

Families & Education Levy Oversight Committee

Tuesday, February 10, 2009

4:00 – 5:30 p.m.

City Hall, 7th Floor

Meeting Purpose:

- Discuss Impact of School Closures on Levy-Funded Programs
- Briefing on 2007-08 Annual Report

4:00	Welcome and Introductions	Councilmember Tim Burgess
4:05	Review of Agenda and Approval of Minutes from January 20, 2009 meeting	Tim Burgess
4:10	Annual Report for 2007-08 SY	Kacey Guin, OFE
5:20	Impact of School Closures on Levy Programs	Sid Sidorowicz, OFE
5:30	Adjourn	

Handouts

Minutes from 01/20/09 LOC Meeting
Annual Report Presentation
Draft Annual Report

Next Meeting:

Tuesday, March 17, 2009



DRAFT



FAMILIES AND EDUCATION LEVY
Tuesday, January 20, 2009 • 4:00-5:30 p.m.
LEVY OVERSIGHT COMMITTEE
7th Floor, City Hall

MINUTES

MEMBERS PRESENT: Wanda Brown (for Carla Santorno), Tim Ceis, Frances Contreras, Michael DeBell, Kris Hildebrandt, David Okimoto, John Pehrson

OTHERS PRESENT: Peter Aberg (Legislative), Miae Aramori (PHSKC), Paul Barry (Swedish MC/Ballard THC), Eric Bruns (UW), Janet Cady (NeighborCare Health), Lin Carlson (SPS), N. Cheema (UW), Lori Chisholm (Parks), TJ Cosgrove (PHSKC), Jerry DeGriek (HSD), Becky Guerra (DOF), Kacey Guin (OFE), Kathie Huus (PHSKC), Bea Kelleigh (HSD), Patricia Lee (Council staff), Jill Lewis (SPS), Holly Miller (OFE), Alan Painter (HSD), Pat Philbin (Health), Sue Rust (OFE), Linda St. Clair (PHSKC), Anne Shields (PHSKC), Mark Secord (NeighborCare Health), Sid Sidorowicz (OFE), Sarah Walker (UW), Lindsey Watts (UW)

Tim Ceis called the meeting to order and noted that Michael DeBell is replacing Cheryl Chow as the representative from the Seattle Public Schools School Board. The minutes of the October 14, 2008 meeting of the Levy Oversight Committee (LOC) were approved.

Overview of the School-Based Health Services Investments

Jerry DeGriek gave an overview of the School-Based Health Centers' locations, their partners, and the services they provide. It is one of the largest investment areas of the Levy but the Levy funds only 2/3 of the resources needed. The rest of the funding comes from community partners.

J. Pehrson recalls the LOC questioning whether having five different community partners was the most efficient model and asked what came of that. J. DeGriek said they have concluded there is a benefit from having multiple providers, from both a fiscal and a collaborative perspective. There may be adjustments to this model in the future.

T.J. Cosgrove said there is a broad continuum of capacity for the partnering organizations to operate efficiently.

J. DeGriek discussed health-related strategies that SBHC staff utilize to contribute to student academic achievement. Kathie Huus discussed how public health is truly an investment in students, from both a health and academic achievement standpoint. These activities demonstrate a dramatic return on investment in the lives of young people. M. DeBell asked about the recent increase in teen pregnancies nationwide and whether we see the same trends in King County and Seattle. T.J. Cosgrove said that while current data are not available, anecdotally we are seeing the same patterns in this area. W. Brown asked about specific strategies that are being used to address particular high-risk

populations. Cosgrove said that, in past years, they developed an outreach strategy for non-English speaking students who were not using SBHCs at the same rate as other groups of students. The goal was to increase ELL students' use of the SBHCs, and staff worked with community-based organizations and the Bilingual Orientation Center to help reach these students. Over a 3-year period they have increased ELL students' use of SBHCs so that it is the same as the overall population. M. DeBell stated that programs had been available for teen moms but as the need went away, so did the programs. He asked if there was a need to reinstate these programs. Cosgrove said the new dilemma is the difference between planned and unplanned teen pregnancy, and how to be culturally sensitive to that. K. Huus said they continue to focus on reducing barriers to teens accessing services, be it location, language, etc. F. Contreras asked to what degree peers who are teen moms are used to discourage other teens from getting pregnant. Cosgrove said that peer education is used on a building-by-building level but they could learn more about this strategy.

J. Pehrson asked about how closely school nurses were working with staff of SBHCs. Cosgrove said that school nurses are vital to the work of the SBHCs and they are excellent partners, particularly in focusing on the most at-risk kids. They provide a nice complement to each other. J. Pehrson said common goals would be good. D. Okimoto asked for an example of what SBHC staff and nurses would do if they found out a student was low performing. Cosgrove said HIPPA and FERPA had previously been a barrier to sharing information. They are now doing a better job of sharing information and pursuing the appropriate permissions. In middle schools, the MSSP investments have teams that are targeting students who have not passed WASL. SBHCs are a part of those teams, to ensure that kids' health/mental health needs are being met, as a part of the plan. The school nurse provides the bridge between the MSSP and SBHC worlds. M. DeBell asks about emphasis on making sure students who moved from school to school receive consistent services. J. DeGrieck said that the sponsors are aware of mobility and work together to make sure health services are provided on an ongoing basis. He cited three levels of continuity: 1. Sponsoring organization to sponsoring organization. 2. Staff to staff at the school-level, and 3. Services attempting to follow kids to alternative schools but capacity to do this is limited.

