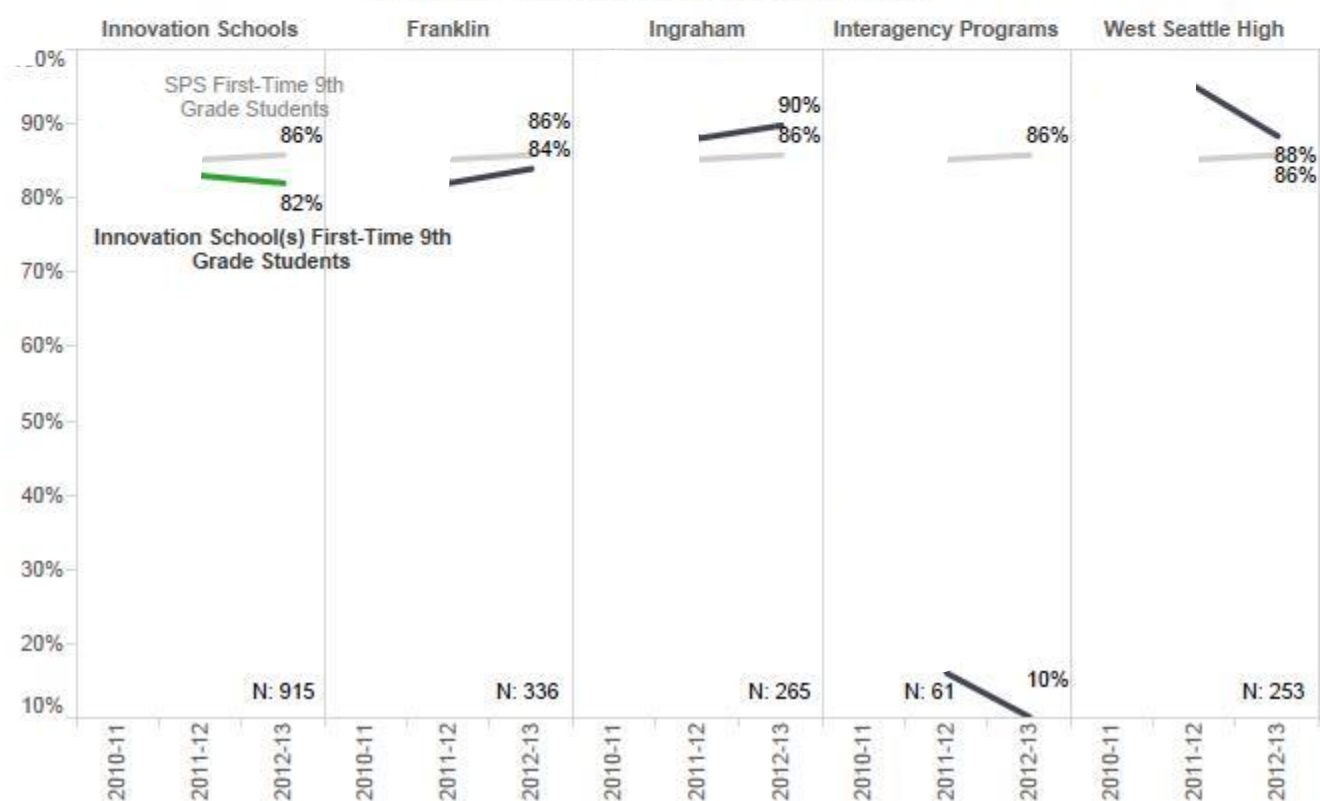
- Improve non-fiction reading instruction by conducting a series of professional development sessions aligned to the Common Core standards for science, social studies, and math teachers
- Address 21st century skills at a systems level to ensure better understanding of the academic and non-cognitive skills connected to college and career readiness
- Improve communication between internal and external stakeholders to ensure greater alignment between strategies and desired outcomes
- Collaborate with the District and community-based organizations to develop a program quality assessment toolkit to strengthen community partnerships

# Milestone Outcome: On-Time Promotion – Districtwide and 2012-13 Innovation Schools

**Percent of First-Time 9th Graders Promoting to 10th Grade**  
Seattle Public Schools vs. Implementation Plan Targets

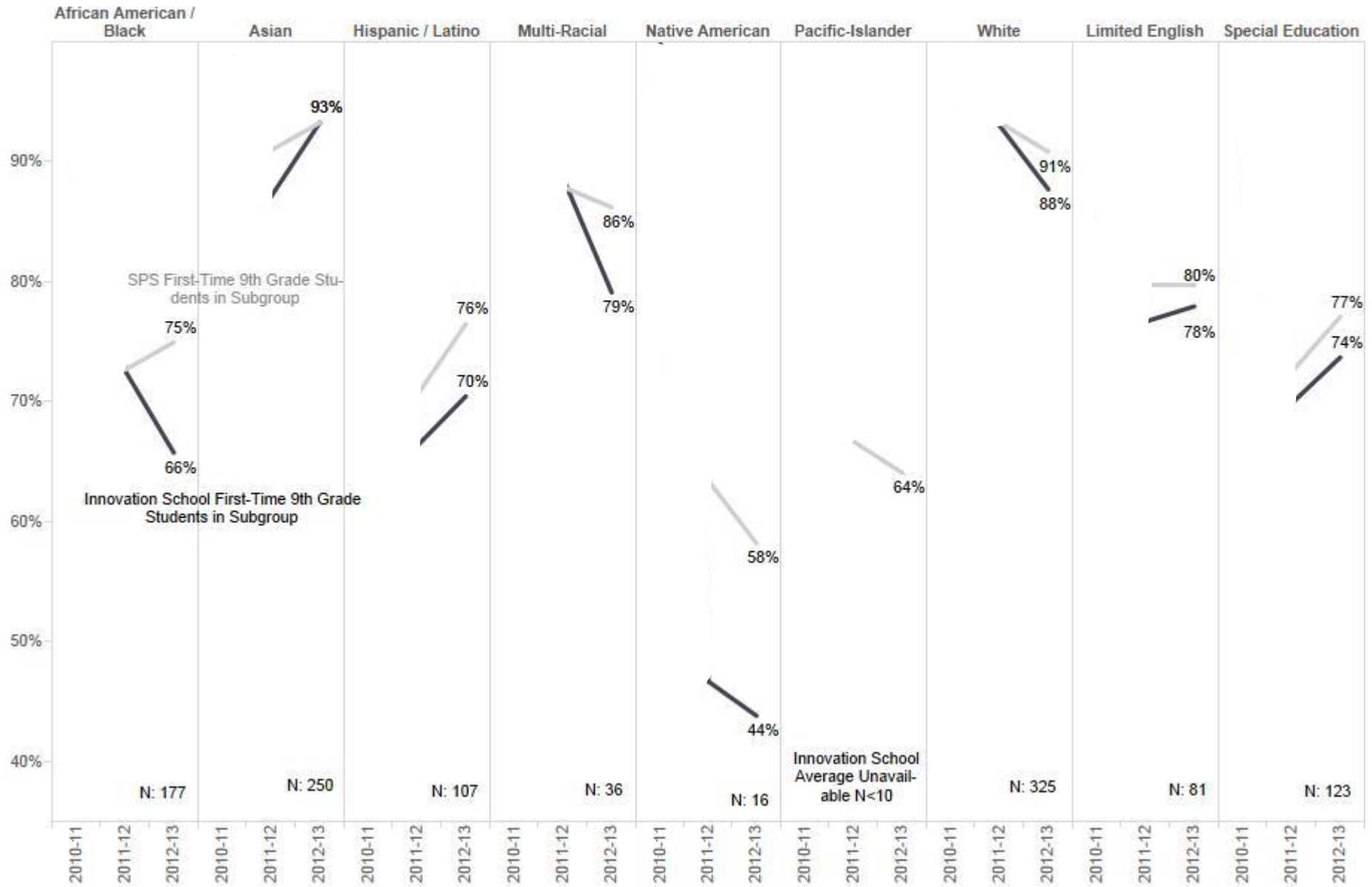


**Percent of First-Time 9th Graders Promoting to 10th Grade**  
Levy Innovation Schools vs. Districtwide Trend



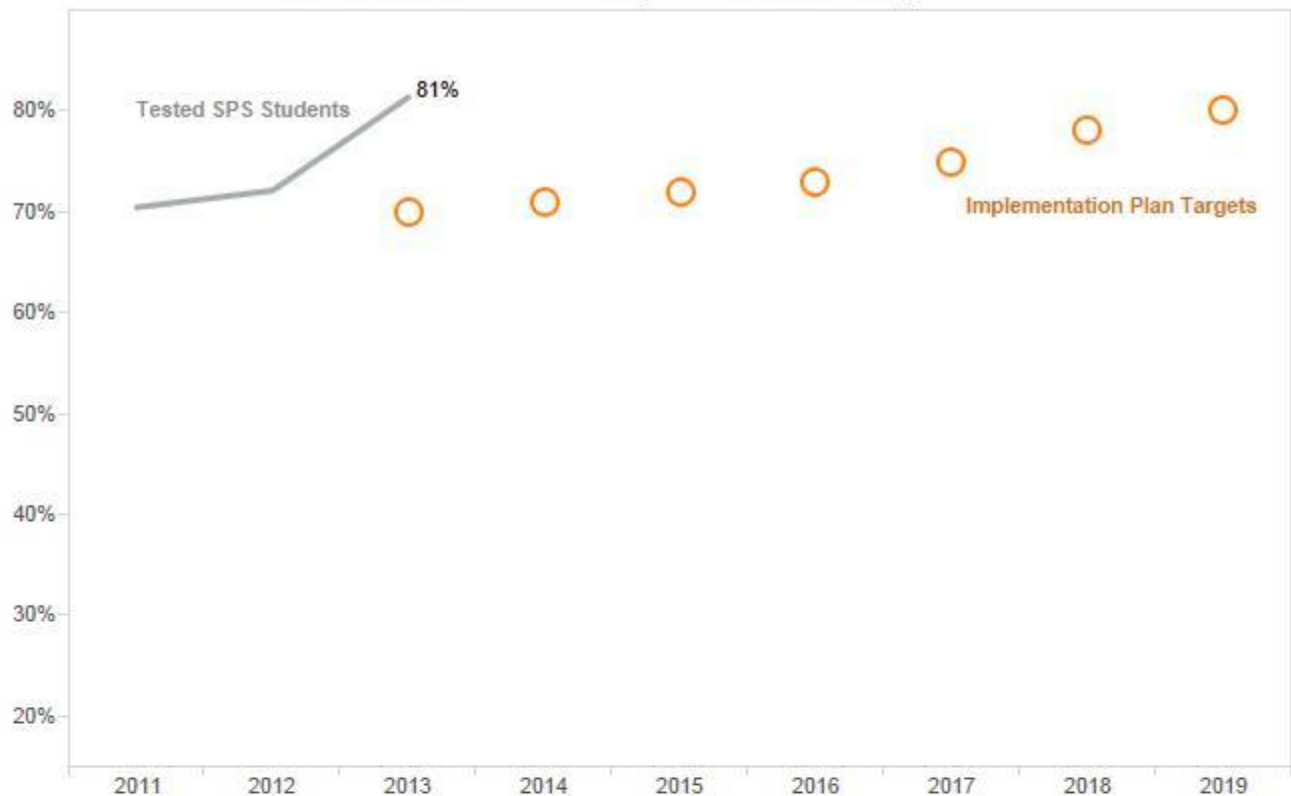
## Milestone Outcome: On-Time Promotion – Demographic Groups in the Innovation Schools (Combined)

**Percent of First-Time 9th Graders Promoting to 10th Grade**  
 Innovation School Students by Subgroup vs. District Subgroup Average

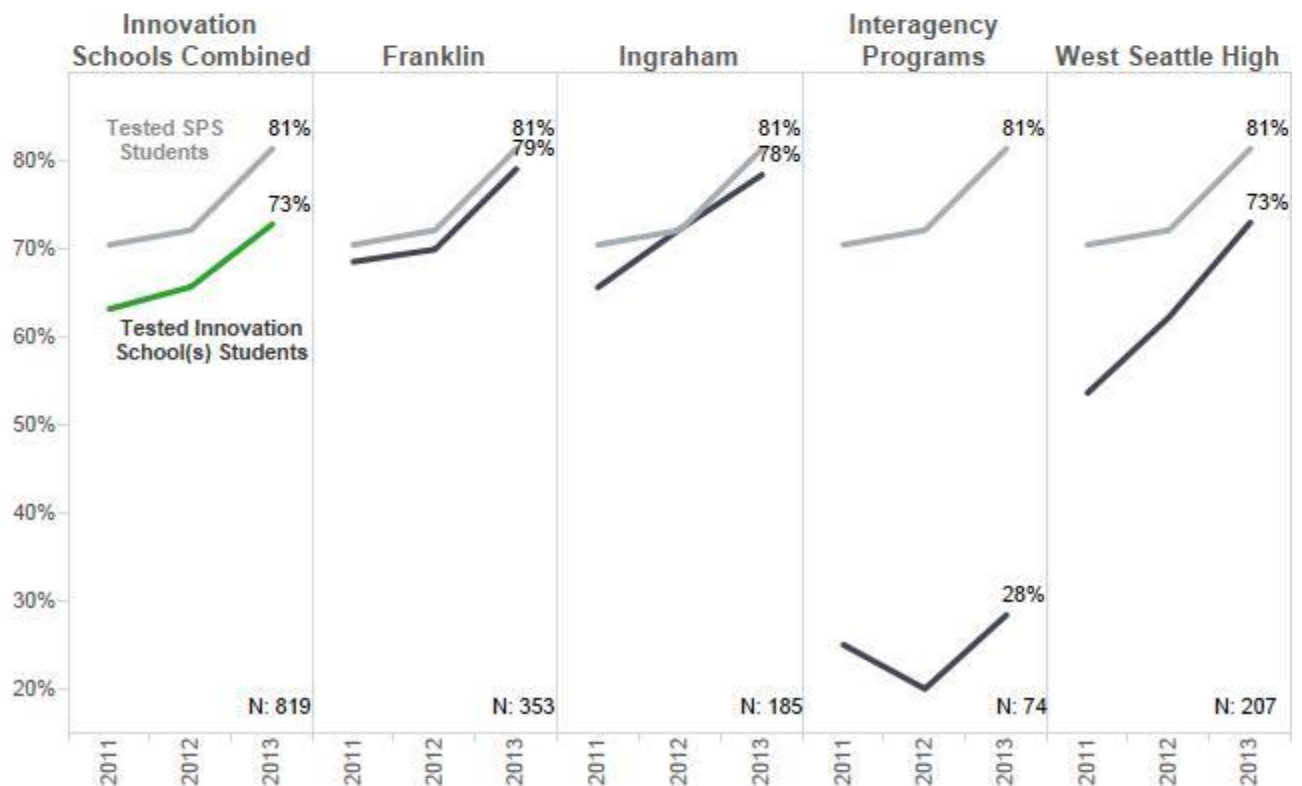


# Milestone Outcome: Math End-of-Course Ex 2 – Districtwide and 2012-13 Innovation Schools

**EOC Math 2 - Percent of All Students Passing**  
Seattle Public Schools vs. Implementation Plan Targets

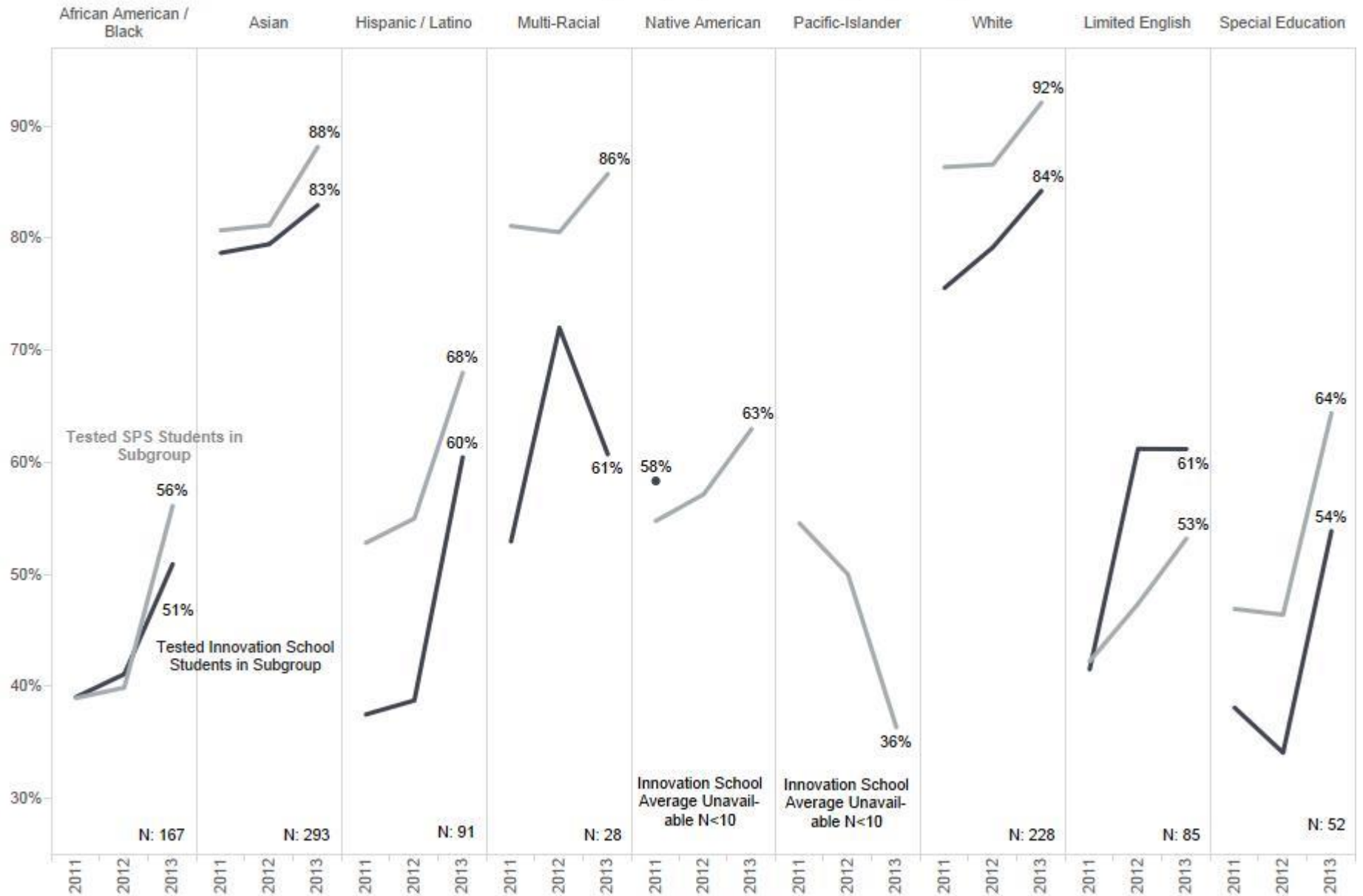


**EOC Math 2 - Percent of All Students Passing**  
Levy Innovation School Averages vs. Districtwide Trend



## Milestone Outcome: Math End-of-Course Exam 2 – Demographic Groups in the Innovation Schools (Combined)

**EOC Math 2 - Percent of All Students Passing**  
 Innovation School Students by Subgroup vs. District Subgroup Average







# STUDENT HEALTH INVESTMENTS

## School-Based Health Centers

The 2011 Levy recognizes the contribution student physical and mental health make to academic success by continuing the Levy's support of School-Based Health Centers (SBHCs) in all of the school district's comprehensive high schools, and expanding to five middle schools and Seattle World School/Nova.

These SBHCs are sponsored by local healthcare organizations to provide care ranging from immunization compliance for all students to screenings, assessments, and interventions that focus on students who are academically at risk.