Sarah Walker from UW presented findings from her study on service utilization of SBHCs. F. Contreras asked if they were looking beyond Seattle for this study. S. Walker said that currently data were available only for Seattle. The study showed use of the SBHCs to be positively correlated with improving GPA and with reduced rate of dropping out. W. Brown asked if there was an interest in tracking the long-term impacts of SBHC use. Cosgrove said he was not aware that such a study was being done. D. Okimoto asked how confident they could be that there is a valid comparison group. S. Walker said that you can only control for the variables that are available, so some things may be missing. M. DeBell asked what the literature said on this subject. Eric Bruns said that there have been very few studies in this area and this study would provide groundbreaking results to inform policy and practice, locally and beyond.

Paul Barry, a mental health counselor from Ballard High School, described what student needs and SBHC services look like on the ground. J. Pehrson expressed concerns about the overall effect size of SBHCs on academic achievement. He asked about SBHCs' ability to keep students in school. P. Barry says he can't speak to research but anecdotally says that many of the students he has served have been on the verge of dropping out. F. Contreras asked if the mental health counselor caseload is manageable. P. Barry said he often filled his slots every week but also kept some open to receive drop-ins. D. Okimoto asked how many mental health counselors are at each site. T.J. Cosgrove said every site has at least 1.0 FTE, with some having up to 1.7 FTE.

Jill Lewis discussed work of school nurses and their coordination of services with SBHCs. T.J. Cosgrove provided highlights of the HPV campaign. K. Hildebrandt noted she would like the LOC to hear more stories from SBHC nursing staff and how they serve young women.

Meeting adjourned at 5:35 p.m.



Annual Report for the 2007-08 School Year

DRAFT

City of Seattle

Office for
Education

Families &
Education Levy

February 2009



Executive Summary

This report highlights the outcomes and accomplishments from the third year of the 2004 City of Seattle Families and Education Levy (FEL). The Levy focused its investments on increasing measurable academic outcomes and closing the achievement gap for students in Seattle. Outcome targets were based on measures of school readiness, academic achievement, dropout prevention and high school graduation. In 2007-08, the Levy achieved the following:

Academic Outcomes

- 358 preschool children entered kindergarten ready to succeed
- 909 Seattle Public School students met grade-level standard on the DRA or WASL (value-added)
- 41 high-risk youth graduated from high school

Key Findings

- Overall, program outcomes exceeded targets, resulting in academic growth for many students.
- At the elementary and middle school level, the gap for meeting grade-level standard narrowed for students of color and students qualifying for free & reduced lunch. Few gains were made for limited English proficient students.
- At the high school level, the gap for meeting grade-level standard remained constant for students of color, and widened for students qualifying for free and reduced lunch and with limited English proficiency.
- Programs are using their data to make informed decisions at both the overall program and individual student level to improve and enhance services for students.
- Programs are collaborating to smooth school-level transitions and share critical information about student needs.
- Programs need help developing strategies that are effective with very low performing math students and students with limited English proficiency.
- The Office for Education and the Levy Oversight Committee continue to use data to refine and redefine meaningful indicators and outcome targets for each program.

Table of Contents

Executive Summary

Introduction

3 Levy Background

4 Measuring Outcomes

5 Annual Budget

Outcomes

6-7 School Readiness

8-13 Academic Achievement & the Achievement Gap

14 Dropout Prevention & High School Graduation

Programs

15 Early Learning

16 Family Support and Family & Community Partnerships

17 Elementary Community Learning Centers

18 Middle School Programs

19 High-Risk Youth

20 Student Health

21 Three-Year Trends

Summary of Findings & Next Steps

Background of the Families and Education Levy

Seattle's Families and Education Levy

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

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

Public Accountability

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

In order to measure the Levy's impact on achievement, the City implemented new accountability measures to track indicators of student progress and educational outcomes. Part of the new accountability system was a commitment to analyze program data, seek to understand the reasons students are succeeding or failing, and make course corrections if students are not achieving. The Levy also implemented performance pay, earned by achieving outcome targets.

City-Schools Partnership

The City of Seattle and Seattle Public Schools believe a strong partnership is necessary to increase the academic outcomes for all of Seattle's children and to close the achievement gap. In 2005, a formal partnership agreement was created, outlining the roles and expectations of each partner in attaining these goals. The agreement is available at:

<http://www.seattle.gov/neighborhoods/education/PartnershipAgreement.pdf>

The City and Seattle Public Schools also have a data-sharing agreement that allows the City to track indicators and outcomes for students participating in Levy programs. This data system is critical to measuring student outcomes and continuing to improve Levy programs.

Measuring Levy Outcomes

Three Overarching Levy Outcomes:

School Readiness

The **Curriculum-Embedded Assessments** are conducted by classroom teachers in order to assess each child's skills across four major areas of development: social/emotional, cognitive, physical, and language domain. Students are assessed three times each year.

Academic Achievement

The **Developmental Reading Assessment (DRA)** is administered in kindergarten, 1st and 2nd grades. This assessment is used to provide information on the reading skills and progress of each student. Additional information on the use of the DRA in Seattle Public Schools is available at:

<http://www.seattleschools.org/area/siso/test/dra/webdra.xml>

The **Washington Assessment of Student Learning (WASL)** is administered to students in the 3rd - 8th grades and 10th grade. The WASL measures a student's knowledge, skills and understanding of the state's learning standards by subject area. Performance levels range from Level 1 (basic) to Level 4 (advanced). Students meet standard by reaching Level 3 or above. Starting with the class of 2008, students must pass the 10th grade reading and writing WASL in order to graduate. The class of 2013 will also have to pass the 10th grade math and science WASL to earn a diploma. Additional WASL information is available at:

<http://www.k12.wa.us/assessment/default.aspx>

Reducing Dropout Rates & Increasing Graduation Rates

Dropout and graduation rates are currently measured on an annual basis. As the Levy builds a longitudinal data set, it will be able to track graduation rates by cohort.