## Elementary Health Services

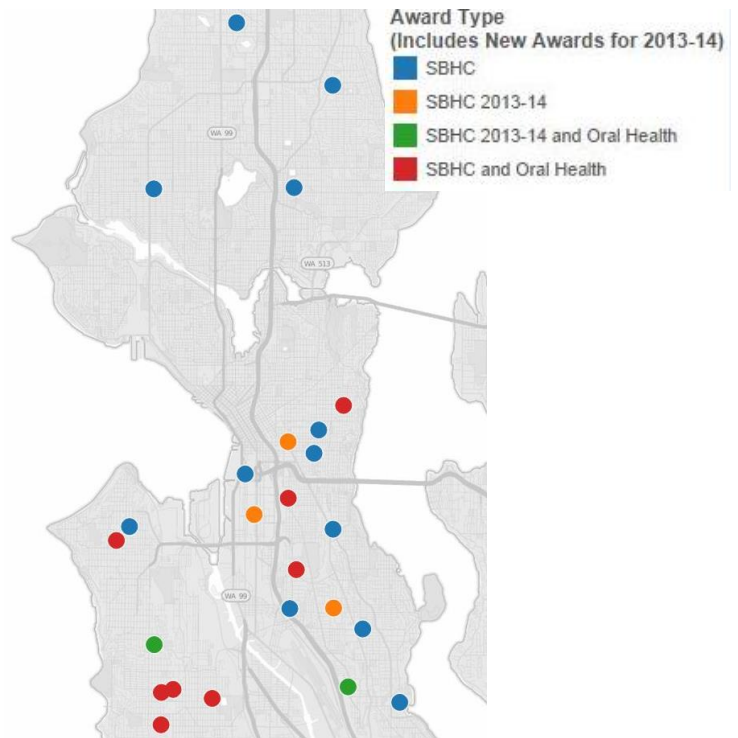
Health services at elementary school sites are a new focus for funding under the 2011 Levy. The following community health organizations are partnering with elementary schools that include populations with low academic performance coupled with inequities in health access and outcomes:

- Neighborcare (Highland Park and Roxhill Elementary Schools)
- Odessa Brown (Madrona Elementary School and Beacon Hill International School)

The first year for this new elementary health investment, 2012-13, has been a development year centered on building relationships with school staff and parents, and establishing core services in mental health and medical care.

Each site has a medical provider and mental health counselor on site for limited hours each week, and each has begun successfully treating students for a variety of needs. These services provide access to care for families and keep kids needing health care close to school so that they can quickly get back to learning.

## Health Investment Locations



## Mental Health Enhancement

PHSKC and SPS staff recognize that enhanced implementation of evidence-based mental health care tools and practices will increase the likelihood that school-based mental health care improves social-emotional functioning and promotes academic achievement and high school completion.

The mental health enhancement strategy trains school-based mental health providers to use standardized assessment (SA) tools to screen for mental health issues, plan appropriate treatment, monitor outcomes over time, and adjust treatment according to measurable progress. The strategy also supports phone-based consultation services by a team of psychologists and psychiatrists at Seattle Children's Hospital who provide diagnostic clarification and treatment recommendations. Standardized assessment and consultation are supported by a web-based monitoring and feedback system that tracks goal attainment and symptom improvement, provides access to an array of screening instruments, and supports systematic caseload review.

– Continued on Next Page –

# STUDENT HEALTH INVESTMENTS – *continued*

## 2012-13 Progress & Course Corrections

This strategy is off to a strong start in its first year. Providers received a series of six trainings on standardized assessment (SA) and progress monitoring followed by phone consultation to support practice adoption. Changes in provider SA use over time were evaluated via repeat administration of a confidential survey. Provider SA use increased substantially over the course of trainings and consultation.

After a year and a half of planning and specification development, the School-Based Mental Health Integrated Tracking System (SB-MHITS) had its pilot launch with a randomized sample of SBHC providers in January 2013. Provider SA use was evaluated via a brief daily online survey for both SB-MHITS users and non-users. Compared to providers who were not using SB-MHITS, providers using SB-MHITS administered SA tools and provided data-based feedback to more of their patients.

SB-MHITS was also piloted at West Seattle High School to improve the coordination of mental health and substance abuse services for students. In the first quarter of 2013, WSHS school staff, SBHC staff, and partner community mental health providers ACRS and SWYFS received SB-MHITS training and conducted testing to ensure that all features were working as planned. Full implementation and baseline data collection occurred in March 2013. From March through June 2013, 29 students received care coordination and referral to services using the SB-MHITS system. WSHS also implemented a new SIT caseload progress reporting structure to capitalize on the referral data they are accessing in SB-MHITS.

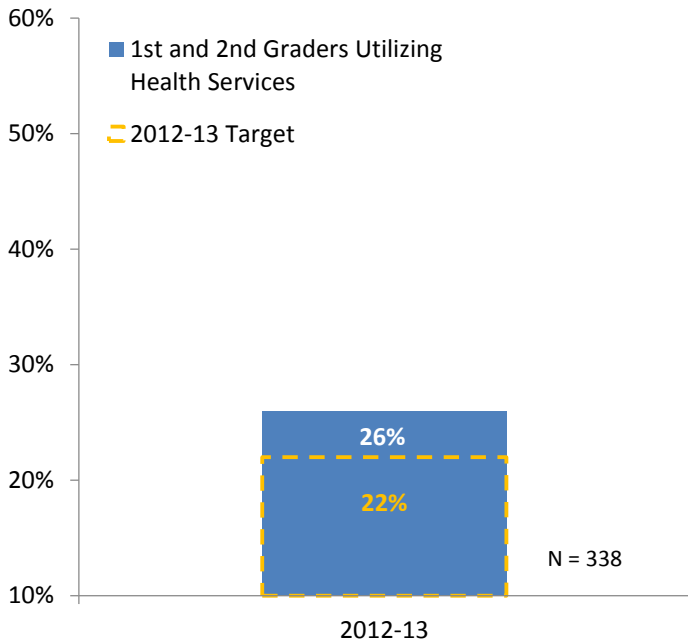
## New Investments for 2013-14

Health programs will be expanded in the next year by adding:

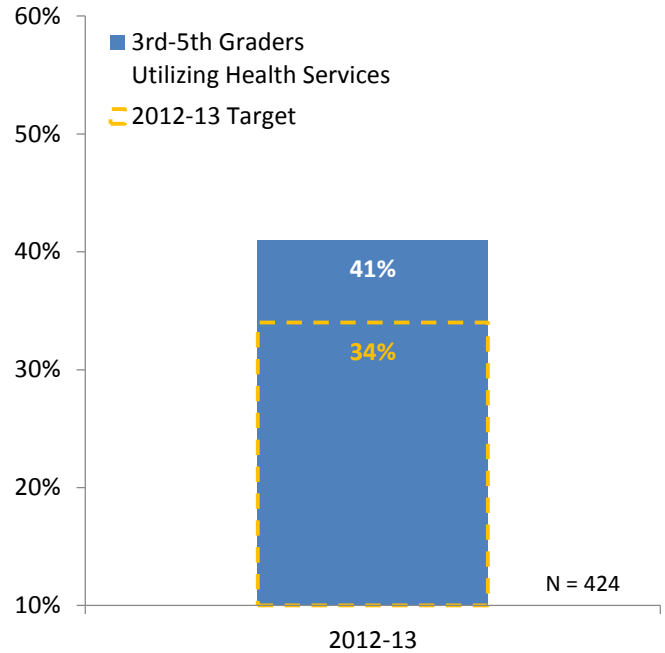
- Four elementary schools for health services
- School-Based Health Center at Interagency Academy
- Oral Health services at 10 schools

# Levy Contract Outcomes for Students Utilizing School-Based Health Centers and/or Health Support Services

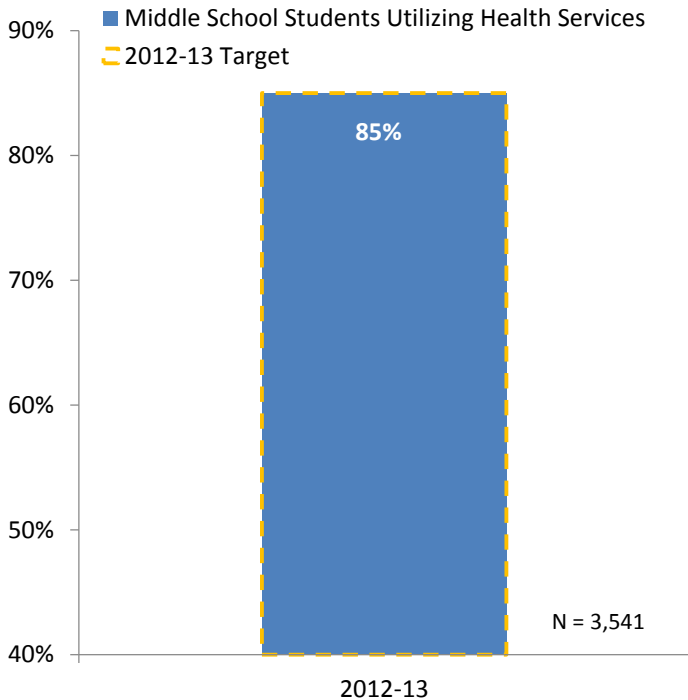
**1<sup>st</sup>-2<sup>nd</sup> Graders Meeting or Exceeding Typical Growth in Math & Reading MAP**



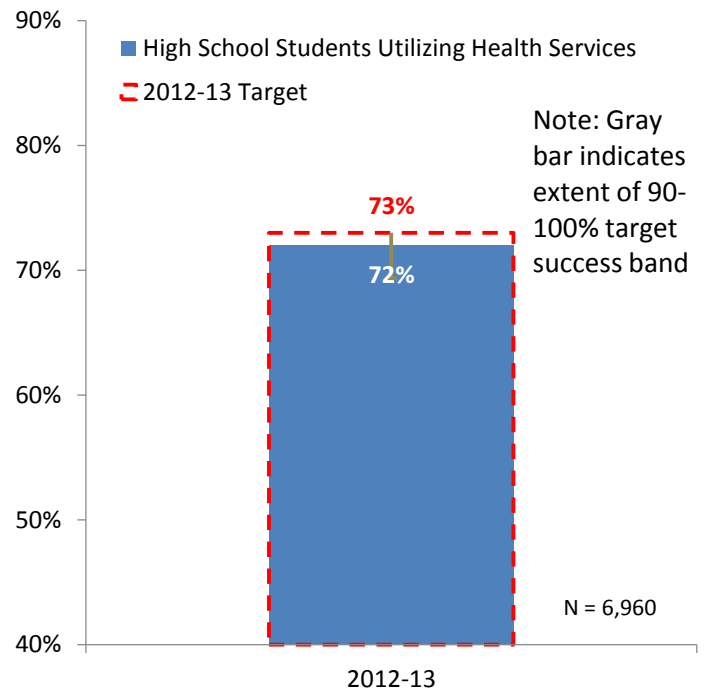
**3<sup>rd</sup>-5<sup>th</sup> Graders Meeting Standard on Math and Reading MSP (424 Students)**



**Middle School Students Who Pass All Classes**



**High School Students Who Pass All Classes**





# SUMMER LEARNING INVESTMENTS

## Summer Learning Programs

Students' reading, English language, and mathematics skills decline during summer vacation, with disproportionately strong, negative effects on low-income students. This disparity contributes to significant achievement gaps over time. The Levy invests in summer programs led by community-based organizations and local schools to help mitigate summer learning loss. These programs target elementary, middle, and high school students to offer comprehensive experiences featuring academic instruction, enrichment activities, and low student-to-teacher ratios.

## 2013 Summer Learning Awardees

### Elementary School

- Denise Louie Education Center (Early Learning)
- Seattle Parks & Recreation (at Northgate ES)

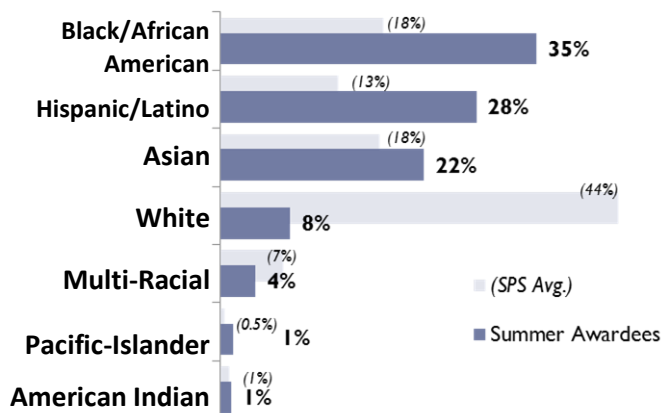
### Middle School

- Denny International Middle School
- Seattle Parks & Recreation (at Eckstein & Mercer)
- YMCA (hosted at Cleveland HS)

### High School

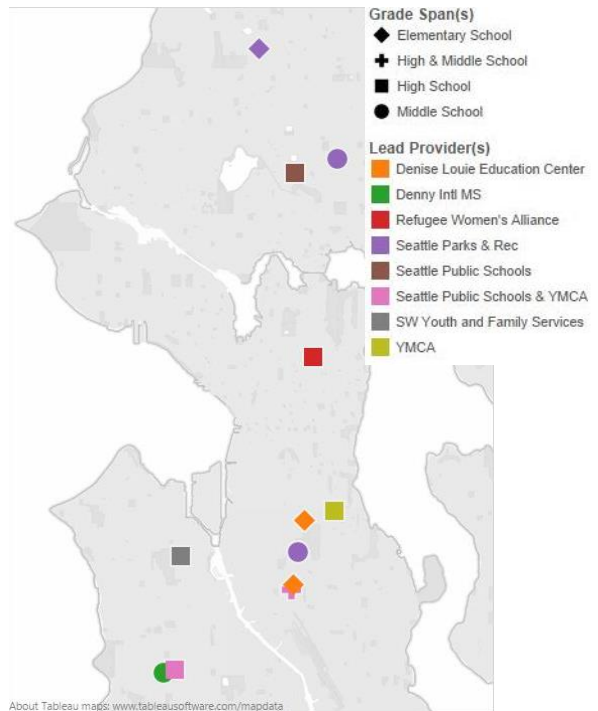
- Seattle Public Schools
- Southwest Youth & Family Services
- Refugee Women's Alliance (at Seattle World School)
- YMCA (at Cleveland, Chief Sealth Franklin HS)

### Students Served (excludes early learning students)



**Special Education Students:** 16% (SPS: 12%)

**English Language Learners:** 31% (SPS 12%)



## 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 I.

- More than 90% of early learning students improved on Teaching Strategies GOLD measures of kindergarten readiness (34 students)
- In both math and reading, 57% of middle school students gained or maintained MAP scores in from spring to fall (math: 326 students; reading: 327 students, counted separately)
- 89% of high school students earned credits (402 students)

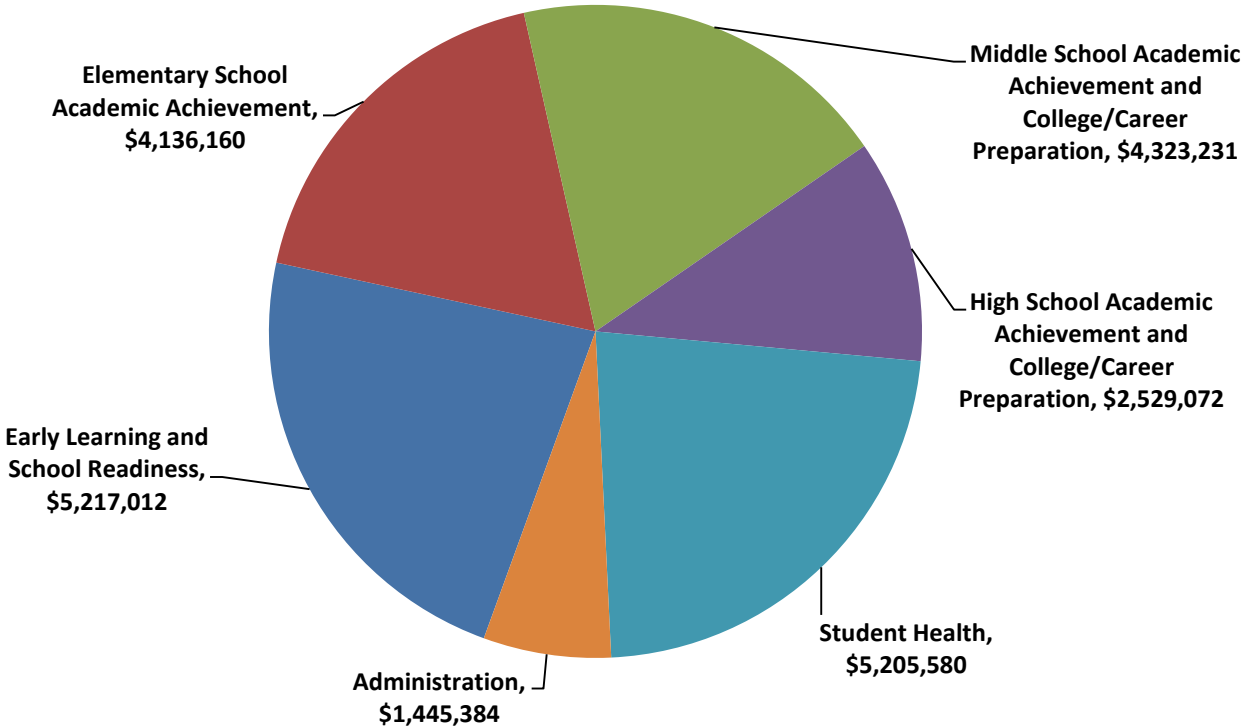
## 2012-13 Progress & Course Corrections

2013 summer learning program providers expressed a need for support in three key areas: recruiting and enrolling students, choosing standards-aligned curricula, and identifying meaningful pre-and post-exams to help measure student progress. In 2014, OFE will work to foster a learning community among providers to overcome these challenges and improve program quality.



# Appendix I: Annual Budget & Program Contract Results Summary

## 2012-2013 Families and Education Levy Budget Plan



**Total Performance Pay Available: \$5,031,769 | Total Performance Pay Earned: \$4,709,206 (93.5%)**

## Early Learning Contract Targets & Results

2012-2013 MOA/Contract Target	Target %	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
<b>HSD - SEEC</b>				
<b>Pre-Kindergarten (Teaching Strategies GOLD):</b> 85% of three- and four-year-old children whose primary language at home is English and who have at least two Teaching Strategies GOLD (TSG) assessments will meet or exceed the age-level expectations in all six domains by the end of the program year, and 85% of three- and four-year-old children whose primary language at home is other than English and who have at least two TSG assessments will meet or exceed the age-level expectations in all six domains or in both the language and literacy domains, by the end of the program year.	85%		88%	104%
<b>Pre-Kindergarten (PPVT - 4):</b> 85% of children whose primary language at home is English will make gains in the Standard Score or Growth Scale Value (GSV) on the Peabody Picture Vocabulary Test, fourth edition (PPVT-4) from the fall to the spring, and	85%		79%	93%
60% of children whose primary language at home is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%		79%	132%
600 children (351 of these Levy-funded) will be enrolled in Step Ahead preschool programs		684	114%	100%
69% of the children enrolled will attend 85% of eligible days offered while they are enrolled	54%		84%	122%
<b>Kindergarten Transition:</b> 85% of 4 year olds enrolled in a Step Ahead preschool program with at least two Teaching Strategies Gold (TSG) assessments will have a completed kindergarten transition portfolio that is shared with the partner elementary school	85%		98%	115%
<b>Professional Development:</b> 55% of 25 FFN participants will improve or maintain a score of at least 2 or 3 on each element in each of the PACT domains or other assessment tool identified by SEEC assessment group	55%		84%	153%
55% of 25 FFN participants will improve or maintain a score of at least 2 or 3 on each of the CBT domains or other assessment tool identified by SEEC assessment group	55%		96%	175%
62% of children with at least two TSG assessments will be in classrooms with teachers who meet the Early Childhood Environmental Rating Scale-Revised (ECERS-R) performance standard of at least a 4.0 in each subscale or an average of 6.0 across seven subscales	62%		0%	0%
At least six train-the-trainer workshops will be completed	total of 6	8	133%	100%
<b>Parent-Child Home Program:</b> By the end of the first year, 83 of the 100 first-year participants will improve or maintain a score of at least 2 or 3 on each element in each of the domains of the Child Behavior Traits (CBT) and the Parent and Child Together (PACT) assessments	83%	84	101%	100%
100 two-year-old children will be enrolled in Levy-funded PCHP programs	100 children	103	103%	100%
95 children will be served and offered a minimum of 46 home visits	95 children	100	105%	100%
85 children will complete a minimum of 39 home visits by the end of the program year	85 children	93	109%	100%