Outcome Measures: Value-Added and Progress

- In 2007-08, outcome targets were based on value-added measures.
- Value-added students are those meeting standard on all grade-level assessments in 2008 (except science), who had failed to do so the previous year.
- Academic progress is measured by students moving from Level 1 to Level 2 on the math WASL. The math WASL continues to be the biggest challenge to students in meeting grade-level standards.
- Gains toward reducing the achievement gap are determined by examining outcomes data by race/ethnicity, free & reduced lunch (FRL) eligibility, and English language proficiency. English language proficiency categories include Limited English Proficiency (LEP) and Equal English Proficiency (EEP).

Grade-Level Assessments

Pre-K Curriculum-Embedded Assessment

Kindergarten DRA

1st Grade DRA

2nd Grade DRA

3rd Grade WASL
Reading
Math

4th Grade WASL
Reading
Writing
Math

5th Grade WASL
Reading
Math
Science

6th Grade WASL
Reading
Math

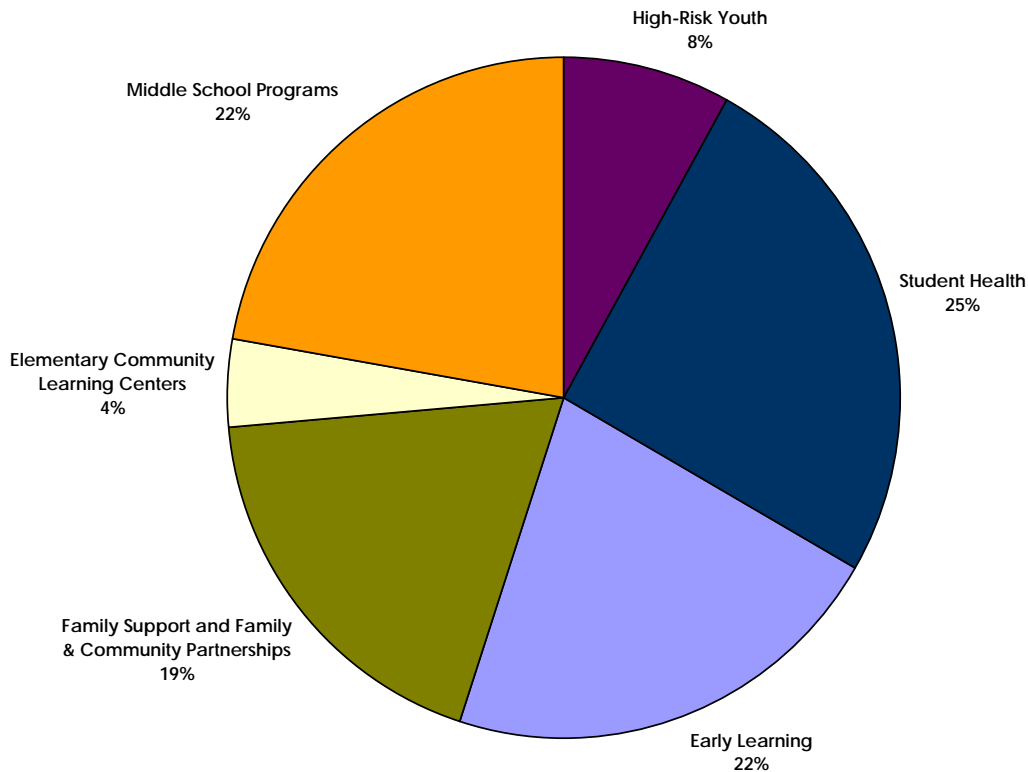
7th Grade WASL
Reading
Writing
Math

8th Grade WASL
Reading
Math
Science

10th Grade WASL
Reading
Writing
Math
Science

Annual Program Budget for 2007-08 School Year

The Families and Education Levy funding is appropriated to the Department of Neighborhoods' Office for Education, which oversees financial activity for the Levy. All programs are budgeted on a school-year basis (September-August), except for the Crossing Guards and Administration & Evaluation programs, which are budgeted by calendar year. Crossing Guards and Administration & Evaluation annual budgets for 2008 were \$268,687 and \$722,842 respectively.



Families & Education Levy 2007-08 SY Program Budget

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

School Readiness

The Levy invested in a comprehensive early learning system that provides a foundation for achieving school readiness outcomes. One key component of that system is Step Ahead preschool. (See *Early Learning*, page 15, for a complete description of the Levy's early learning strategy.)