## Elementary Innovation Contract Targets & Results

2012-13 SY Seattle Public Schools Contract Target	Target	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
<b>SPS - Elementary School Academic Achievement Program</b>				
<b>Innovation School: Beacon Hill International</b>				
59% of 2nd grade students making annual typical growth on reading MAP	59%	33	47%	79.9%
77% of 1 <sup>st</sup> grade students making annual typical growth on math MAP	77%	39	49%	63.2%
71% of 3 <sup>rd</sup> - 5 <sup>th</sup> grade students making annual typical growth on math MAP	71%	147	73%	102.5%
87% of K - 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in the first semester	87%	395	85%	97.8%
84% of K - 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in the second semester	84%	389	85%	100.7%
<b>Innovation School: Madrona K - 8</b>				
45% of 1 <sup>st</sup> - 2 <sup>nd</sup> grade students making annual typical growth on reading MAP	45%	30	63%	140.0%
47% of 4 <sup>th</sup> - 5 <sup>th</sup> grade students meeting MSP math standard	47%	23	42%	89.4%
30% of 4 <sup>th</sup> - 5 <sup>th</sup> grade students advancing from Level 1 to Level 2 or higher on MSP math	30%	6	30%	100.0%
84% of K - 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in the first semester	82%	138	75%	91.0%
64% of K - 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in the second semester	64%	137	77%	119.6%
<b>Innovation School: Olympic Hills</b>				
84% of 4 <sup>th</sup> - 5 <sup>th</sup> grade students at Level 1 or Level 2 advancing one level or higher on MSP reading	84%	9	50%	59.5%
44% of 4 <sup>th</sup> - 5 <sup>th</sup> grade focus students at Level 1 or Level 2 advancing one level or higher on MSP math	44%	10	32%	72.7%
59% of 1 <sup>st</sup> and 4 <sup>th</sup> - 5 <sup>th</sup> grade ELL students making annual typical growth on reading MAP	56%	4	29%	51.0%
74% of K - 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in the first semester	74%	168	64%	86.0%
66% of K - 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in the second semester	66%	150	62%	93.9%
<b>Innovation School: Roxhill</b>				
68% of 4 <sup>th</sup> - 5 <sup>th</sup> grade students meeting MSP reading standard	68%	61	64%	94.1%
63% of 4 <sup>th</sup> - 5 <sup>th</sup> grade students meeting MSP math standard	63%	40	42%	66.7%

<b>2012-13 SY Seattle Public Schools Contract Target</b>	<b>Target</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
59% of ELL students making annual typical growth on reading MAP	<b>59%</b>	38	<b>49%</b>	82.6%
75% of K - 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in the first semester	<b>75%</b>	249	<b>67%</b>	88.8%
70% of K - 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in the second semester	<b>70%</b>	236	<b>66%</b>	94.7%

## Family Support Contract Targets & Results

<b>2012-13 SY Chinese Information and Service Center Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>Community-Based Family Support</b>				
35% of 4th - 5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP	<b>35%</b>	2	<b>67%</b>	191%
25% of 4th -5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP	<b>25%</b>	1	<b>33%</b>	132%
56% of 1 <sup>st</sup> - 3 <sup>rd</sup> grade focus students meeting annual typical growth on math MAP	<b>56%</b>	22	<b>76%</b>	135%
52% of 1 <sup>st</sup> - 3 <sup>rd</sup> grade focus students meeting annual typical growth on reading MAP	<b>52%</b>	19	<b>66%</b>	126%
86% 1 <sup>st</sup> - 5 <sup>th</sup> grade focus students with fewer than five absences (excused or unexcused) in the first semester	<b>86%</b>	38	<b>95%</b>	110%
78% 1 <sup>st</sup> - 5 <sup>th</sup> grade focus students with fewer than 5 absences (excused or unexcused) in the second semester	<b>78%</b>	35	<b>88%</b>	112%
<b>2012-13 SY Refugee Women's Alliance Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>Community-Based Family Support</b>				
35% of 4th - 5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP	<b>35%</b>	6	<b>35%</b>	100%
25% of 4th -5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP	<b>25%</b>	7	<b>39%</b>	156%
56% of 1 <sup>st</sup> - 3 <sup>rd</sup> grade focus students meeting annual typical growth on math MAP	<b>56%</b>	5	<b>31%</b>	56%
52% of 1 <sup>st</sup> - 3 <sup>rd</sup> grade focus students meeting annual typical growth on reading MAP	<b>52%</b>	10	<b>56%</b>	107%
86% 1 <sup>st</sup> - 5 <sup>th</sup> grade focus students with fewer than five absences (excused or unexcused) in the first semester	<b>86%</b>	33	<b>83%</b>	97%

78% 1 <sup>st</sup> – 5 <sup>th</sup> grade focus students with fewer than 5 absences (excused or unexcused) in the second semester	<b>78%</b>	32	<b>76%</b>	98%
80% of students will be absent fewer than 20% of the summer program days	<b>80%</b>	27	<b>82%</b>	103%
80% of students will make growth on ARI assessment	<b>80%</b>	20	<b>67%</b>	84%

<b>2012-2013 Public Health -- Seattle &amp; King County Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>Family Support Program</b>				
43% of 1 <sup>st</sup> - 3 <sup>rd</sup> grade students making annual typical growth on reading MAP	<b>43%</b>	118	<b>37%</b>	86%
30% of 4 <sup>th</sup> - 5 <sup>th</sup> grade students at Level 1 or Level 2 advancing one level or higher on reading MSP	<b>30%</b>	58	<b>38%</b>	127%
70% of K - 5 <sup>th</sup> grade students have fewer than 5 absences (excused or unexcused) in the first semester	<b>70%</b>	453	<b>58%</b>	83%
56% of K - 5 <sup>th</sup> grade students have fewer than 5 absences (excused or unexcused) in the second semester	<b>56%</b>	418	<b>57%</b>	101%

## Middle School Innovation and Linkage Contract Targets & Results

<b>2012-13 SY Seattle Public Schools Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>SPS - Middle School Academic Achievement Program</b>				
<b>Innovation School: Denny International</b>				
45% of students advancing from Level 1 to Level 2 or higher in math on MSP	<b>45%</b>	77	<b>36%</b>	81%
71% of students advancing from Level 2 to Level 3 or higher in math on MSP	<b>71%</b>	64	<b>58%</b>	81%
67% of students making typical growth in math on MAP	<b>67%</b>	410	<b>55%</b>	82%
48% of ELL students making typical growth in reading on MAP	<b>48%</b>	52	<b>66%</b>	137%
87% of students passing core courses in the first semester	<b>87%</b>	766	<b>86%</b>	99%
86% of students passing core courses in the second semester	<b>86%</b>	745	<b>84%</b>	98%
<b>Innovation School: Mercer</b>				
67% of students advancing from Level 2 to Level 3 or higher in reading on MSP	<b>67%</b>	74	<b>47%</b>	69%
69% of students advancing from Level 2 to Level 3 or higher in math on MSP	<b>69%</b>	63	<b>64%</b>	92%
71% of students making typical growth in math on MAP	<b>71%</b>	488	<b>60%</b>	85%
71% of ELL students making typical growth in reading on MAP	<b>71%</b>	58	<b>57%</b>	81%
78% of students with fewer than five absences in the first semester (excused + unexcused)	<b>78%</b>	691	<b>71%</b>	91%

<b>2012-13 SY Seattle Public Schools Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
64% of students with fewer than five absences in the second semester (excused + unexcused)	<b>64%</b>	658	<b>68%</b>	107%
<b>Innovation School: Washington</b>				
38% of students advancing from Level 1 to Level 2 or higher in math on MSP	<b>38%</b>	40	<b>21%</b>	54%
48% of students advancing from Level 2 to Level 3 or higher in math on MSP	<b>48%</b>	29	<b>25%</b>	52%
72% of ELL students making typical growth in reading on MAP	<b>72%</b>	59	<b>66%</b>	91%
95% of 6th grade students passing core courses in the first semester	<b>95%</b>	382	<b>94%</b>	99%
94% of 6th grade students passing core courses in the second semester	<b>94%</b>	379	<b>94%</b>	100%
77% of students with fewer than five absences in the first semester (excused + unexcused)	<b>77%</b>	808	<b>70%</b>	91%
64% of students with fewer than five absences in the second semester (excused + unexcused)	<b>64%</b>	725	<b>63%</b>	99%
<b>Linkage School: Hamilton International</b>				
50% of students advancing from Level 2 to Level 3 or higher in math on MSP	<b>50%</b>	17%	<b>38%</b>	76%
42% of students advancing from Level 1 to Level 2 or higher in math on MSP	<b>42%</b>	9	<b>28%</b>	67%
69% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	<b>69%</b>	42%	<b>51%</b>	74%
56% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	<b>56%</b>	42	<b>53%</b>	95%
<b>Linkage School: Madison</b>				
49% of students advancing from Level 2 to Level 3 or higher in math on MSP	<b>49%</b>	41	<b>46%</b>	94%
46% of students advancing from Level 1 to Level 2 or higher in math on MSP	<b>46%</b>	41	<b>37%</b>	81%
59% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	<b>59%</b>	110	<b>54%</b>	91%
50% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	<b>50%</b>	100	<b>49%</b>	98%
<b>Linkage School: Madrona K - 8</b>				
41% of Level 1 and Level 2 students advancing from Level 1 and Level 2 to Level 3 or higher in reading on MSP	<b>41%</b>	15	<b>38%</b>	93%
30% of 6th and 7th grade students advancing from Level 1 to Level 2 or higher in math on MSP	<b>30%</b>	5	<b>24%</b>	79%
78% of students passing core courses in the first semester	<b>78%</b>	82	<b>90%</b>	116%
87% of students passing core courses in the second semester	<b>87%</b>	85	<b>93%</b>	107%
<b>Linkage School: McClure</b>				
39% of MSP math Level 1 and Level 2 students advancing one or more levels in math on MSP	<b>39%</b>	21	<b>24%</b>	62%
54% of MSP math Level 1 and Level 2 students making typical growth in math on MAP	<b>54%</b>	58	<b>69%</b>	128%

<b>2012-13 SY Seattle Public Schools Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
53% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	53%	45	48%	90%
48% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	48%	54	59%	124%
<b>Linkage School: Pathfinder K - 8</b>				
42% of MSP math Level 1 and Level 2 students who advance one or more levels in math on MSP	42%	19	30%	71%
63% of MSP math Level 1 and Level 2 students making typical growth in math on MAP	63%	22	39%	61%
<b>Linkage School: South Shore PK - 8</b>				
49% of students advancing from Level 2 to Level 3 or higher in math on MSP	49%	18	45%	92%
48% of 6th and 7th grade students advancing from Level 1 to Level 2 or higher in math on MSP	48%	9	23%	47%
75% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	75%	64	62%	83%
55% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	55%	71	70%	128%
<b>Linkage School: Whitman</b>				
48% of non-IEP MSP reading Level 1 and Level 2 Latino and African American students advancing to Level 3 or higher in reading on MSP	48%	12	24%	49%
84% of non-IEP MSP reading Level and Level 2 Latino and African American students passing core courses in the first semester	84%	40	78%	93%
76% of non-IEP MSP reading Level 1 and Level 2 Latino and African American students passing core courses in the second semester	76%	31	61%	80%
63% of non-IEP MSP reading Level 1 and Level 2 Latino and African American students with fewer than five absences in the first semester (excused + unexcused)	63%	24	47%	74.6%
42% of non-IEP MSP reading Level 1 and Level 2 Latino and African American students with fewer than five absences in the second semester (excused + unexcused)	42%	23	45%	107%

## High School Innovation Contract Targets & Results

<b>2012-13 SY Seattle Public Schools Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>SPS - High School Academic Achievement Program</b>				
<b>Innovation School: Franklin</b>				
% of first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	88%	282	84%	95%

<b>2012-13 SY Seattle Public Schools Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
% of first-time 9th graders meeting standards on state end-of-course exams in algebra or geometry	70%	233	77%	110%
% of first-time 9th graders meeting or exceeding typical growth on math MAP	66%	229	84%	127%
% of first-time 9th graders meeting or exceeding typical growth on reading MAP	68%	149	55%	81%
% of first-time ELL 9th graders meeting or exceeding typical growth on reading MAP	74%	25	66%	89%
<b>Innovation School: Ingraham</b>				
% of first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	91%	239	90%	99%
% of first-time 9th graders meeting standards on state end-of-course exams in algebra or geometry	70%	153	73%	104%
% of first-time 9th graders meeting or exceeding typical growth in math on MAP.	57%	34	77%	136%
% of first-time 9th graders passing core courses during first semester	89%	242	88%	99%
% of first-time 9th graders passing core courses during second semester	89%	233	88%	99%
% of first-time 9th graders absent fewer than 5 days in first semester (excused and unexcused)	73%	182	66%	91%
% of first-time 9th graders absent fewer than 5 days in second semester (excused and unexcused)	66%	180	68%	103%
<b>Innovation School: Interagency Academy</b>				
% of all 9th graders meeting individual credit targets	25%	23	15%	62%
% of all 9th graders meeting or exceeding annual MAP growth goals in math	44%	43	51%	115%
% of all 9th graders passing math courses first semester	55%	116	79%	143%
% of all 9th graders passing math courses second semester	55%	103	76%	138%
% of all 9th graders passing English language arts courses first semester	50%	104	70%	140%
% of all 9th graders passing English language arts second semester	70%	95	68%	98%
% of all 9th graders enrolled 20 or more days with an individual attendance rate of at least 80% in the first semester	35%	46	28%	81%
% of all 9th graders enrolled 20 or more days with an individual attendance rate of at least 80% in the second semester	41%	54	25%	60%
<b>Innovation School: West Seattle</b>				
% of first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	96%	224	89%	92%
% of first-time 9th graders meeting standards on state end-of-course exams in algebra or geometry	58%	159	79%	136%
% of first-time 9th graders meeting or exceeding typical growth in math on MAP.	63%	85	85%	135%
% of first-time 9th graders passing core courses during first semester	95%	221	87%	92%

<b>2012-13 SY Seattle Public Schools Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
% of first-time 9th graders passing core courses during second semester	<b>92%</b>	213	<b>84%</b>	92%
%of first-time 9th graders absent fewer than 5 days in first semester (excused and unexcused)	<b>69%</b>	149	<b>58%</b>	85%
%of first-time 9th graders absent fewer than 5 days in second semester (excused and unexcused)	<b>59%</b>	126	<b>50%</b>	84%

## Student Health Contract Targets & Results

<b>2012-2013 Public Health -- Seattle &amp; King County Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>SBHCs and Health Support Services</b>				
22 percent of 1 <sup>st</sup> or 2 <sup>nd</sup> grade students helped by school-based health centers and/or health support services will meet or exceed typical growth in math and reading MAP	<b>22%</b>	87 of 338	<b>26%</b>	117%
34 percent of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students helped by school-based health centers and/or health support services will meet standard on the math and reading MSP	<b>34%</b>	175 of 424	<b>41%</b>	121%
85 percent of middle school students helped by school-based health centers and/or health support services will pass all classes	<b>85%</b>	2996 of 3541	<b>85%</b>	100%
73 percent of high school students helped by school-based health centers and/or health support services who pass all classes	<b>73%</b>	4978 of 6960	<b>72%</b>	98%
70 percent of elementary school students helped by school-based health centers and/or health support services will have fewer than 10 absences per year	<b>70%</b>	749 of 1050	<b>71%</b>	102%
56 percent of middle school students will have fewer than 10 absences per year	<b>56%</b>	2295 of 3802	<b>60%</b>	108%
48 percent of high school students will have fewer than 10 absences per year	<b>48%</b>	3567 of 7796	<b>46%</b>	95%
<b>School Based Health Clinics</b>				
5,500 elementary, middle and high school students will receive primary care services, including medical and mental health services	<b>5,500</b>	6025	<b>N/A</b>	110%
900 high-risk elementary, middle and high school students will be identified and served through more intensive SBHC interventions that support academic achievement	<b>900</b>	1384	<b>N/A</b>	154%
<b>School Health Support</b>				
7,000 students will be brought into compliance with required childhood immunizations	<b>7,000</b>	9909	<b>N/A</b>	142%
900 students will be screened for behavioral risk factors	<b>900</b>	1198	<b>N/A</b>	130%

## Summer Learning Contract Targets & Results

<b>2012-13 SY Denise Louie Educational Center Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>Summer Learning Program--Elementary</b>				
Students absent fewer than 10% of summer learning program days	79%	24	<b>73%</b>	91.1%
Students progress at least one developmental level in all of the Social-Emotional Development area objectives aligned with Seattle Public Schools (1b, 1c, 2c, 2d).	100%	31	<b>91%</b>	91%
Students progress at least one developmental level in all of the Physical Development area objectives aligned with Seattle Public Schools (4, 5, 6, 7a, 7b)	100%	32	<b>94%</b>	94.0%
Students progress at least one developmental level in all of the Language Development area objectives aligned with Seattle Public Schools (9a, 9b, 9c, 9d, 10a, 10b)	100%	32	<b>94%</b>	94.0%
Students progress at least one developmental level in all of the Cognitive Development area objectives aligned with Seattle Public Schools (11c, 11d, 11e, 12a, 13).	100%	34	<b>100%</b>	100.0%
<b>2012-13 SY Southwest Youth &amp; Family Services Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>Summer Learning Program--High School</b>				
Students accumulating credits toward high school graduation	85%	20	<b>91%</b>	107.1%
Students absent fewer than 10% of summer learning program days	80%	16	<b>76%</b>	95.2%
Students making gains on pre- and post-assessments based on state academic standards, including 10 <sup>th</sup> grade EALERS for reading and writing	85%	20	<b>100%</b>	117.6%
<b>2012-13 SY Refugee Women's Alliance Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>Summer Learning Program--High School</b>				
Students accumulating credits toward high school graduation	83%	37	<b>82%</b>	99.1%
Students absent fewer than 10% of summer learning program days	85%	37	<b>33%</b>	38.9%
Students making gains on pre- and post-program Lexile Reading Measurements	85%	12	<b>23%</b>	27%
Students making gains on teacher developed pre- and post-knowledge surveys	85%	27	<b>49%</b>	57.8%
<b>2012-13 SY Seattle Public Schools Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>Summer Learning Program--High School</b>				
Students accumulate credits toward high school graduation	85%	161/185	<b>87%</b>	102.4%
Students absent fewer than 10% of summer learning program days	85%	129/185	<b>70%</b>	82.0%
Students making gains on the college assessment in math (Pre-Post A)	85%	94/117	<b>80%</b>	94.5%
Students making gains on the college assessment in language arts (Pre-Post B)	85%	80/124	<b>65%</b>	75.9%



<b>Summer Learning Program--Middle School</b>				
Students absent fewer than 10% of summer learning program days	80%	49	<b>40%</b>	50.2%
Students achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in mathematics	70%	67/109	<b>61%</b>	87.8%
Students achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in reading	70%	57/105	<b>54%</b>	77.6%
Students making gains on classroom-based reading assessment	80%	51	<b>58%</b>	72.4%
Students making gains on classroom-based math assessment	80%	54	<b>69%</b>	86.5%
<b>2012-13 SY YMCA Contract Target</b>	<b>Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>Summer Learning Program--High School</b>				
Students accumulating credits toward high school graduation	85%	141/150	<b>94%</b>	110.6%
Students absent fewer than 10% of summer learning program days	85%	119/144	<b>83%</b>	97.2%
Students making gains on mathematics pre- and post-test based on materials from Houghton Mifflin's Pre-Algebra curriculum (Pre-Post A)	85%	121/137	<b>88%</b>	103.9%
Students making gains on language arts pre and post tests using materials from Links to Learning (Pre-Post B)	85%	118/140	<b>84%</b>	99.2%
<b>Summer Learning Program--Middle School</b>				
Students absent fewer than 10% of summer learning program days	80%	21/50	<b>42%</b>	52.5%
Students achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in mathematics	70%	28/47	<b>60%</b>	85.1%
Students achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in reading	70%	21/45	<b>47%</b>	66.7%
Students making gains on mathematics pre- and post-test based on the strands that have been selected for the curriculum and aligned with Washington and Common Core standards (Pre-Post A)	80%	44/50	<b>88%</b>	110.0%
Students making gains on language arts pre- and post-tests using materials from Links to Learning (Pre-Post B)	80%	49/50	<b>98%</b>	122.5%
<b>2012-13 SY Contract Target</b>	<b>MOA: PARKS Target %</b>	<b>Actual Number Achieved</b>	<b>Actual % Achieved</b>	<b>% of Contract Target Achieved</b>
<b>Summer Learning Program--Elementary</b>				
Students are absent fewer than 10% of summer learning program days	80%	32	<b>70%</b>	87.0%
Students in math cohort achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in mathematics	80%	15/18	<b>83%</b>	104.2%
Students in reading cohort achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in reading	80%	13/26	<b>50%</b>	62.5%
Students in math cohort making gains on math Pre- and Post-assessment	77%	45/49	<b>92%</b>	119.5%

Students in reading cohort making gains on Teachers College Leveled Reading Assessment (Pre-Post B)	80%	16	<b>80%</b>	100.0%
<b>Summer Learning Program--Middle School</b>				
Students absent fewer than 10% of summer learning program days	80%	107	<b>67%</b>	83.6%
Students achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in mathematics	70%	76/152	<b>50%</b>	71.4%
Students achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in reading	70%	94/151	<b>62%</b>	88.9%
Students making gains on Numbers and Operations Assessment A(Pre-Post A) 6 <sup>th</sup> grade assessment	80%	66	<b>66%</b>	82.5%
Students making gains on Writing Rubric (Pre-Post B) 6 <sup>th</sup> grade assessment	80%	101	<b>92%</b>	115.0%

## Appendix II: Roadmap Milestone Targets

### Outcome Targets for Milestone Years for All SPS Students<sup>1</sup>

Targets	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Children meeting age level expectations on WaKIDS	65%	69%	72%	75%	79%	82%	85%
3 <sup>rd</sup> graders meeting MSP reading standard	79%	79%	80%	81%	82%	84%	85%
4 <sup>th</sup> graders meeting MSP math standard	65%	65%	66%	68%	70%	72%	74%
5 <sup>th</sup> graders meeting MSP science standard	64%	65%	66%	68%	71%	74%	78%
6 <sup>th</sup> graders meeting MSP reading standard	78%	79%	80%	82%	83%	84%	86%
7 <sup>th</sup> graders meeting MSP math standard	67%	69%	71%	73%	75%	76%	78%
8 <sup>th</sup> graders meeting MSP science standard	71%	72%	73%	74%	75%	76%	77%
Students passing EOC math 2 test	70%	71%	72%	73%	75%	78%	80%
9 <sup>th</sup> graders promoting on-time to 10 <sup>th</sup> grade	89%	90%	91%	92%	92%	93%	94%
Students graduating on time	75%	78%	80%	82%	85%	87%	90%
Students graduating with state requirements for entry into college	63%	65%	66%	68%	70%	72%	73%
Students completing CTE course of study before graduation *	TBD	TBD	TBD	TBD	TBD	TBD	TBD
SPS graduates enrolling in post-secondary education	68%	69%	69%	70%	71%	72%	72%
SPS graduates not taking remedial courses in college	66%	68%	69%	71%	72%	74%	75%
SPS graduates continuously enrolled in college for one year	74%	75%	77%	79%	81%	82%	84%

\*New measure under development by CCER

### Indicator Targets for SEEC Children and SPS Students

Indicator Targets	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Families demonstrating increased positive behavior on the PACT and the CBT	83%	84%	85%	86%	87%	88%	89%
Children making gains in the Standard Score from the fall pre-PPVT to the spring post-PPVT	70%	73%	76%	80%	83%	86%	89%
Children with a minimum of two assessments meeting age level expectations on Teaching Strategies GOLD	73%	75%	78%	81%	84%	87%	89%
Children are in classrooms meeting an ECERS standard of 4 in each subscale or an average of 6 in all subscales.	62%	67%	71%	76%	80%	85%	89%
English Language Learners in all grades making state English proficiency test gains*	TBD	TBD	TBD	TBD	TBD	TBD	TBD

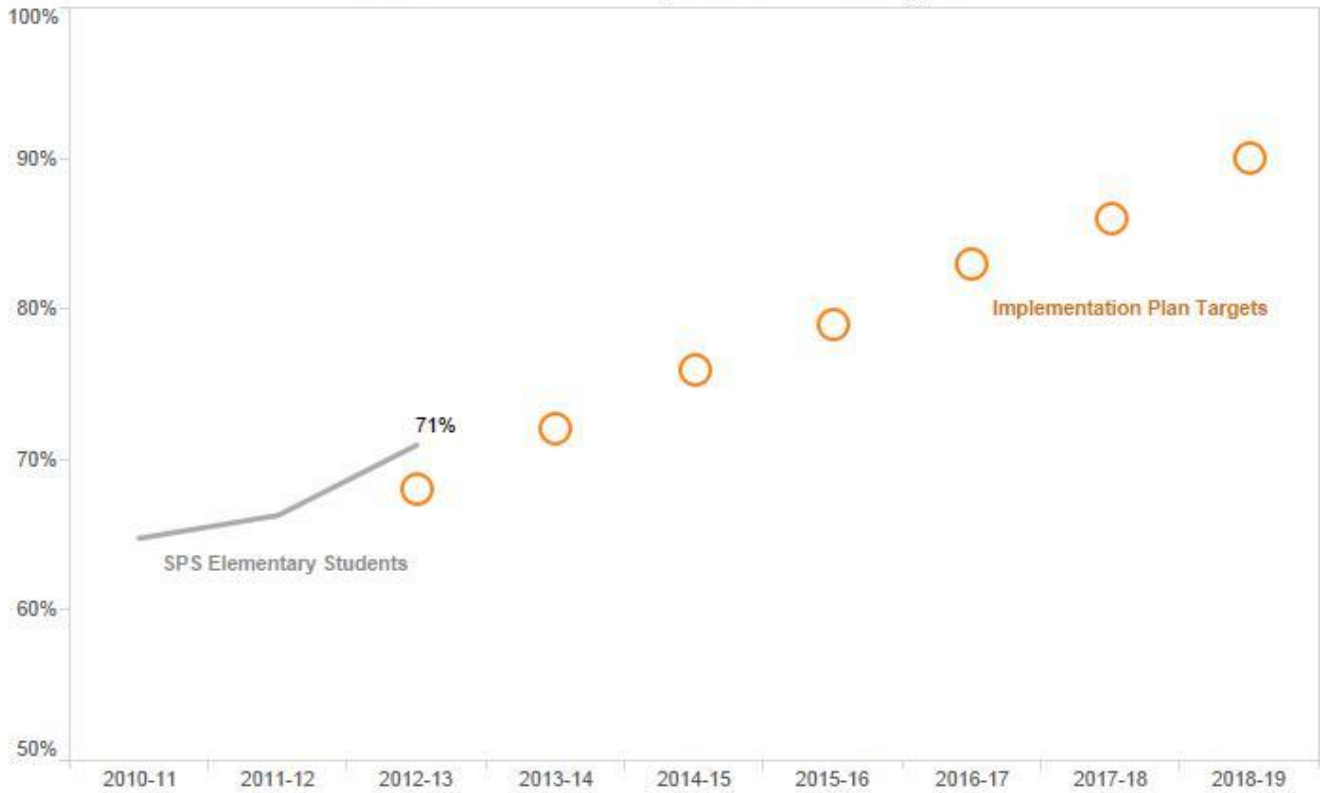
<sup>1</sup> Should these assessments be replaced or terminated by the state or District, OFE will substitute the appropriate alternative.

<b>Indicator Targets</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Elementary students in all grades making annual typical growth on reading MAP	65%	66%	68%	70%	72%	73%	75%
Elementary students in all grades making annual typical growth on math MAP	70%	71%	72%	72%	73%	74%	75%
Elementary students with fewer than 5 absences per semester	68%	72%	76%	79%	83%	86%	90%
Middle school students in all grades making annual typical growth on reading MAP	59%	62%	64%	67%	70%	72%	75%
Middle school students in all grades making annual typical growth on math MAP	62%	64%	66%	68%	71%	73%	75%
Middle school students passing all courses	86%	87%	88%	89%	89%	90%	91%
Middle school students with fewer than 5 absences per semester	59%	63%	66%	70%	73%	77%	80%
7 <sup>th</sup> and 8 <sup>th</sup> grade students enrolled in College Bound	85%	86%	88%	90%	92%	93%	95%
9 <sup>th</sup> grade students making annual typical growth on reading MAP	55%	58%	62%	65%	68%	72%	75%
9 <sup>th</sup> grade students making annual typical growth on math MAP	57%	60%	63%	66%	69%	72%	75%
High school students passing all courses	75%	78%	80%	82%	85%	87%	90%
High school students with fewer than 5 absences per semester	52%	54%	57%	60%	63%	66%	69%

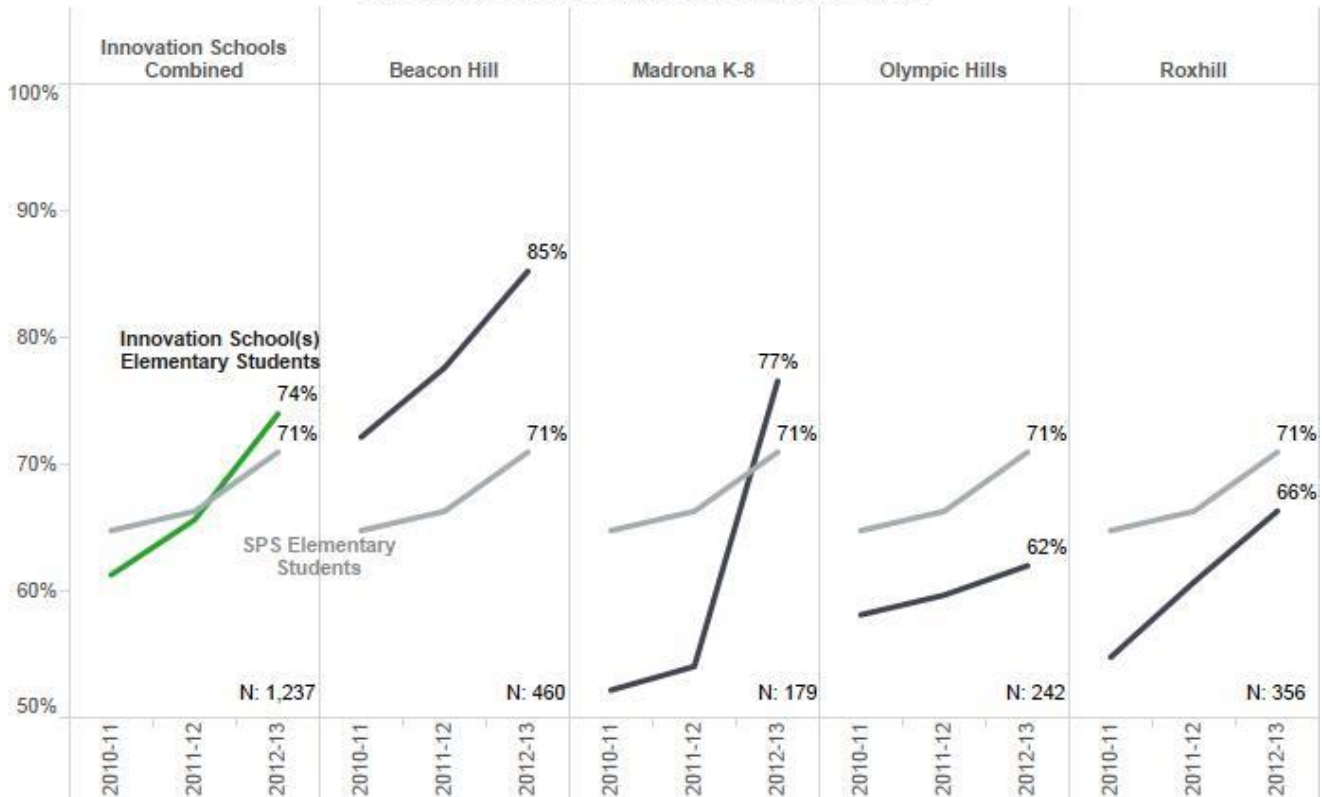
\*The state implemented a new English language proficiency test starting in the 2011-12 school year.

# Appendix III: SPS & Levy School Performance on Selected Milestone Indicators

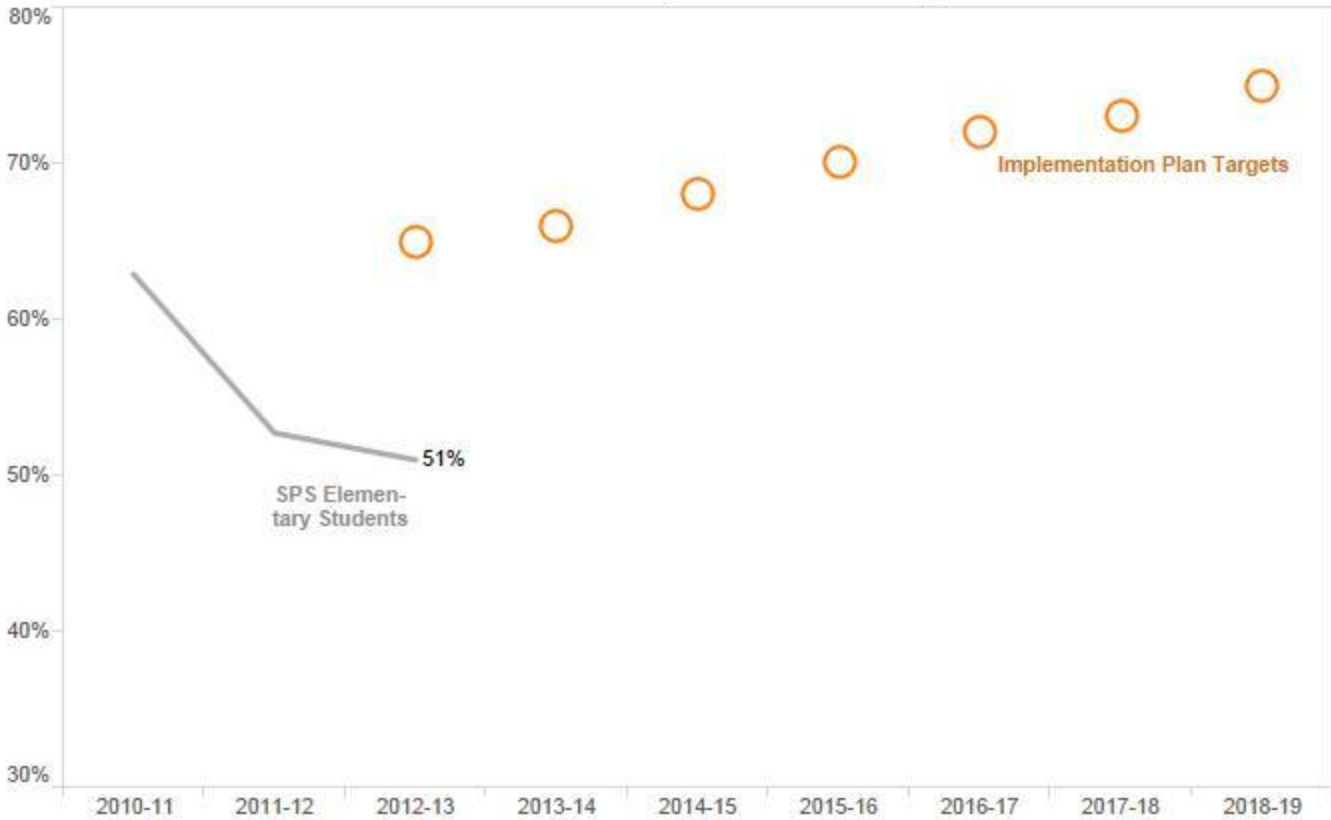
## Percent of Elementary Students Absent Fewer Than 5 Days (Semester 2) Seattle Public Schools vs. Implementation Plan Targets



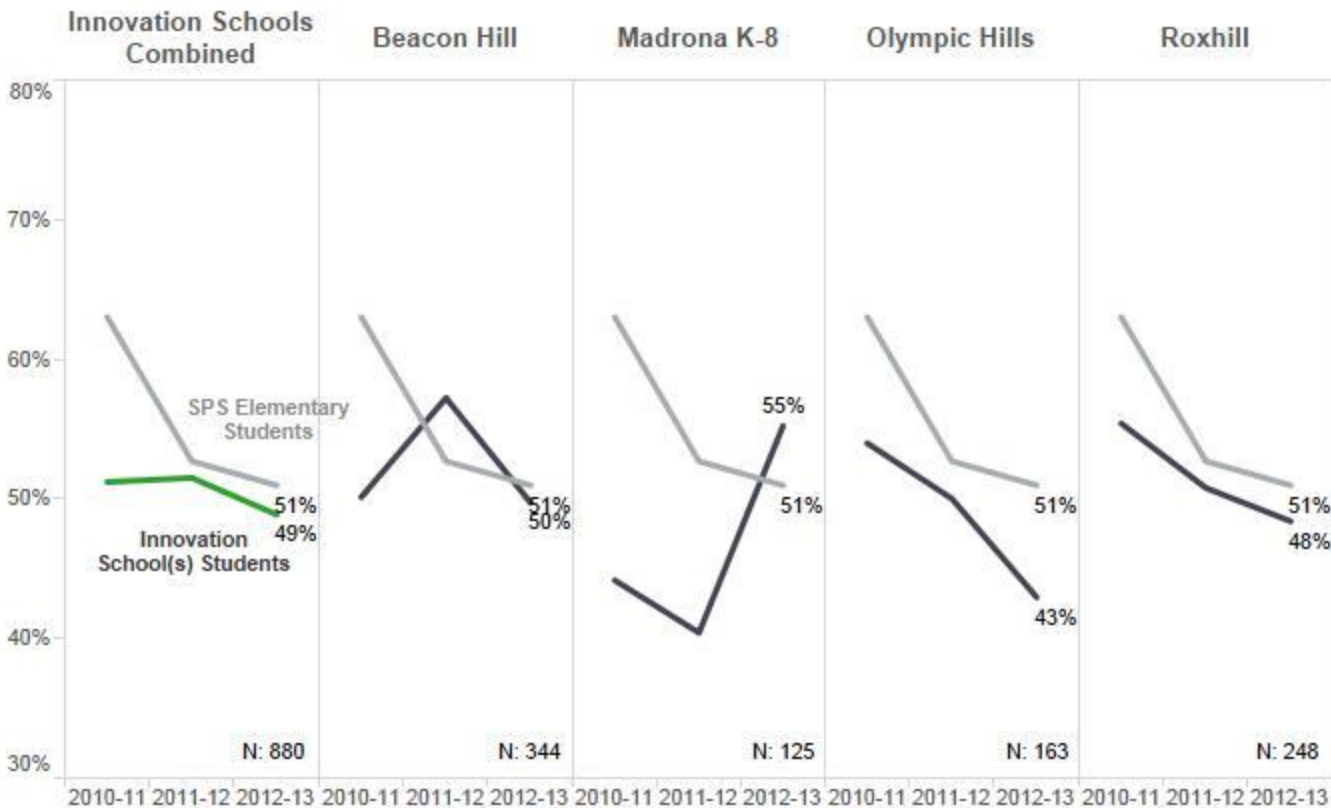
## Percent of Elementary Students Absent Fewer Than 5 Days (Semester 2) Innovation School Averages vs. Districtwide Trend