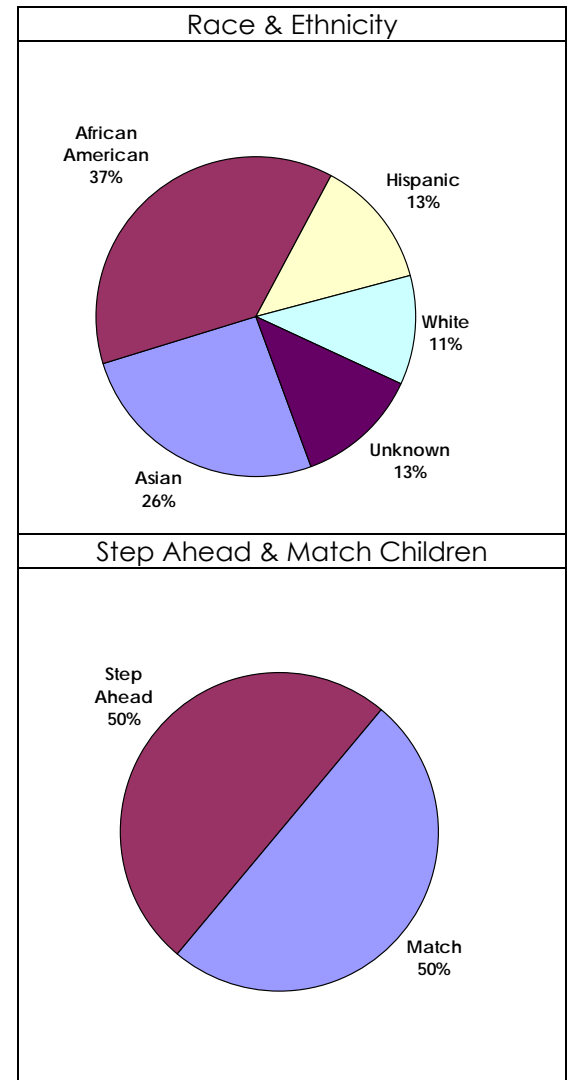
Step Ahead and Match Children in Preschool

The Levy-funded Step Ahead preschool program was designed to make high quality preschool accessible to children whose families earned between 110% - 300% of the federal poverty level (FPL). In addition to funding preschool slots for Step Ahead children, the Levy also invests in Match children. These children attend the same preschools and classrooms as Step Ahead children, benefiting from the professional development and training the Levy provides for preschool teachers. Many Match children qualify for the state's Early Childhood Education and Assistance Program (ECEAP), indicating their families earn at or below 110% FPL. Eligibility for the different programs provides a proxy for income for preschool students.

Preschool Outcomes

- 448 children participated in Levy-funded preschools (Target: 420).
- 358 children were school ready, as measured by the curriculum-embedded assessments (Target: 300).
- 153 children improved one level or more in each domain of the curriculum-embedded assessments.

Preschool Children

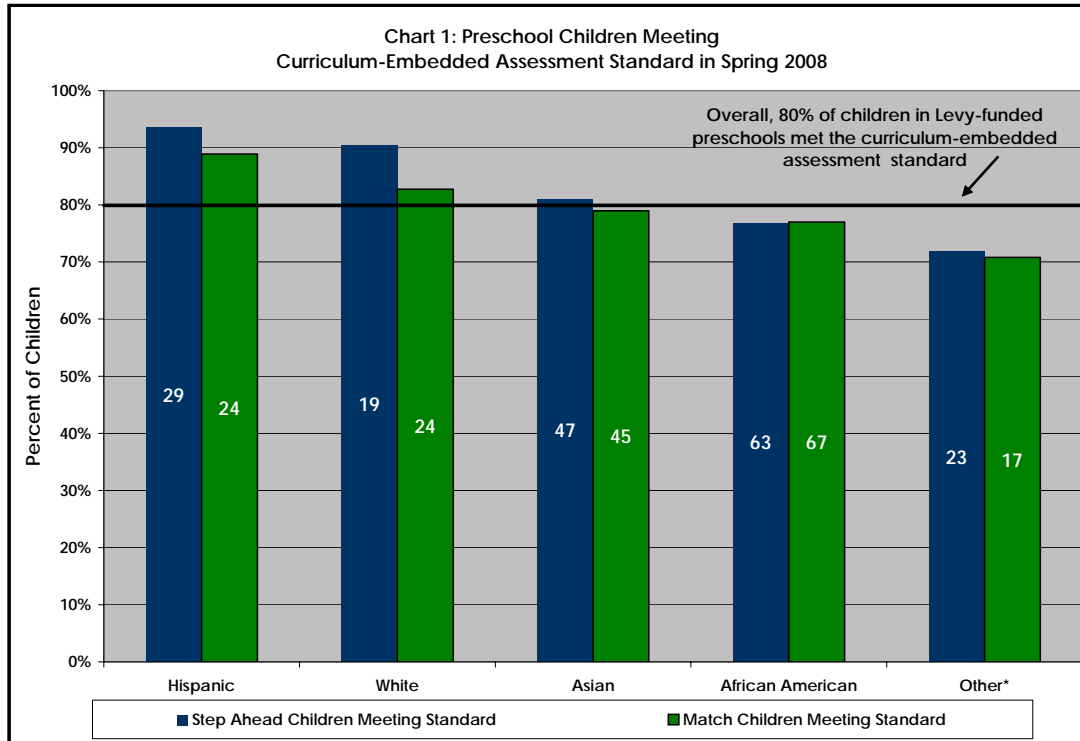


Observations

- The school readiness gap between Step Ahead and Match children has narrowed, with the large majority of children across all groups meeting standard on the curriculum-embedded assessments.
- Given that curriculum-embedded assessments alone are not an accurate predictor school readiness, the Early Learning Assessment Group — made up of providers, parents, and city staff — has identified the Peabody Picture Vocabulary Test (PPVT-IV) to use for the 2008-09 school year. The PPVT-IV is a nationally normed assessment that is administered by an outside contractor or trained assessor twice a year. Combining the results of the curriculum-embedded assessments and the PPVT-IV provides a more comprehensive picture of school readiness for each individual child.