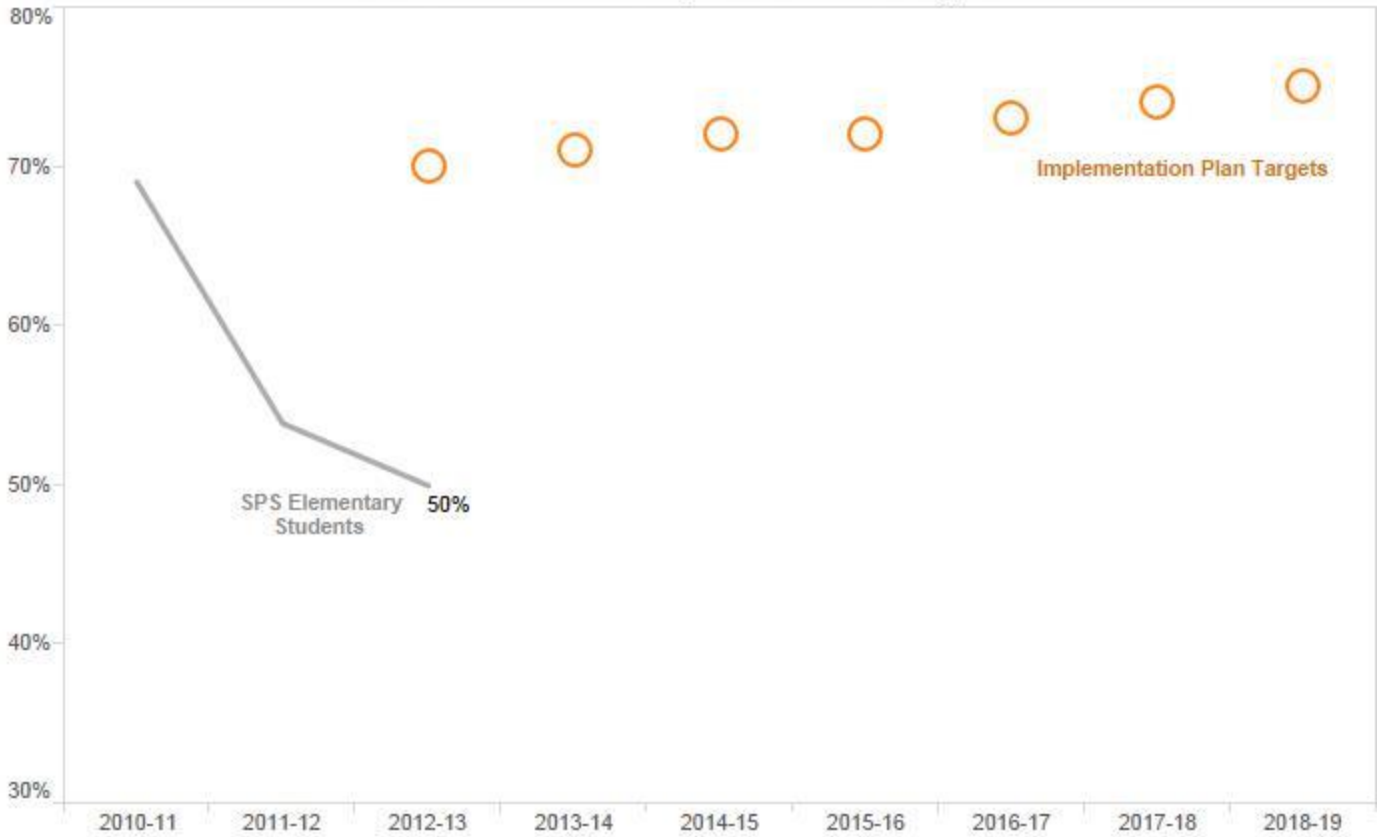
**MAP Reading - Percent of Elementary Students Making Typical Growth**  
 Seattle Public Schools vs. Implementation Plan Targets



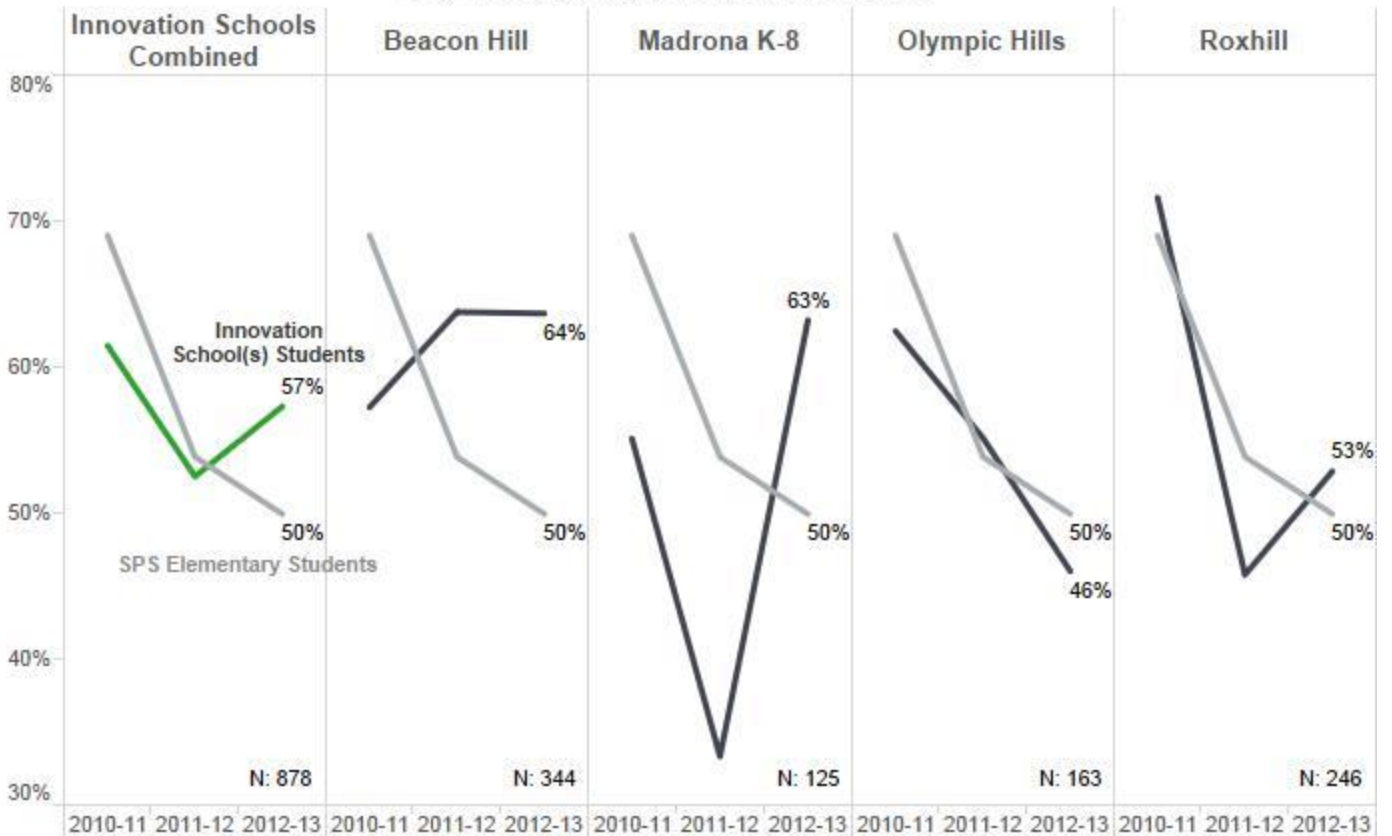
**MAP Reading - Percent of Elementary Students Making Typical Growth**  
 Innovation School Averages vs. Districtwide Trend



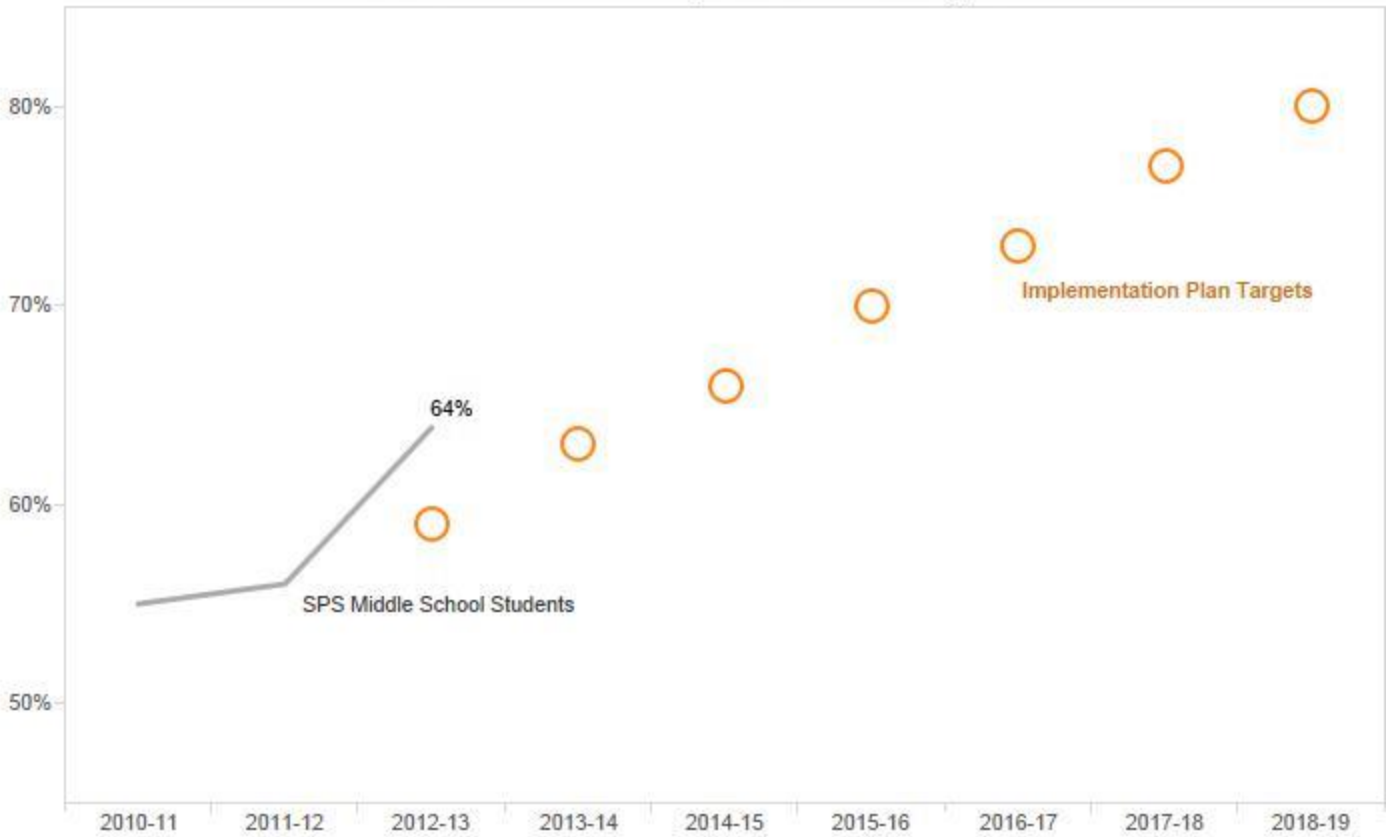
**MAP Math - Percent of Elementary Students Making Typical Growth**  
 Seattle Public Schools vs. Implementation Plan Targets



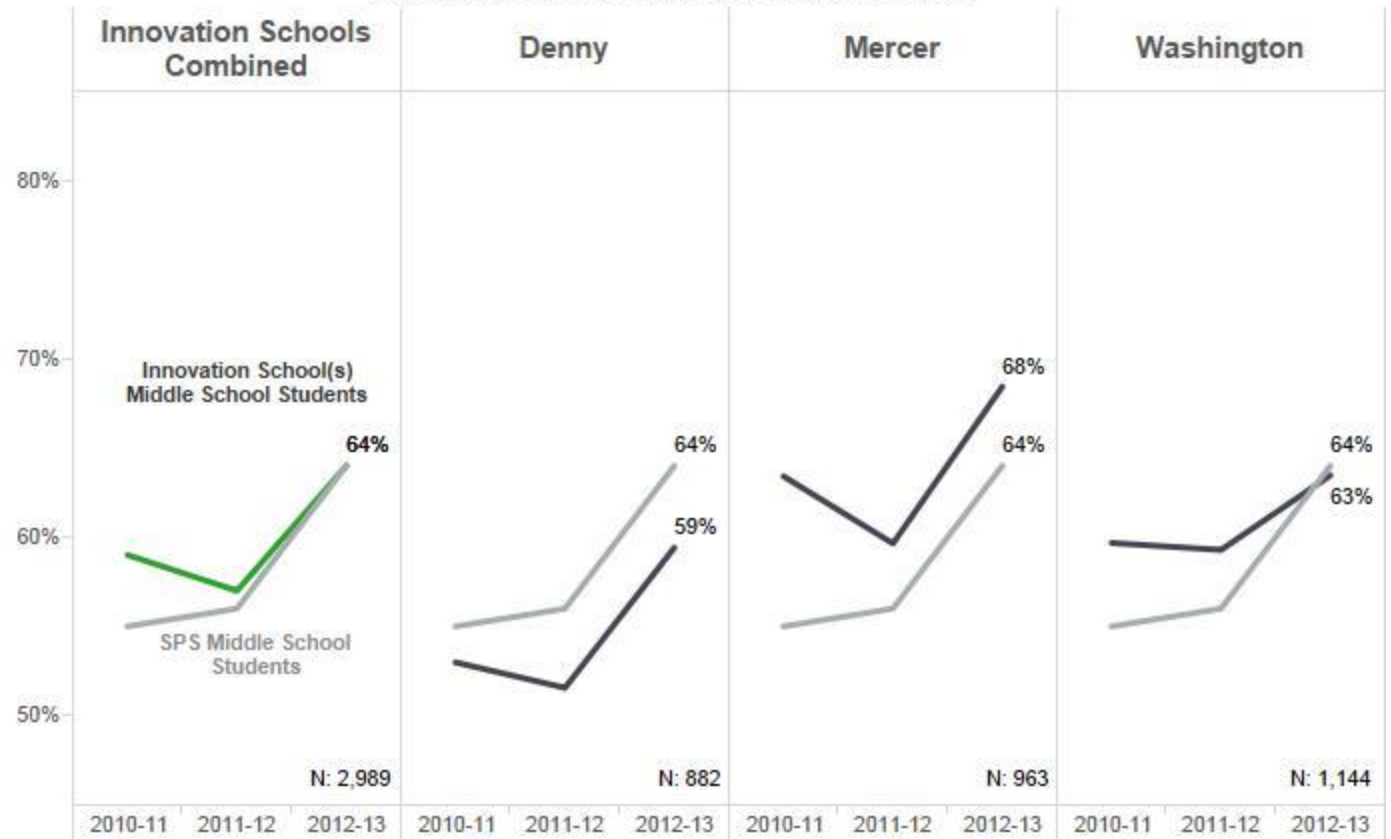
**MAP Math - Percent of Elementary Students Making Typical Growth**  
 Levy School Averages vs. Districtwide Trend



**Percent of Middle School Students Absent Fewer Than 5 Days (Semester 2)**  
 Seattle Public Schools vs. Implementation Plan Targets



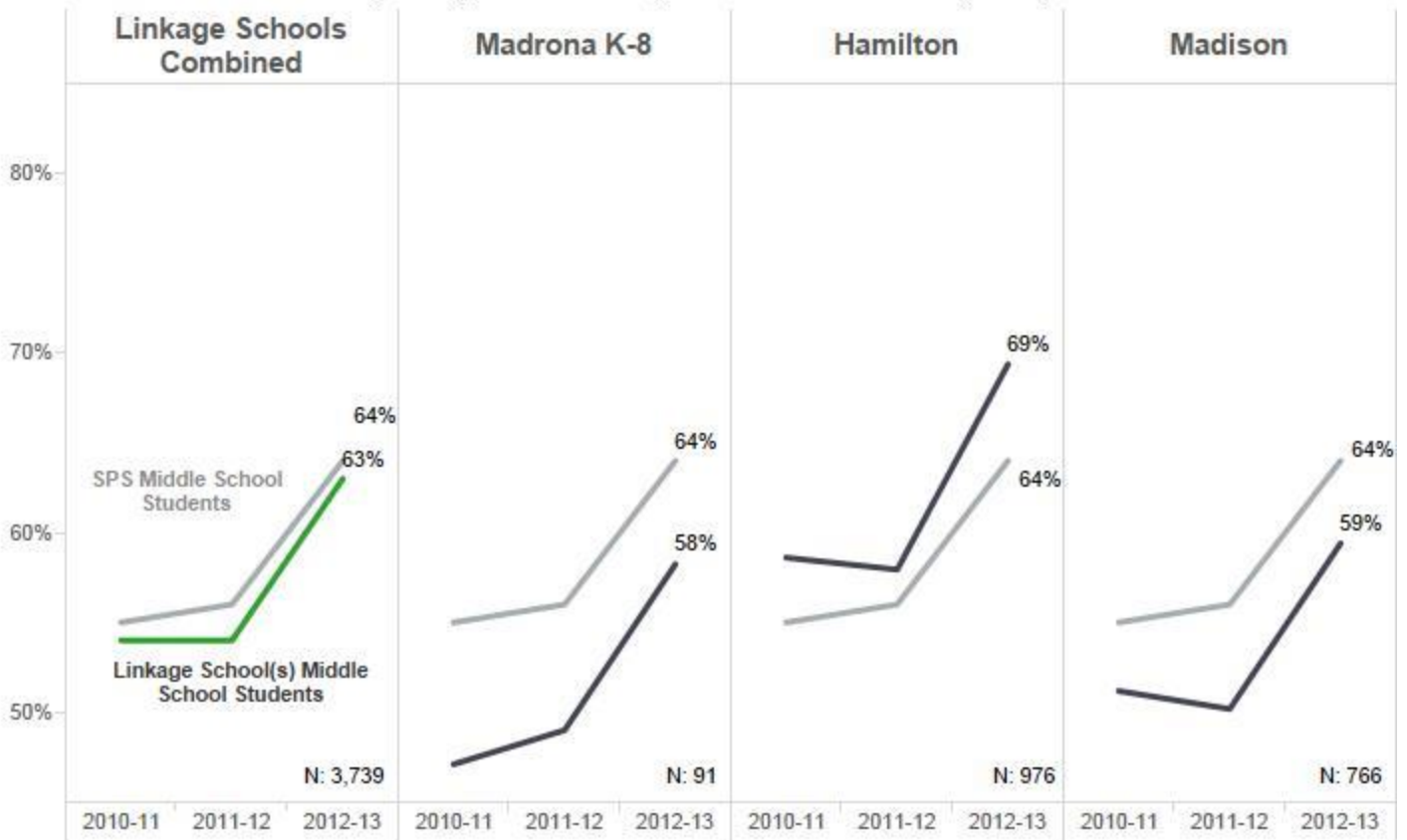
**Percent of Middle School Students Absent Fewer Than 5 Days (Semester 2)**  
 Innovation School Averages vs. Districtwide Trend





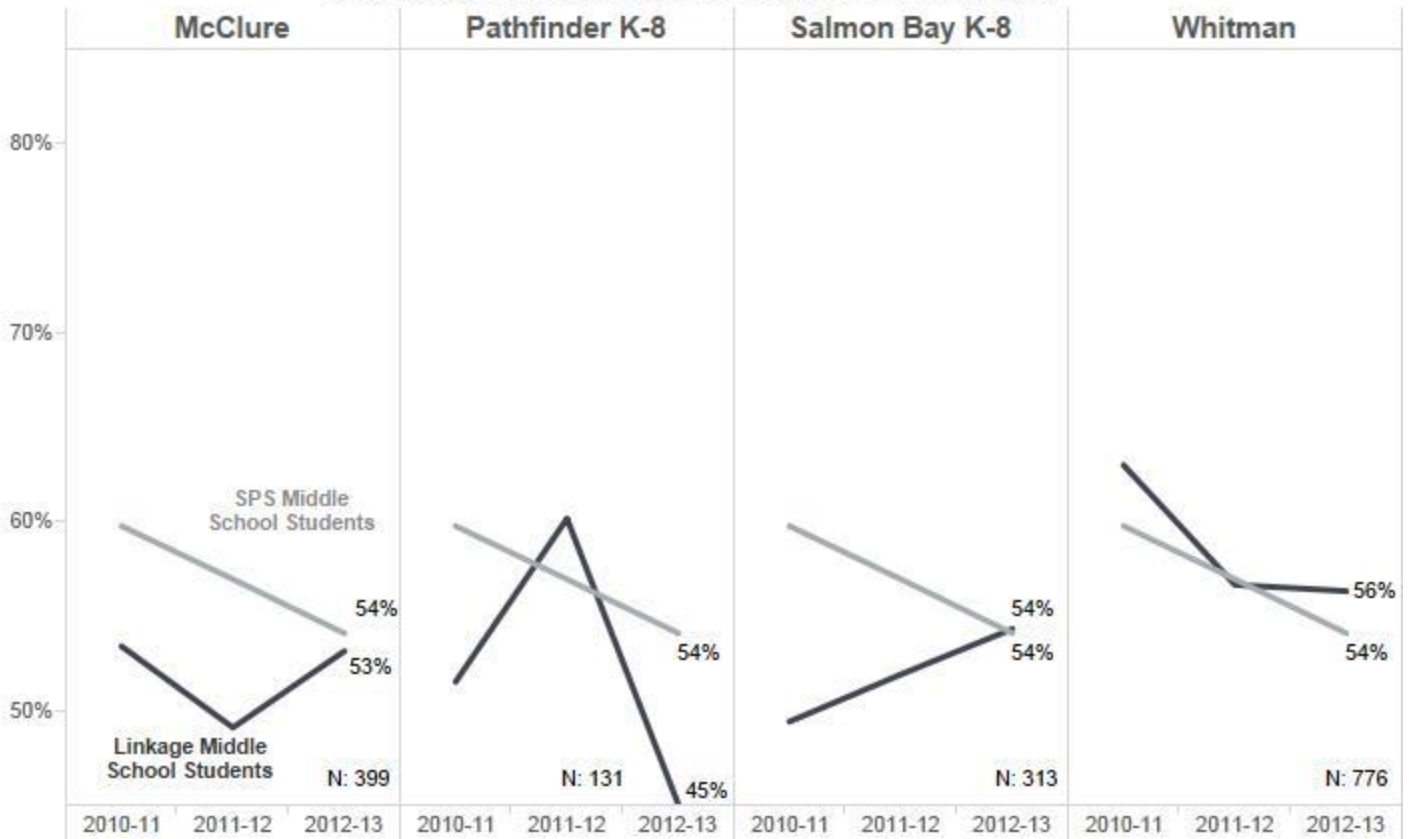
### Percent of Middle School Students Absent Fewer Than 5 Days (Semester 2)

Levy Linkage School Averages vs. Districtwide Trend (Part 1)

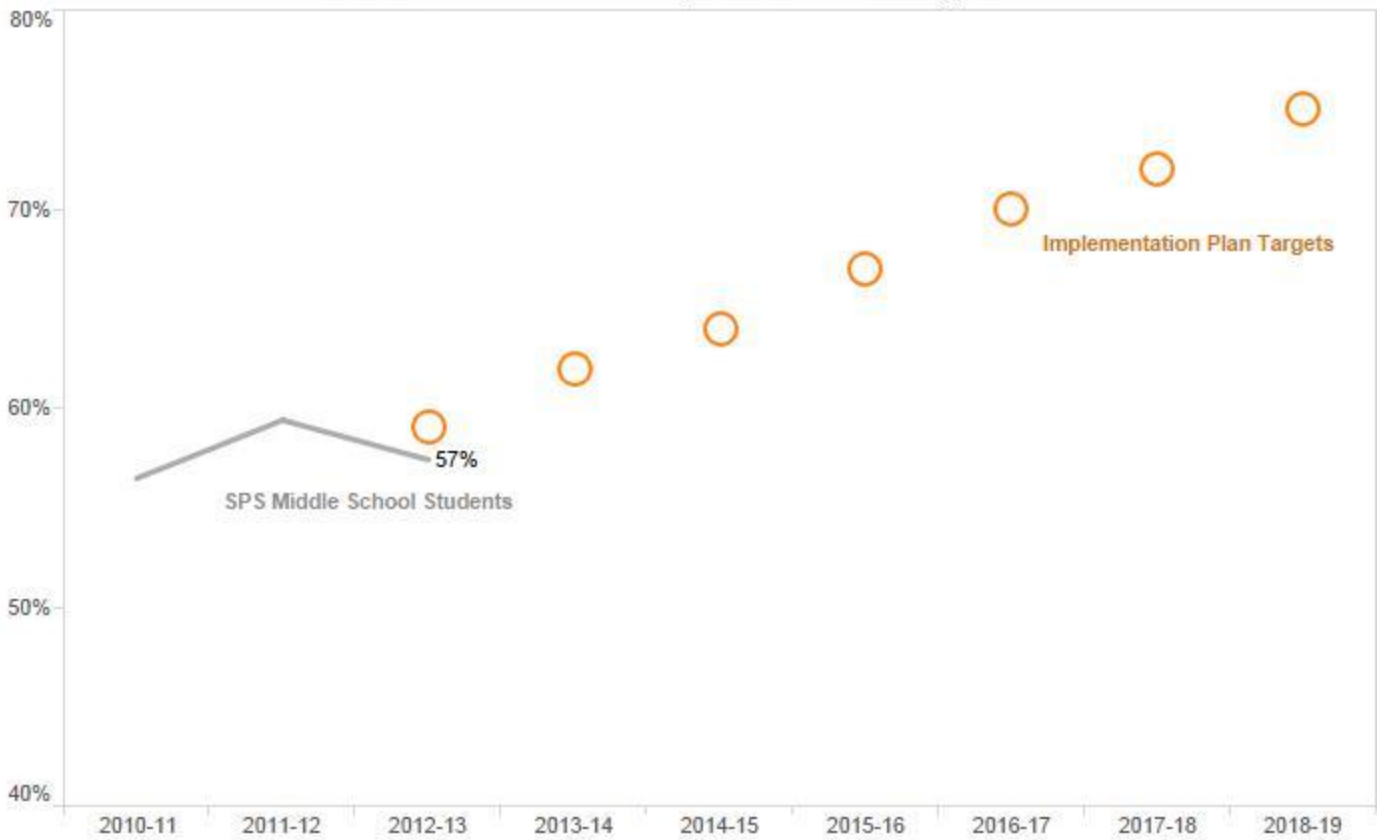


### Percent of Middle School Students Absent Fewer Than 5 Days (Semester 2)

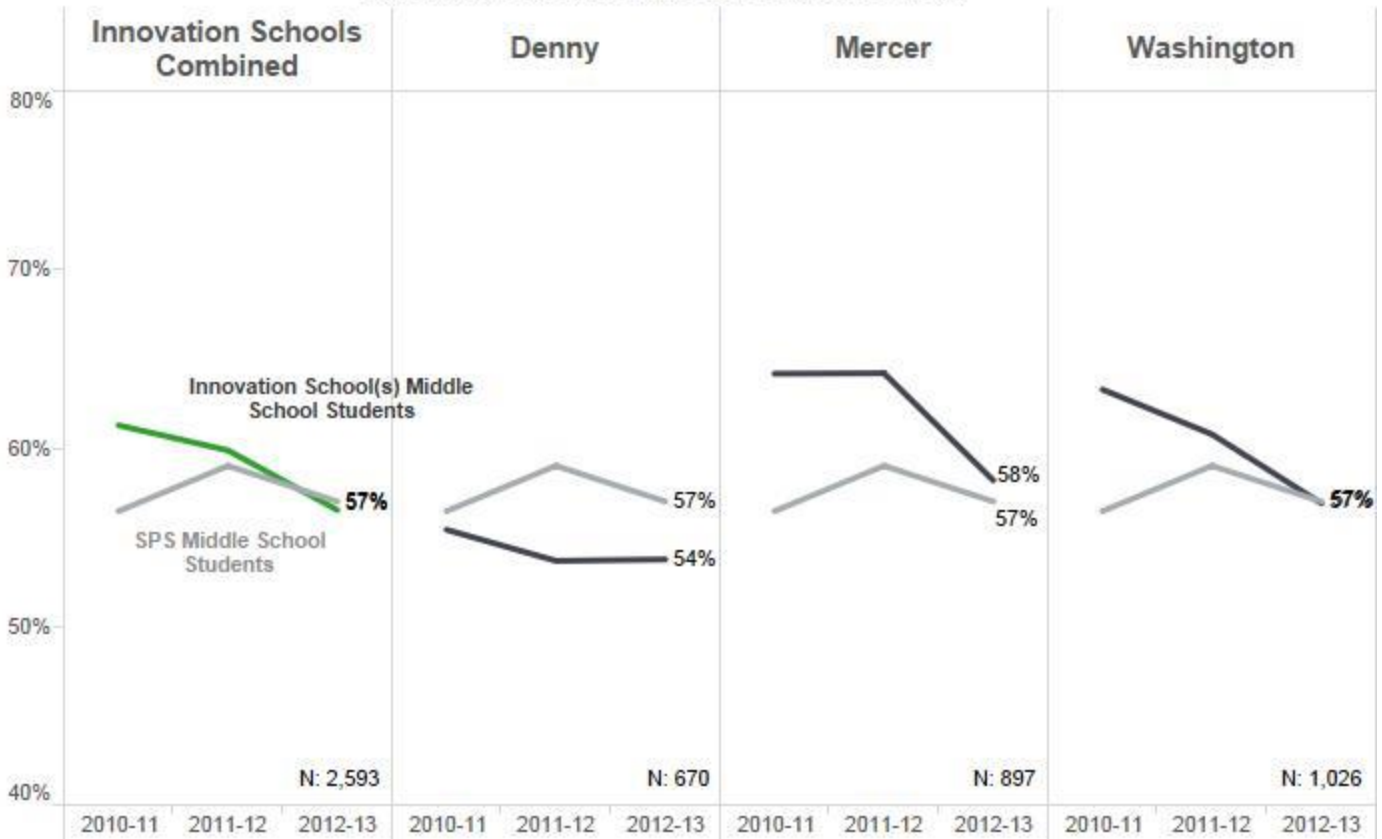
Levy Linkage School Averages vs. Districtwide Trend (Part 2)



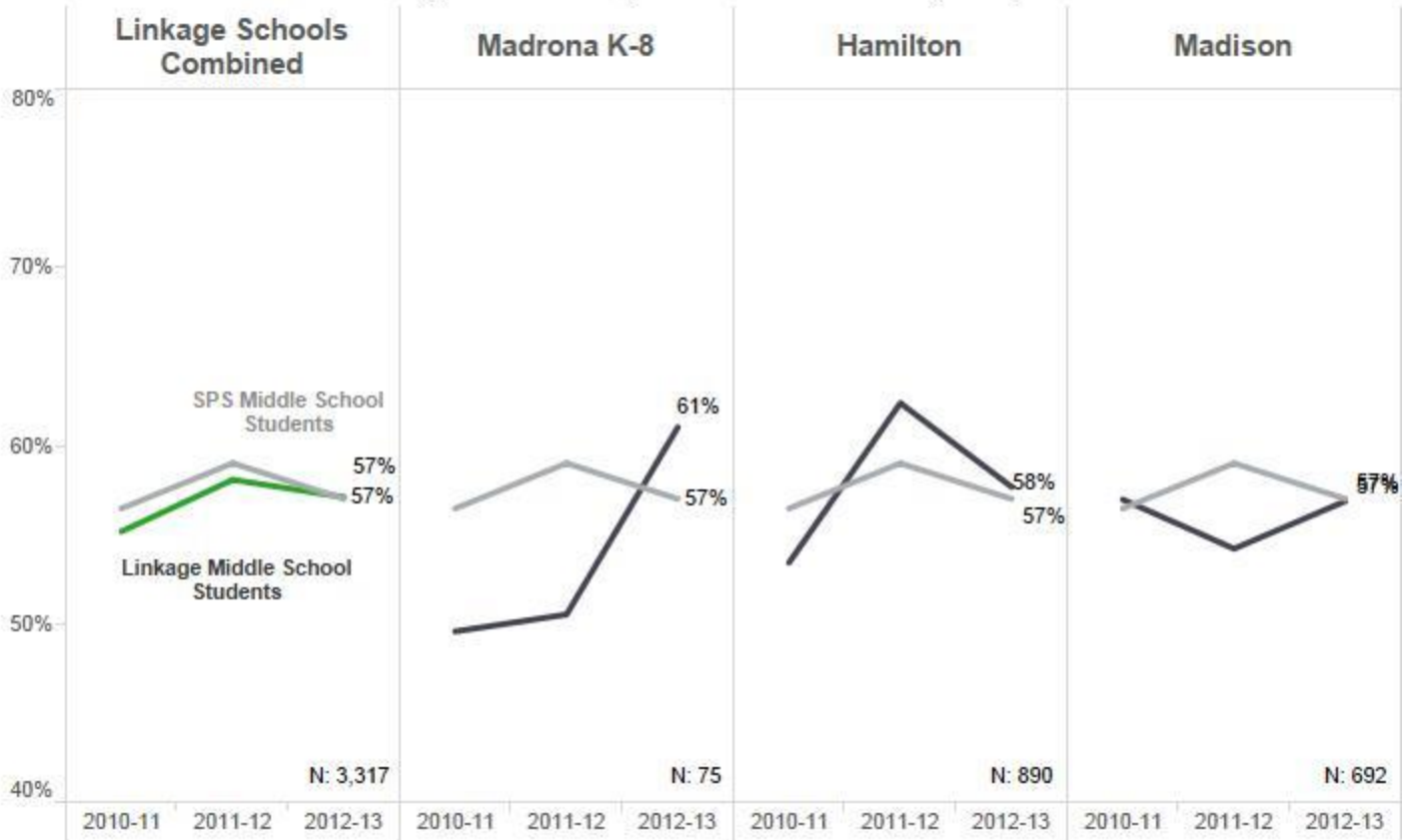
**MAP Reading - Percent of Middle School Students Making Typical Growth**  
 Seattle Public Schools vs. Implementation Plan Targets



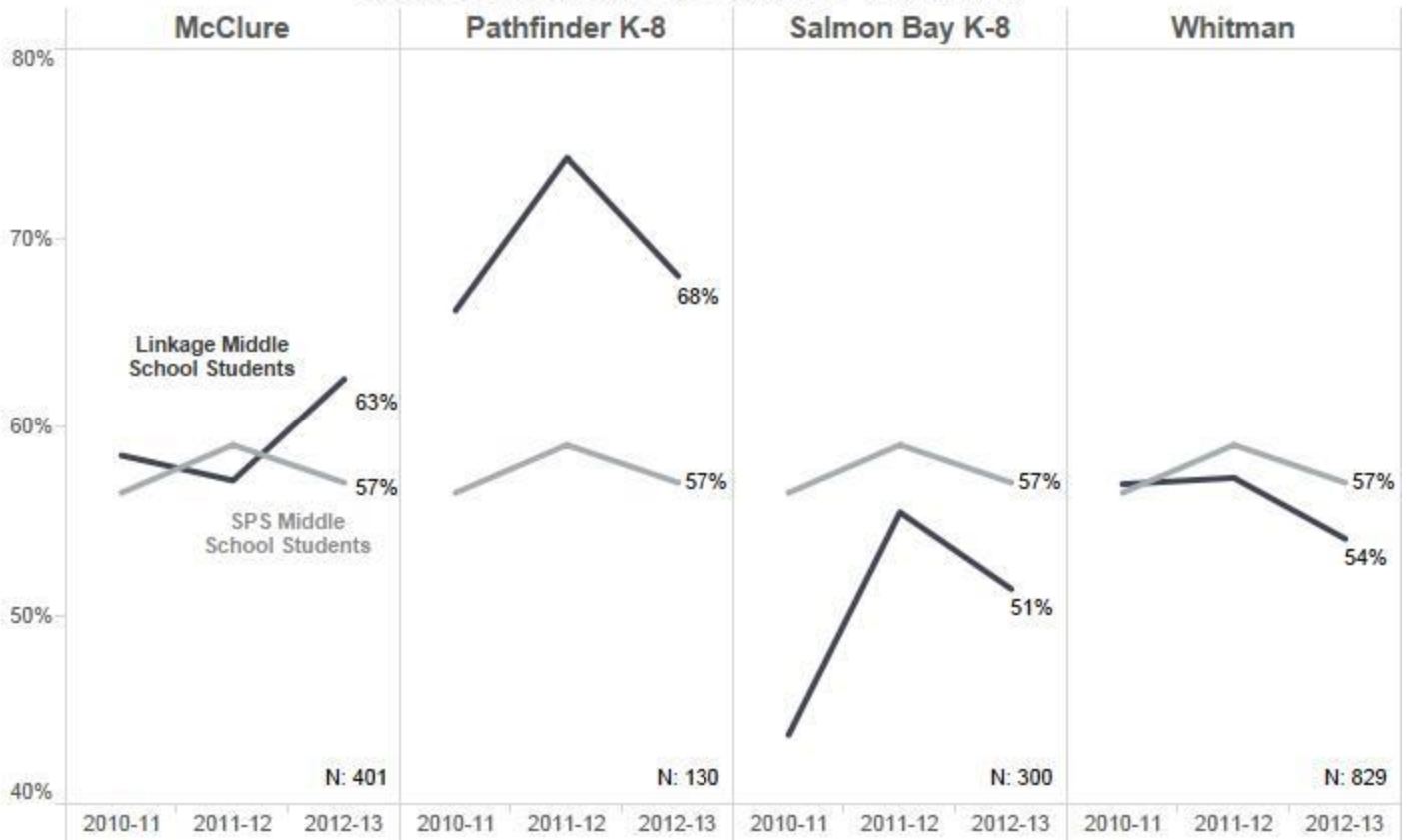
**MAP Reading - Percent of Middle School Students Making Typical Growth**  
 Innovation School Averages vs. Districtwide Trend



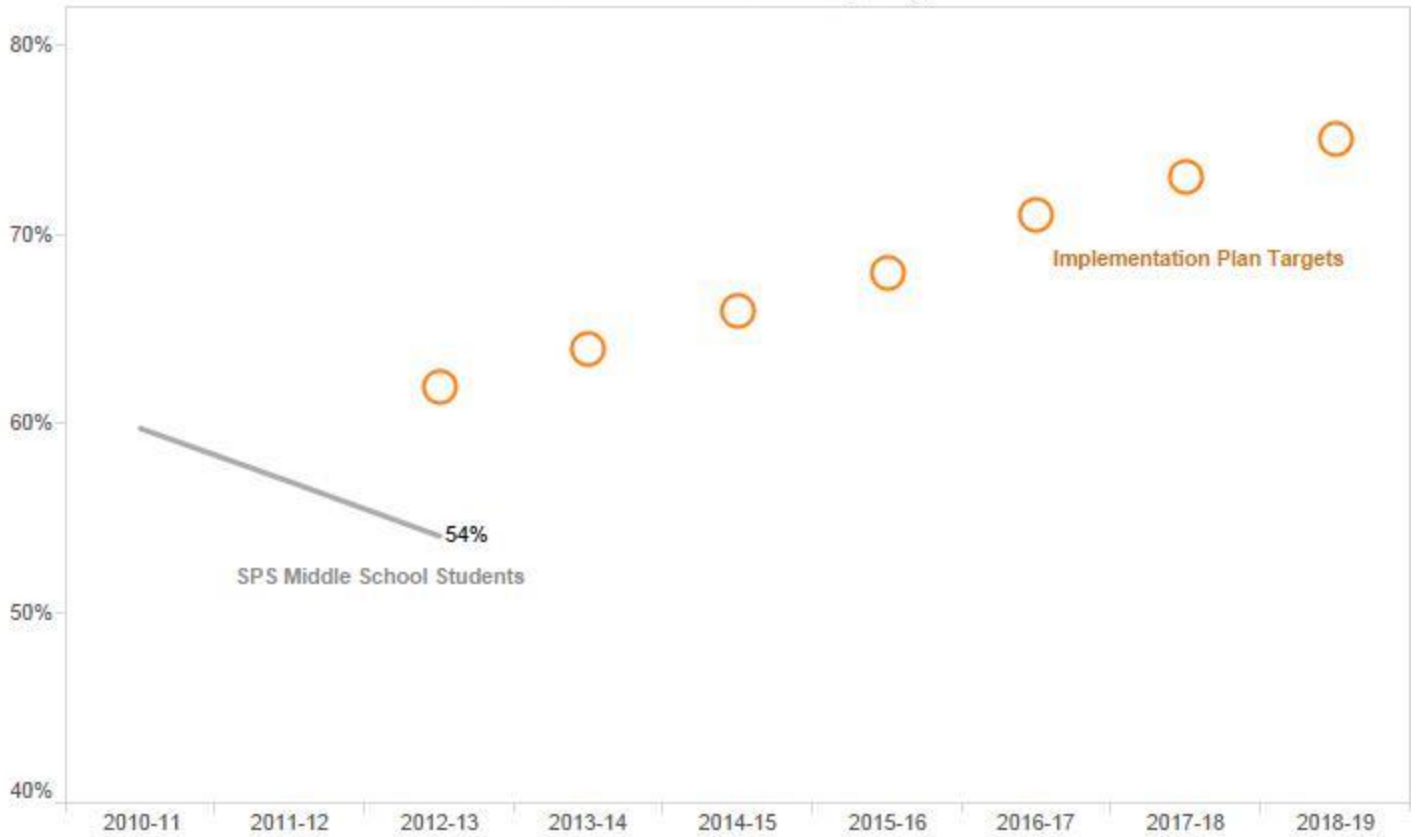
**MAP Reading - Percent of Middle School Students Making Typical Growth**  
Linkage School Averages vs. Districtwide Trend (Part 1)