School Readiness – Early Learning

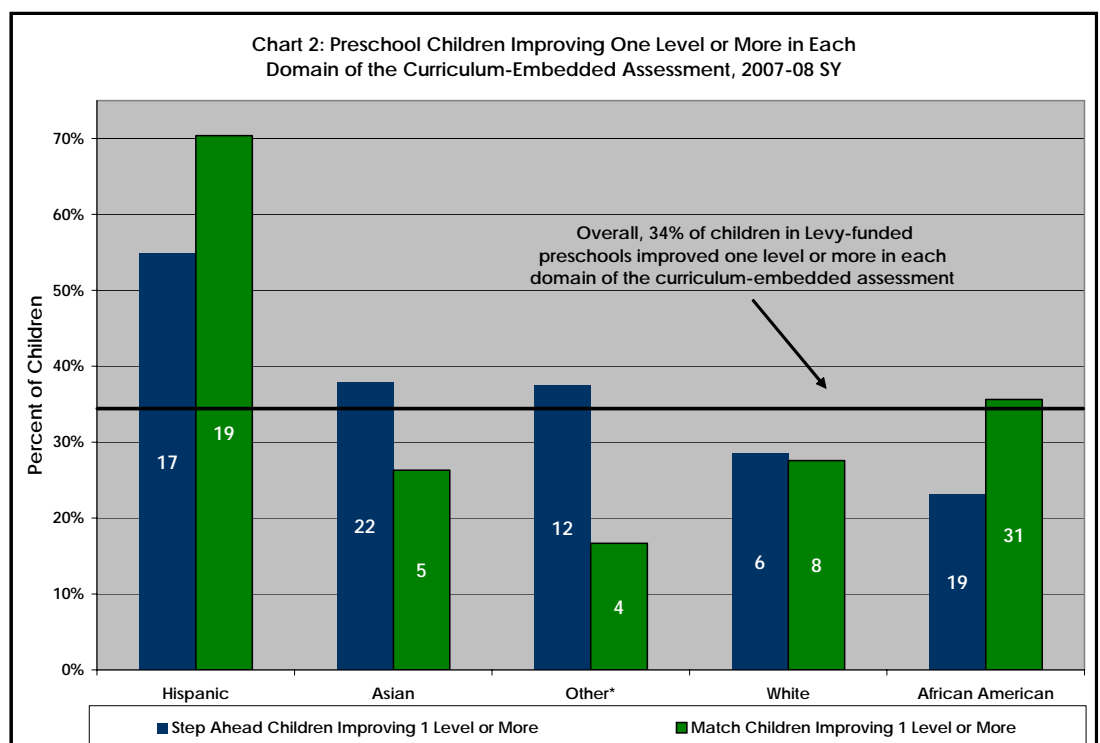
The Challenge: Developmental Skills for School Readiness



- Overall, 80% of children in Levy-funded preschools met the curriculum-embedded assessment administered in spring of 2008.
- The percentage of students meeting this standard was fairly consistent across different student groups, including between Step Ahead and Match children.

The Progress: Developmental Gains Toward School Readiness

- Overall, 34% of children improved one level or more in each domain of the curriculum-embedded assessments.
- While gains vary widely across student groups, difference in baseline scores may contribute to the unequal patterns in outcomes.



Academic Achievement – Elementary

The Levy invested in three elementary school programs to help children achieve academically: 1) Community Learning Centers (CLCs) in 3 schools, 2) Family Support Workers (FSWs) in 45 elementary and K-8 schools, and 3) Family & Community Partnerships (FCP) in 10 elementary schools.

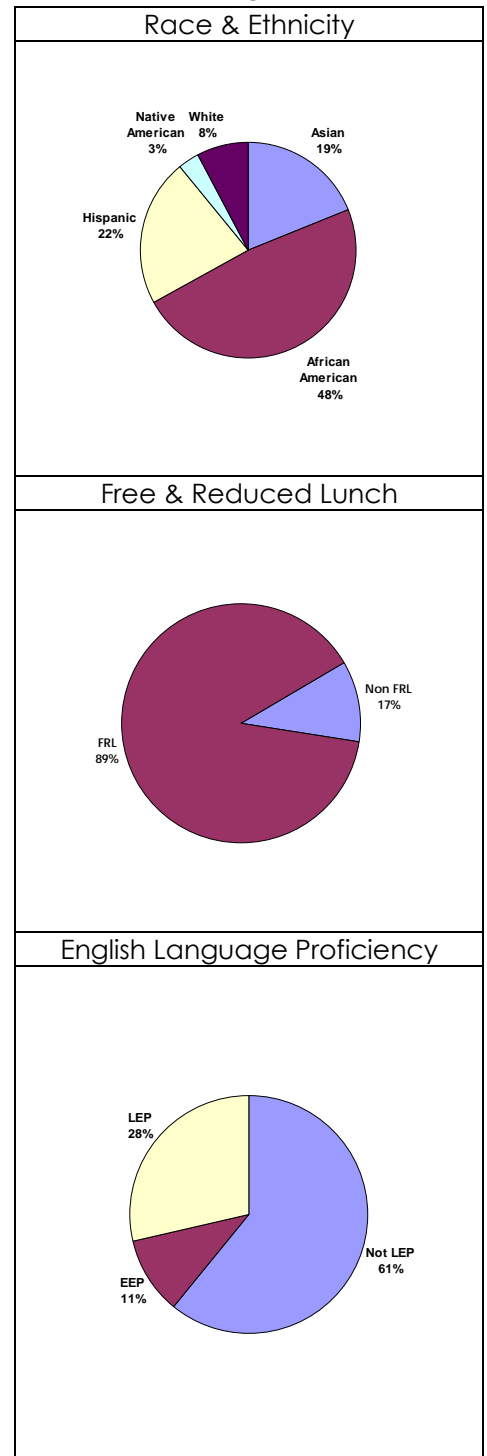
Outcomes

- 1,579 elementary focus students were served by Levy programs.
- 389 elementary focus students met grade-level standard (DRA or WASL).
- 104 elementary focus students met WASL standard in 2008 after failing to do so in 2007 (value-added).
- 57 elementary focus students improved from Level 1 to Level 2 on the math WASL.