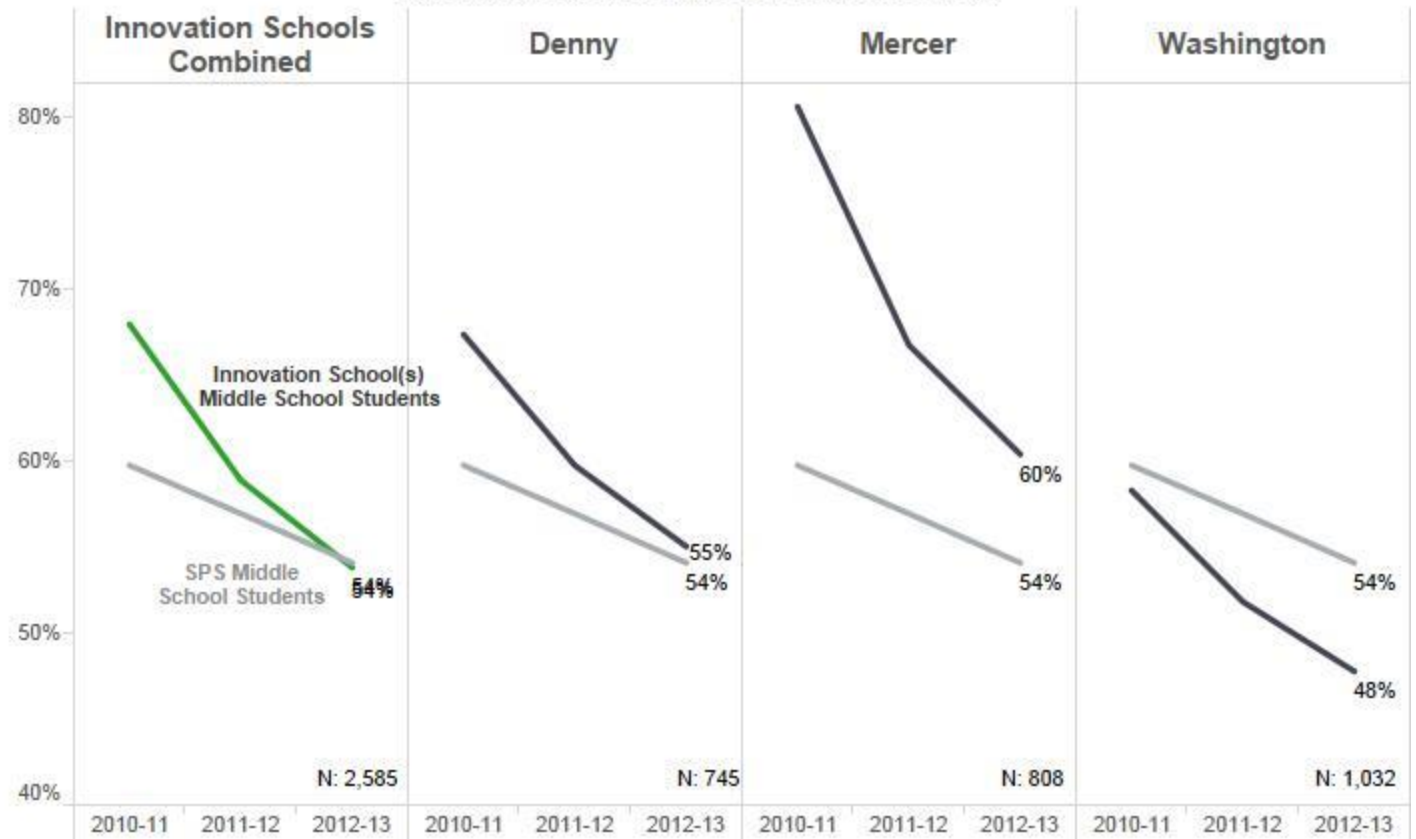
**MAP Reading - Percent of Middle School Students Making Typical Growth**  
Linkage School Averages vs. Districtwide Trend (Part 2)



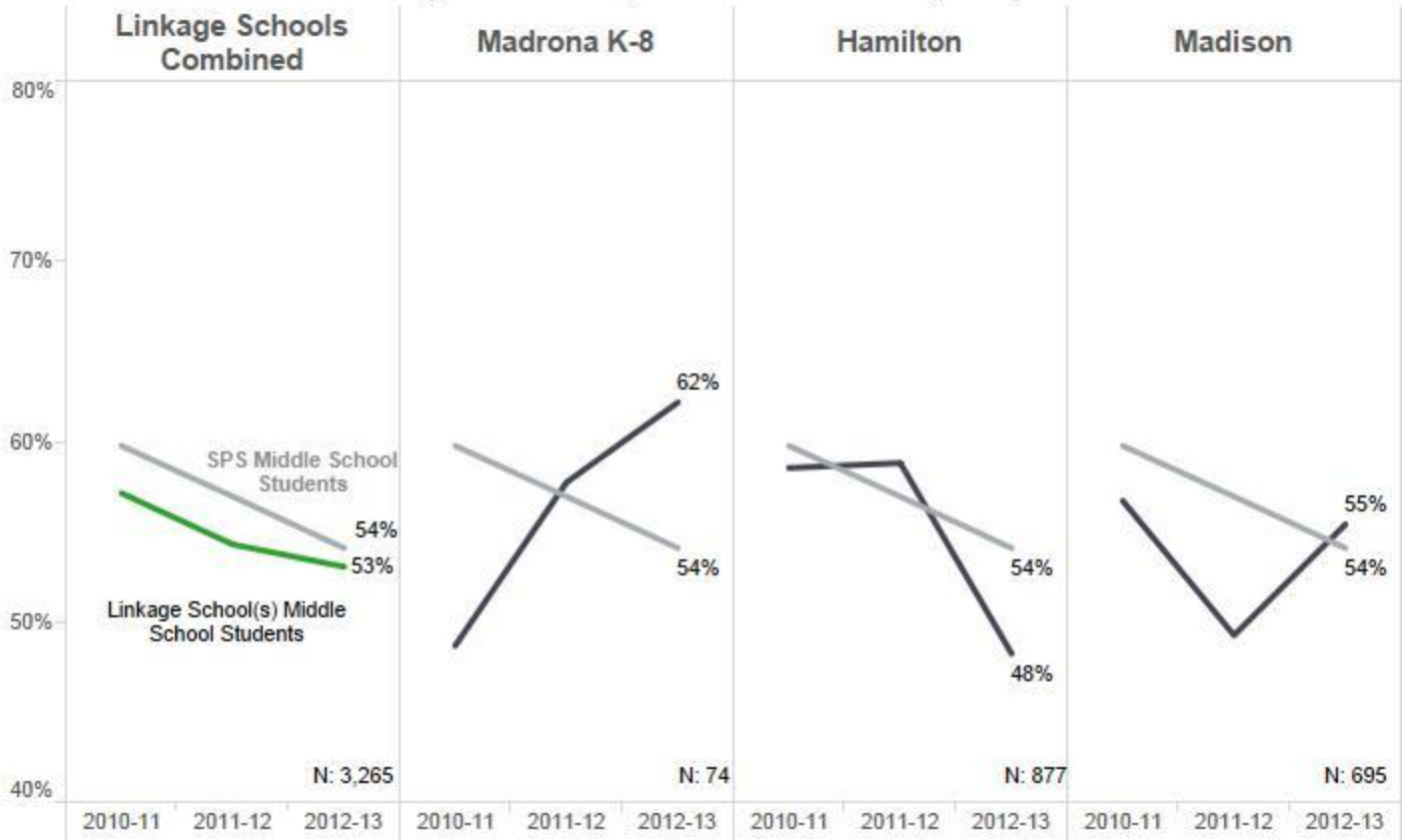
**MAP Math - Percent of Middle School Students Making Typical Growth**  
 Seattle Public Schools vs. Roadmap Targets



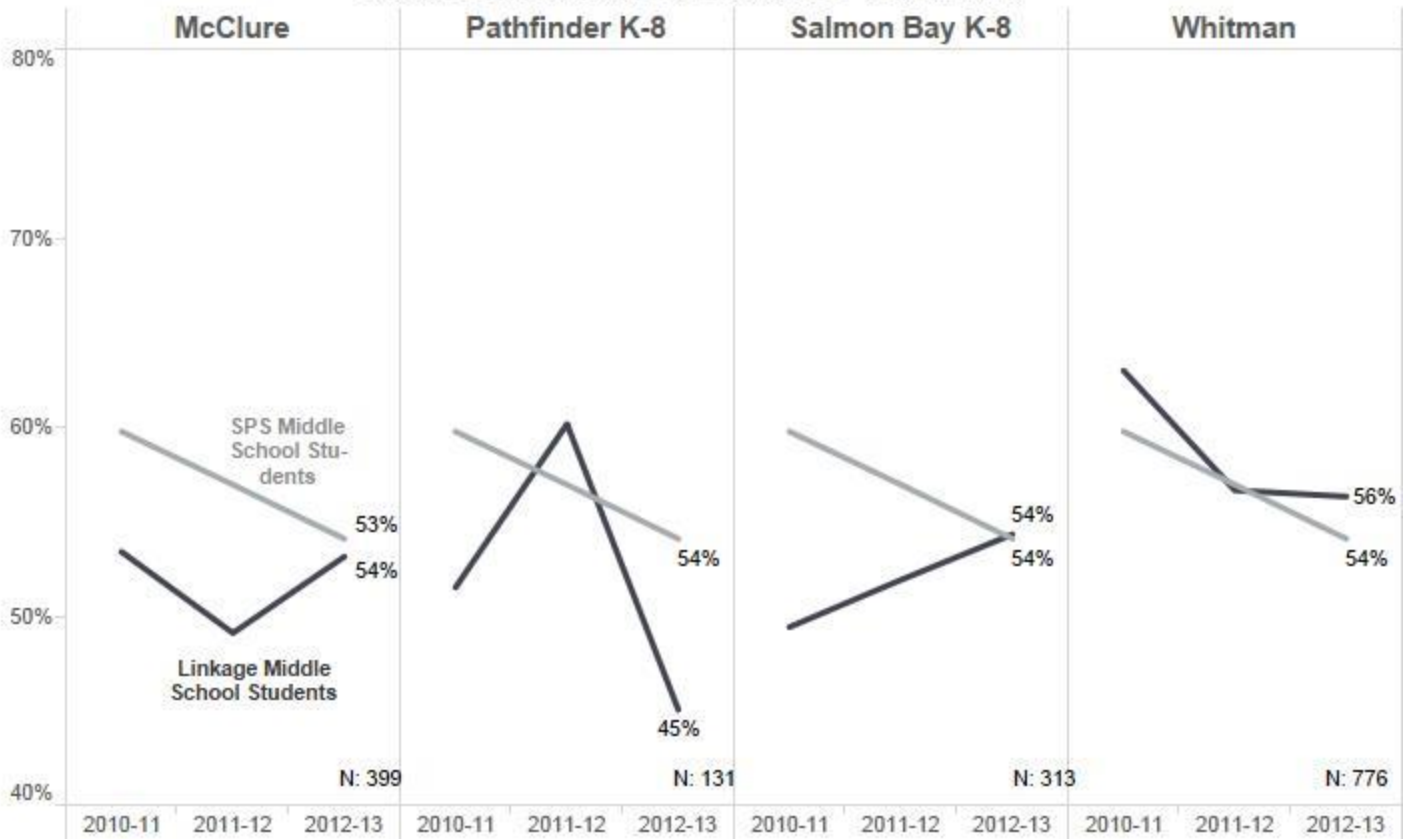
**MAP Math - Percent of Middle School Students Making Typical Growth**  
 Innovation School Averages vs. Districtwide Trend



**MAP Math - Percent of Middle School Students Making Typical Growth**  
Linkage School Averages vs. Districtwide Trend (Part 1)

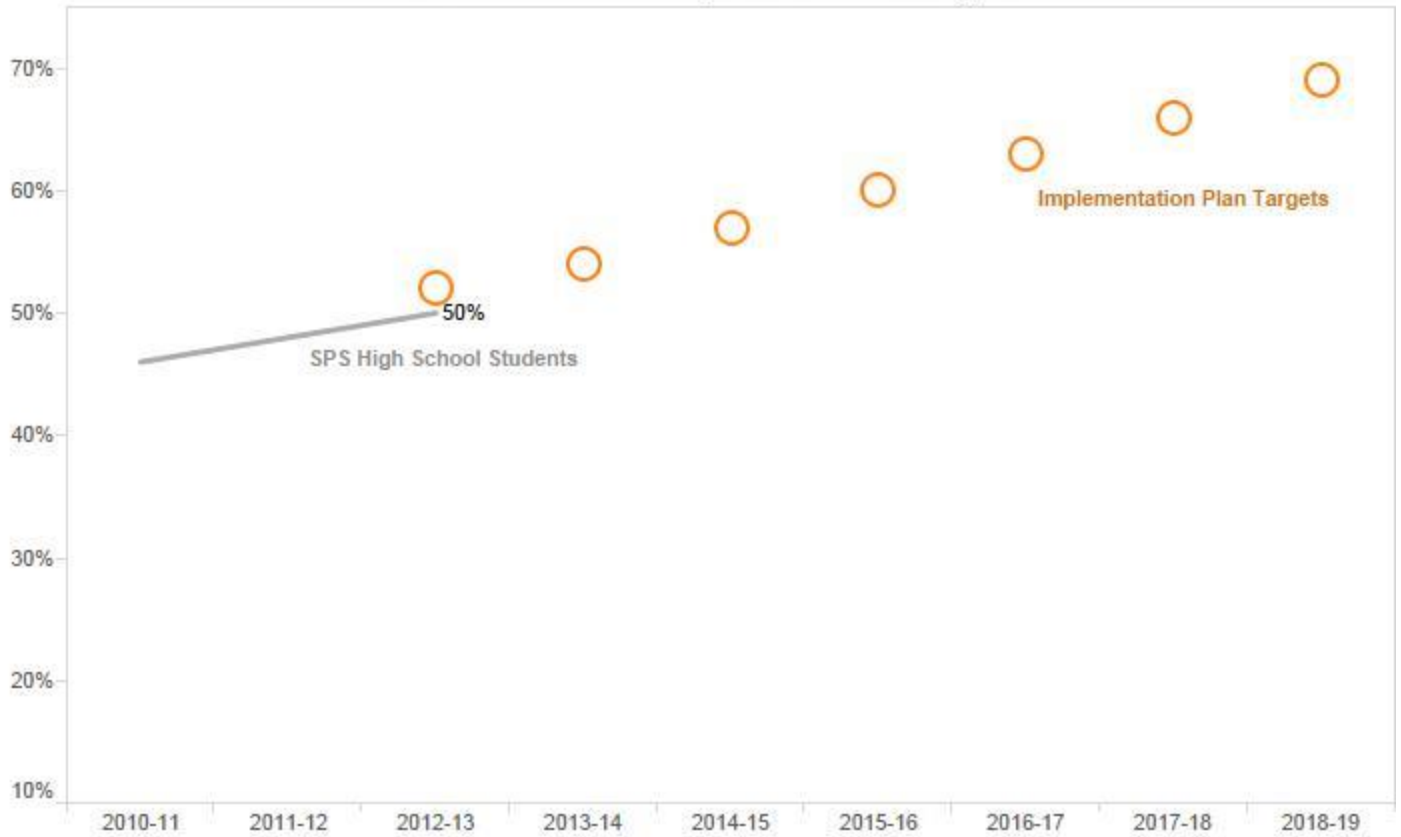


**MAP Math - Percent of Middle School Students Making Typical Growth**  
Linkage School Averages vs. Districtwide Trend (Part 2)



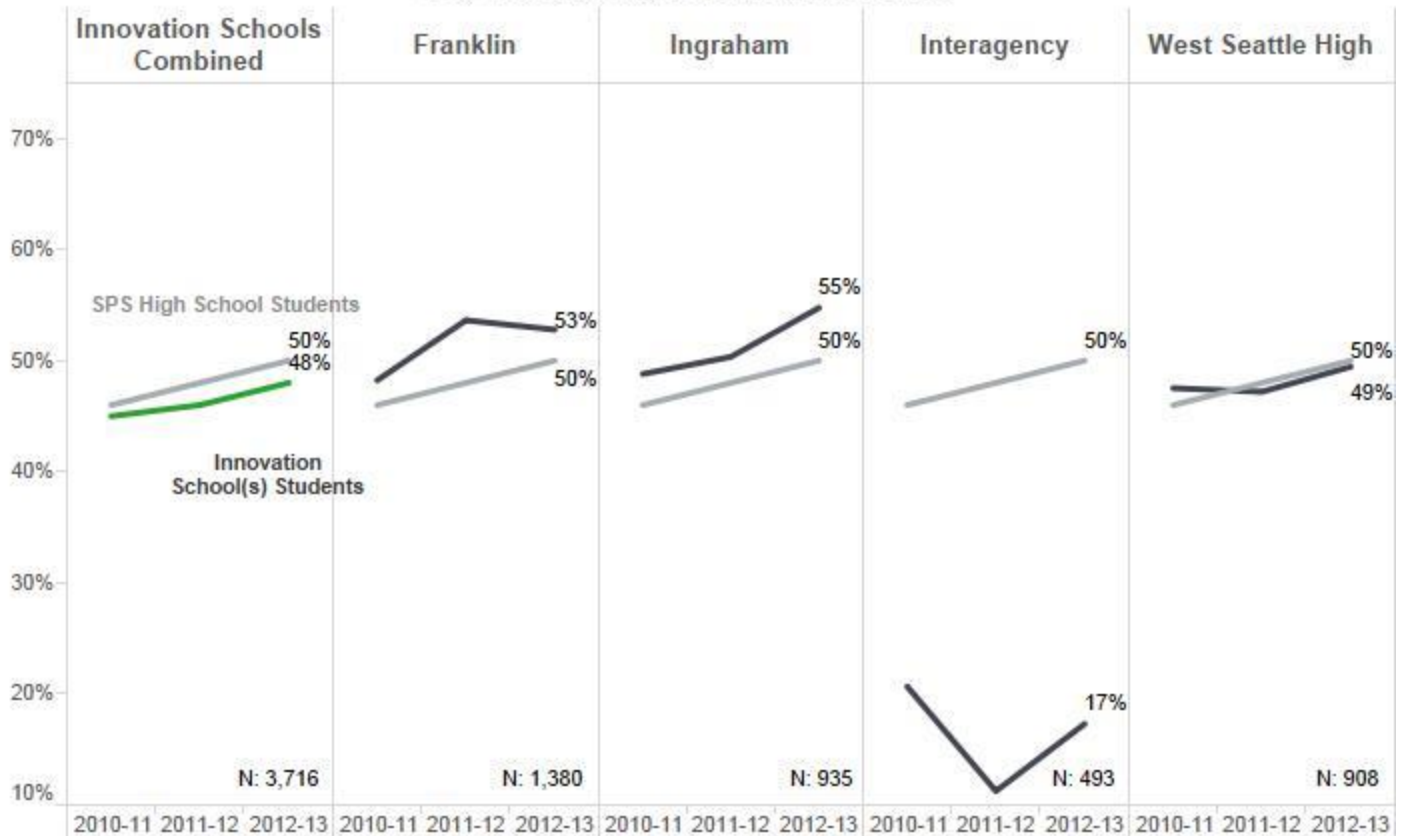
## Percent of High School Students Absent Fewer Than 5 Days (Semester 2)

Seattle Public Schools vs. Implementation Plan Targets

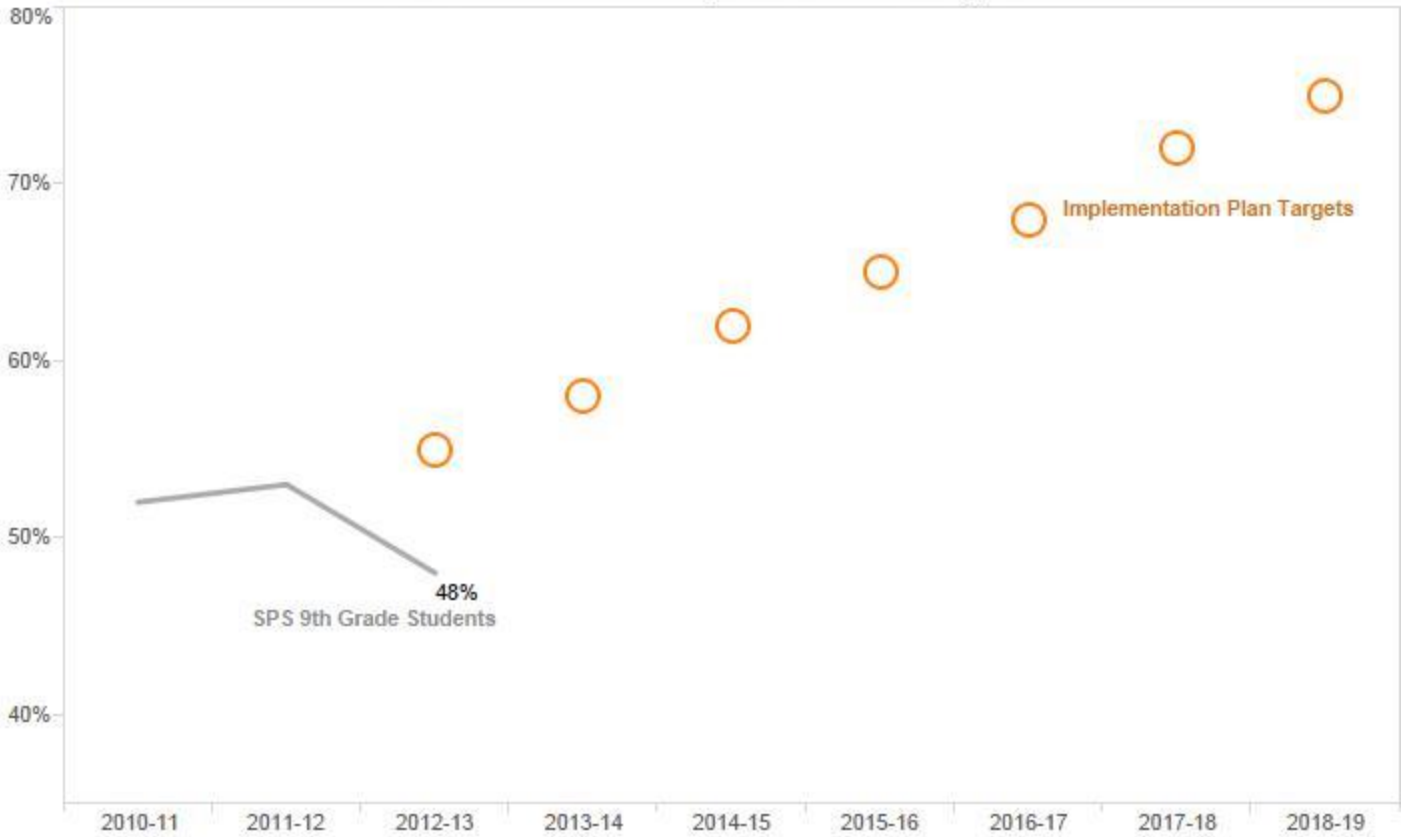


## Percent of High School Students Absent Fewer Than 5 Days (Semester 2)

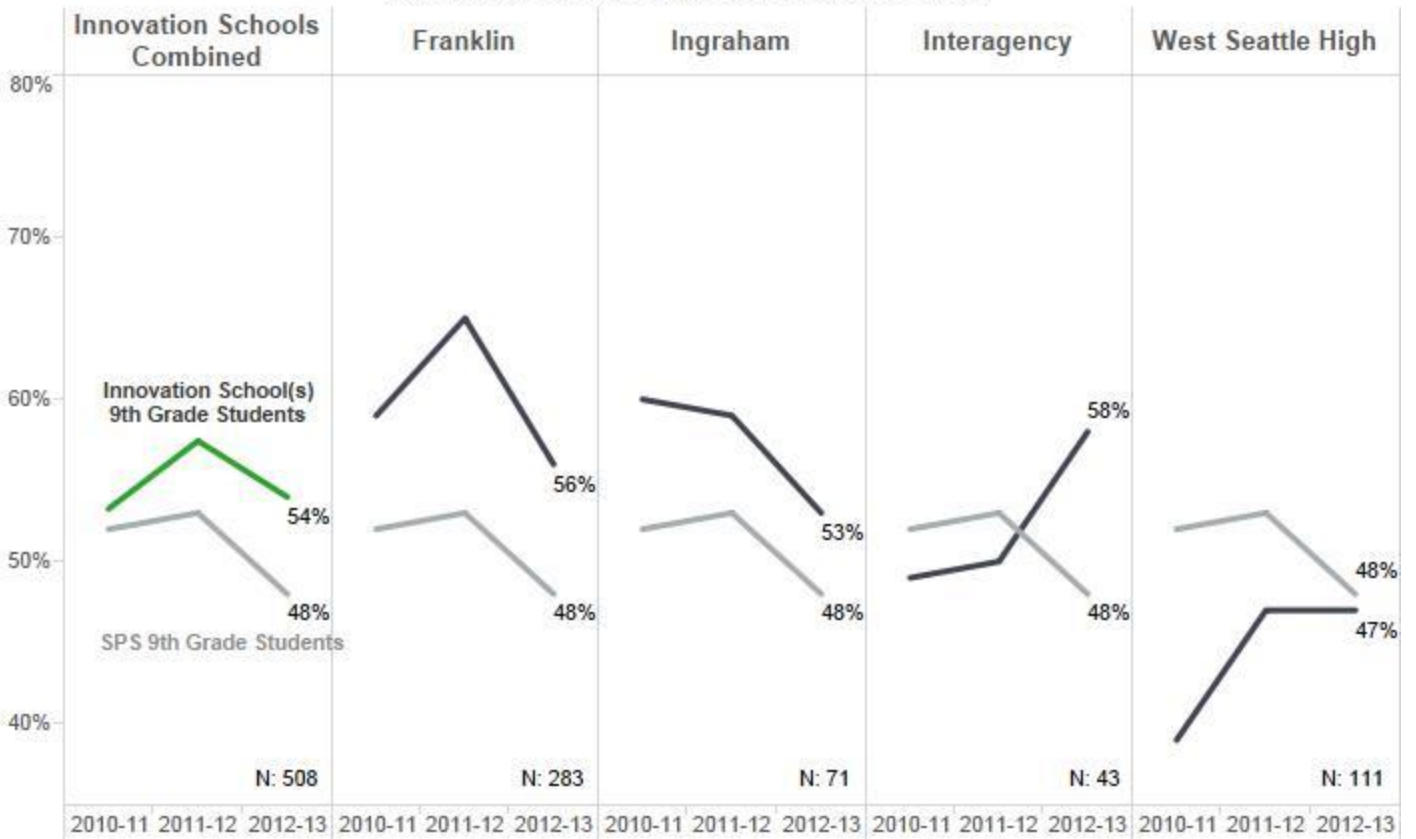
Levy School Averages vs. Districtwide Trend



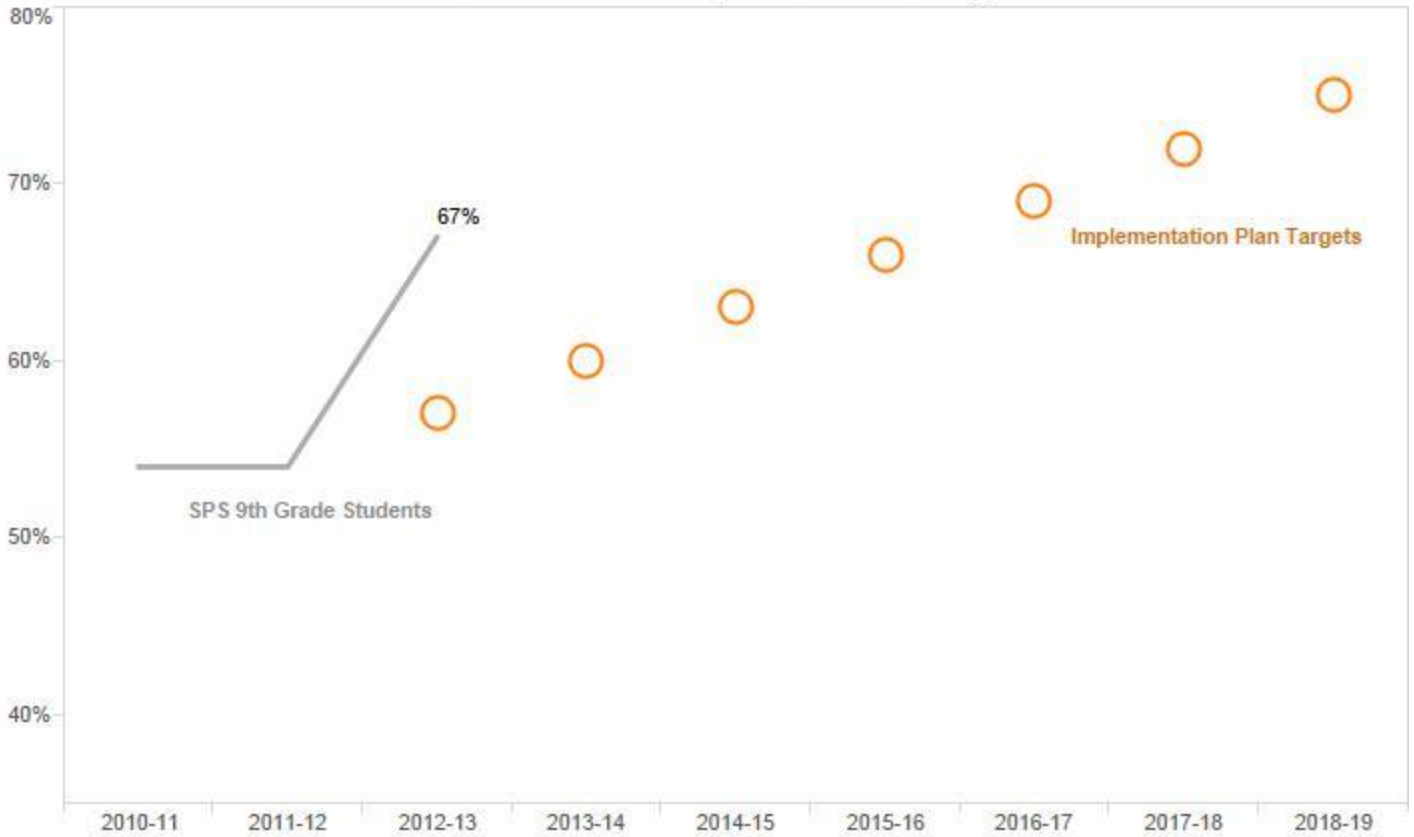
**MAP Reading - Percent of 9th Grade Students Making Typical Growth**  
 Seattle Public Schools vs. Implementation Plan Targets



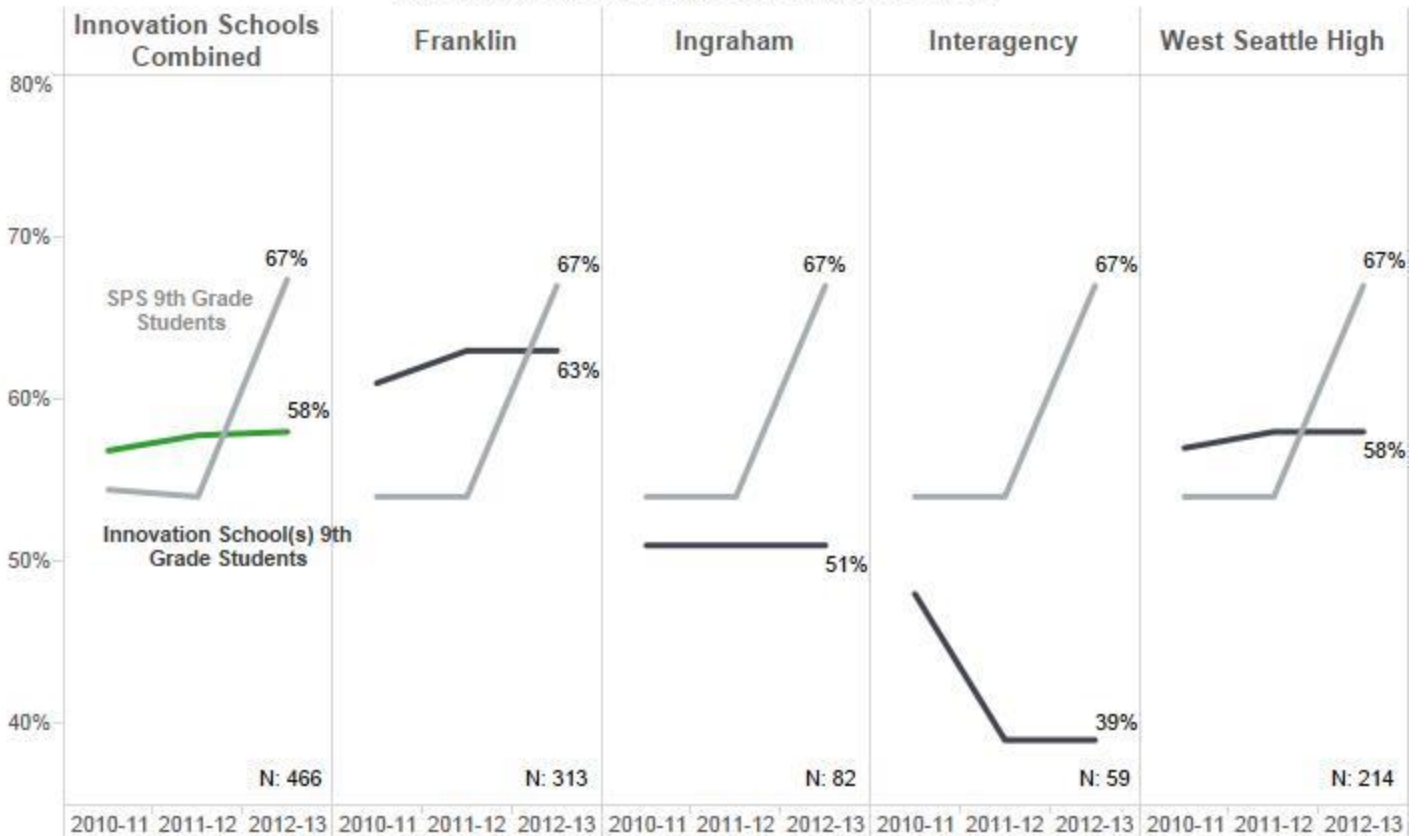
**MAP Reading - Percent of 9th Grade Students Making Typical Growth**  
 Innovation School Averages vs. Districtwide Trend



**MAP Math - Percent of 9th Grade Students Making Typical Growth**  
Seattle Public Schools vs. Implementation Plan Targets



**MAP Math - Percent of 9th Grade Students Making Typical Growth**  
Innovation School Averages vs. Districtwide Trend





## Appendix IV: Levy Program Demographics (2012-13 School Year)

### Race/Ethnicity of Students in Step Ahead Preschools

	Asian		Black/African American		Hispanic/Latino		American Indian/Alaska Native		Multi-Racial		Unknown		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students in Step Ahead Preschools	250	36%	182	26%	147	21%	1	.1%	6	1%	38	6%	69	10%

### Race/Ethnicity of Students within Levy Innovation Elementary Schools

	Asian		Black/African American		Hispanic/Latino		American Indian/Alaska Native		Multi-Racial		Native Hawaiian/Other Pacific Islander		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students in Levy-Funded Elementary Schools	698	25%	795	28%	618	22%	29	1%	224	8%	28	1%	400	14%
Districtwide Total (K-5)	3912	15%	4171	16%	3374	13%	152	1%	2159	8%	112	0%	12028	46%
	↓		↓		↓		↓		↓		↓		↓	
Proportion of District Subpopulation Served Within Levy-Funded Elementary Schools	18%		19%		18%		19%		10%		25%		3%	

### Race/Ethnicity of Students with a Family Support Worker

	Asian		Black/African American		Hispanic/Latino		American Indian/Alaska Native		Multi-Racial		Native Hawaiian/Other Pacific Islander		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students with an FSW	68	9%	426	55%	186	24%	8	1%	44	6%	13	2%	29	4%

## Race/Ethnicity of Students in a Community-Based Family Support Program (CISC & ReWA)

	Asian		Black/African American		Hispanic/Latino		American Indian/Alaska Native		Multi-Racial		Native Hawaiian/Other Pacific Islander		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students in a CBFS Program	51	62%	16	20%	14	17%	0	0%	0	0%	0	0%	1	1%

## Race/Ethnicity of Students within Levy Innovation & Linkage Middle Schools

	Asian		Black/African American		Hispanic/Latino		American Indian/Alaska Native		Multi-Racial		Native Hawaiian/Other Pacific Islander		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students in Levy-Funded Innovation Middle Schools	1348	27%	1152	23%	728	15%	56	1%	270	5%	36	1%	1425	28%
Students in Levy Linkage Middle Schools	515	11%	566	13%	502	11%	56	1%	331	7%	16	0%	2538	56%
Districtwide Total (6-8)	1956	20%	1784	18%	1274	13%	116	1%	619	6%	54	1%	4168	42%
	↓		↓		↓		↓		↓		↓		↓	
Proportion of District Subpopulation Served Within Levy-Funded Middle Schools	95%		96%		97%		97%		97%		96%		95%	

## Race/Ethnicity of Students within Levy Innovation High Schools

	Asian		Black/ African American		Hispanic/ Latino		American Indian/Alaska Native		Multi-Racial		Native Hawaiian/ Other Pacific Islander		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Students in Levy-Funded High Schools (First-time 9th Graders)</b>	340	30%	264	23%	129	11%	16	1%	41	4%	7	1%	348	30%
<b>Districtwide Total (first-time 9th Graders)</b>	682	21%	600	18%	419	13%	41	1%	146	4%	22	1%	1388	42%
	↓		↓		↓		↓		↓		↓		↓	
<b>Proportion of District Subpopulation Served Within Levy-Funded High Schools</b>	50%		44%		31%		39%		28%		32%		25%	

Note: Interagency Academy receives Levy funding to serve all 9<sup>th</sup> graders, beyond the first-time 9th graders served at other Levy high schools.

## Race/Ethnicity of Students using School-Based Health Centers

	Asian		Black/ African American		Hispanic/ Latino		American Indian/Alaska Native		Multi-Racial		Native Hawaiian/ Other Pacific Islander		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Students in Levy Funded High School Based Health Centers</b>	1402	24%	1585	27%	953	16%	100	2%	242	4%	72	1%	1589	27%
<b>Total District Wide</b>	8826	18%	8826	18%	6,283	13%	499	1%	3291	7%	250	1%	21,622	44%

Data Source: Seattle Public Schools' July 2013 Demographics File reflecting student enrollment during 2012-13 school year.



## Appendix V: Glossary of Commonly Used Terms and Acronyms

**ECEAP** - The Early Childhood Education and Assistance Program (ECEAP), funded through the State of Washington's Department of Early Learning and the City of Seattle, offers free preschool services for eligible three- and four-year-olds and their families.

**ELL** - English Language Learner is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

**FEL** – The Families and Education Levy is a dedicated property tax approved by Seattle voters to help prepare children to be ready for school, improve academic achievement and reduce disproportionality, and help students complete school. Emphasis is placed on serving struggling students and schools that have traditionally underperformed.

**FFN** – Family, Friend & Neighbor Care is the most common type of child care for infants and toddlers, and for school-age children before and after school. Providers include grandparents, aunts and uncles, elders, older siblings, friends, neighbors, and others who help families take care of their kids on an informal basis. FFN providers are unlicensed and not regulated by the state, although some FFN providers can receive child care subsidies for the care they provide.

**LOC** – The Levy Oversight Committee is the 12-person committee established in the 2004 Families and Education Levy to advise on the use of Levy funds and the implementation of specific programs.

**LPC** - The Levy Planning Committee was established by a City Council Resolution to help plan for the reauthorization of the FEL in 2011. The LPC includes the original 12 member LOC with 12 additional citizen members.

**MAP** - Measures of Academic Progress is an assessment system used by SPS to determine a student's progress during the year, and across years, in reading and math. MAP measures the student's growth from a fall baseline to winter and spring.

**MSP** – Measurements of Student Progress is used in Washington State in grades 3-8 to determine whether students are meeting grade level standards. These tests replace the Washington Assessment of Student Learning (WASL).

**OFE** – The Office for Education was originally established in the 1990 Families and Education Levy to manage and report on the use of Levy funds and outcomes achieved by Levy investments.

**OSPI** – The Office of the Superintendent of Public Instruction is the primary agency charged with overseeing K-12 public education in Washington State.

**SEEC** – The Seattle Early Education Collaborative (SEEC) is a community collaborative of stakeholders and partners working together to create a shared vision for early learning in Seattle and to achieve greater gains for children. The stakeholders and partners include Step Ahead and ECEAP programs and Head Start grantees. SEEC has three working groups focusing on assessment and accountability, professional development, and transitions.

**SPS** - Seattle Public Schools

**SBHC** – School-Based Health Centers are funded by the FEL in all ten comprehensive high schools and four middle schools to promote physical and mental health. Services provided by SBHCs 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; and addressing high-risk behaviors most common among adolescents.

**Teaching Strategies GOLD™ (also, TSG or TS GOLD)** – An observation-based assessment system used to document children’s development from birth through kindergarten and beyond. Teaching Strategies GOLD is being incorporated into the Washington Kindergarten Inventory of Developing Skills (WaKIDS) program.