Observations

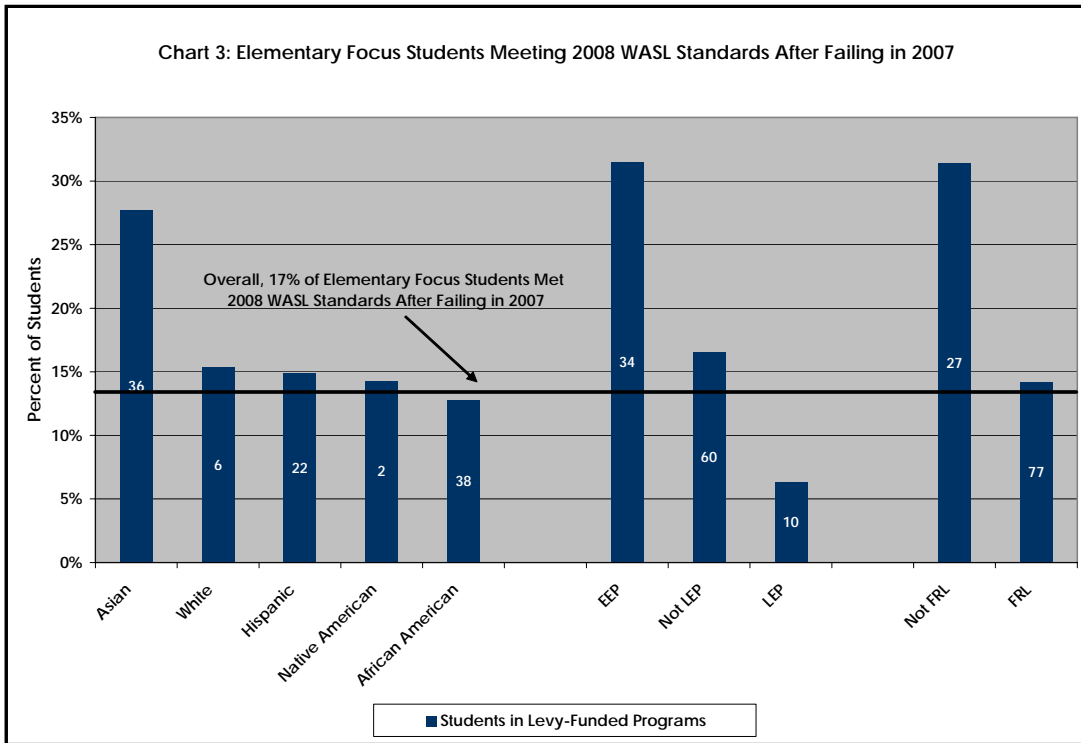
- Due to non-Levy funding cuts, fewer elementary school students were served by Levy programs in 2007-08 than in previous years.
- Almost a third of the elementary students served by Levy programs have limited English proficiency, compared to 12% of the students district wide.
- Chart 3 on the following page indicates that Levy programs are helping elementary school students meet academic standards, with patterns in the achievement gap narrowing.
- Both the percent and number of elementary students meeting WASL standard decreased this year: 19% in 2006-07 vs. 17% in 2007-08 and 149 vs. 104 students.
- The reduction in elementary students served, and the more deliberate efforts to serve students with the greatest academic need, both contribute to this difference in outcomes.

Elementary Students



The Achievement Gap - Elementary

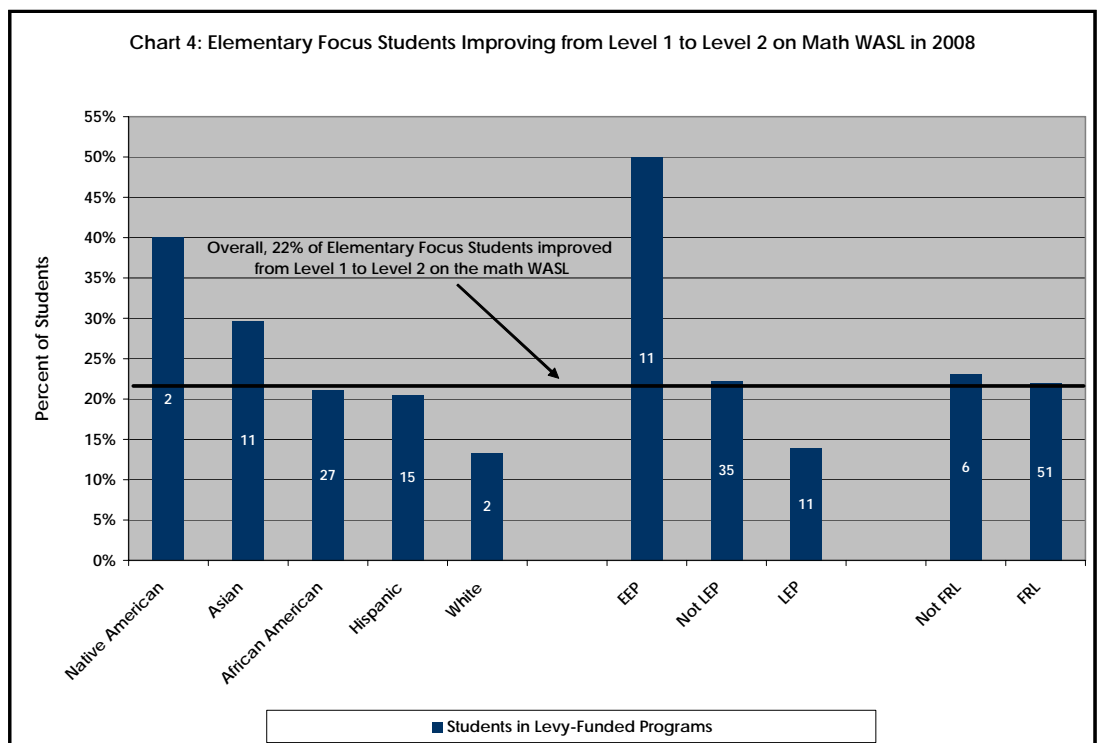
The Challenge: Meeting Academic Standards



- Overall, 17% of the elementary focus students met the 2008 WASL standards after failing to do so the previous year.
- While outcomes appear more equally distributed across the different racial groups, a large gap remains for students with limited English proficiency.

The Progress: Gains Toward Meeting Math Standards

- Overall, 22% of elementary focus students improved from Level 1 to Level 2 on the math WASL.
- Aside from small gains made for students qualifying for free and reduced lunch, gains in math were less equitably distributed than in the previous year.



Academic Achievement – Middle School

The Levy invested in four programs to help middle school students achieve academically: 1) Middle School Support Programs in all middle and K-8 schools, 2) Community Learning Centers in eight middle schools, 3) School-Based Health Centers in four middle schools and 4) Support for High-Risk Youth in all middle schools. The Levy also supports Middle School Athletic programs, which are not included in the academic outcome targets.

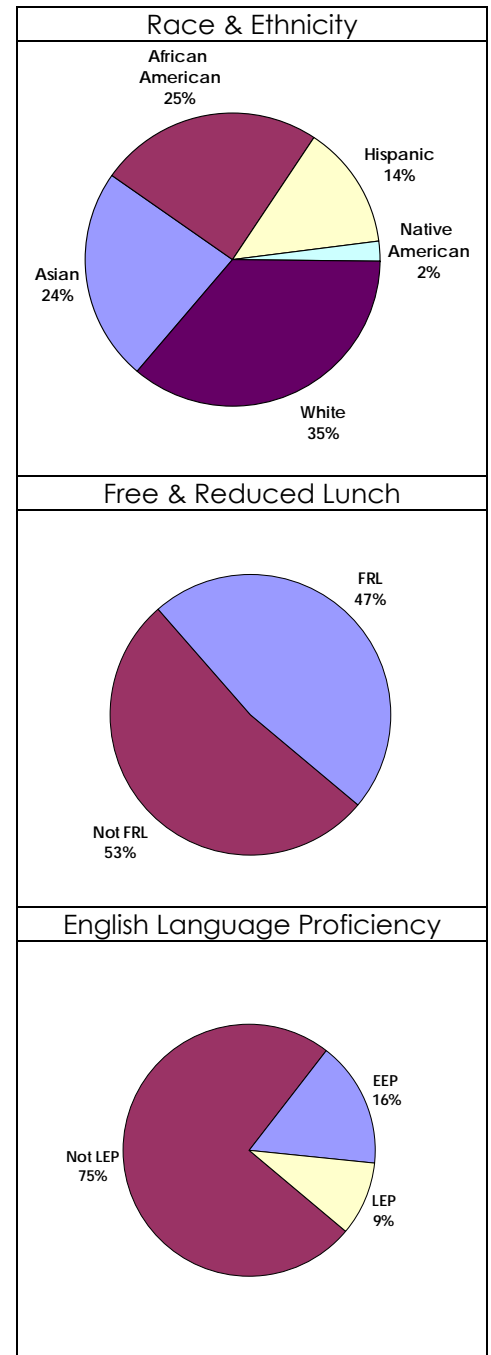
Outcomes

- 6,990 middle school students were served by Levy programs.
- 2,871 Levy middle school students met standard on the WASL.
- 473 Levy middle school students met WASL standard in 2008 after failing to do so in 2007 (value-added).
- 237 Levy middle school students moved from Level 1 to Level 2 on the math WASL in 2008.

Observations

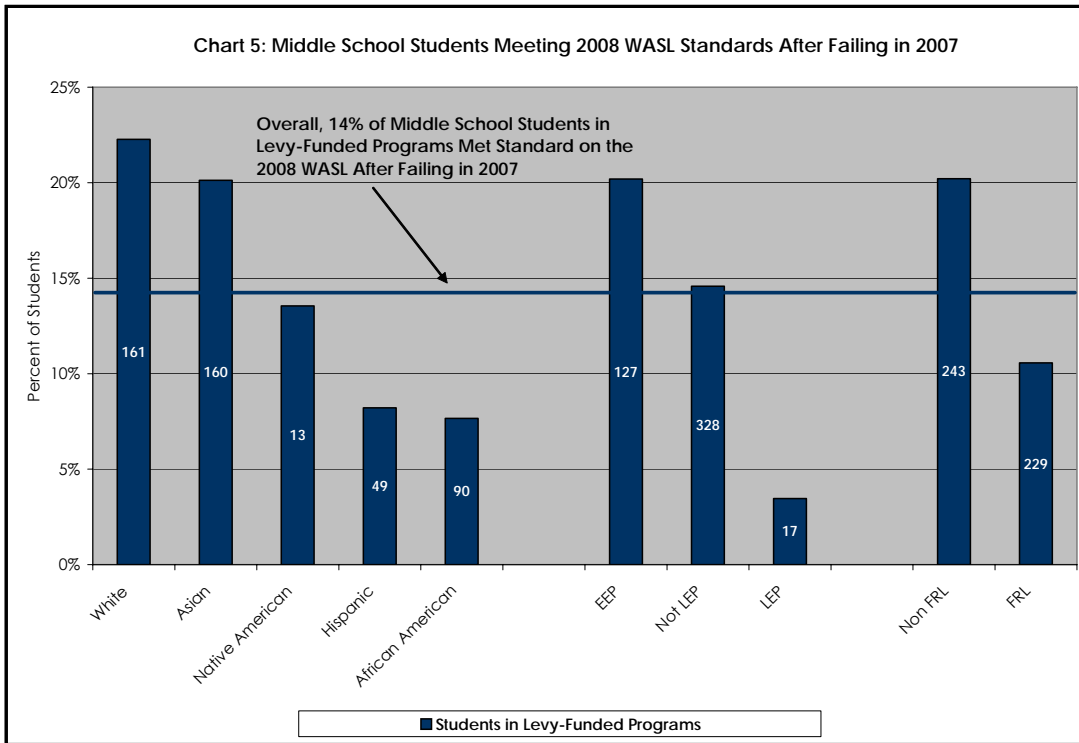
- Chart 5 on the following page indicates that Levy programs are helping middle school students meet academic standards, with the achievement gap narrowing for African American, Native American, and low-income students from the previous year. The gap has widened for students with limited English proficiency.
- While the percent of Levy students meeting WASL standard remained constant over the past two years (14%), the number of students achieving this goal increased from 416 students last year to 473 students in 2007-08.
- Chart 6 on the following page demonstrates that middle school students served by the Levy are making progress in math by moving from Level 1 to Level 2 on the math WASL, yet patterns in the achievement gap remain unchanged from the previous year.
- Both the number and percent of students moving from Level 1 to Level 2 on math was lower in 2007-08 than in the previous year (237 students vs. 305 students and 14% vs. 20%).

Middle School Students



The Achievement Gap – Middle School

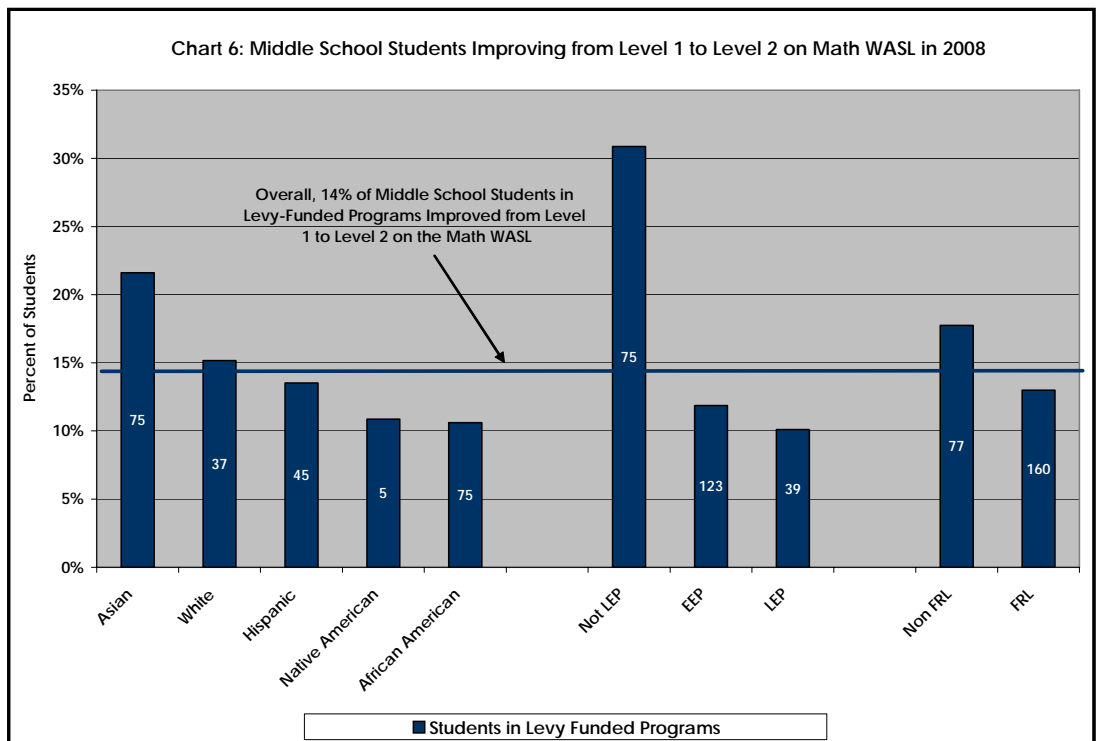
The Challenge: Meeting Academic Standards



- Overall, 14% of Levy middle school students met standard on the WASL in 2008 after failing to do so the previous year.
- While progress has been made toward closing the achievement gap, large gaps remain for African American, Hispanic, and limited English proficient students.

The Progress: Gains Toward Meeting Math Standards

- Overall, 14% of Levy middle school students improved from Level 1 to Level 2 on the math WASL in 2008.
- Gains in closing the achievement gap for students struggling in math demonstrate nearly identical patterns to those from the previous year.



Academic Achievement & Graduation – High School

The Levy invested in two programs to help high school students achieve academically: 1) a case management program to support High-Risk Youth and 2) Student Health, including School-Based Health Centers and nurses in all comprehensive high schools.

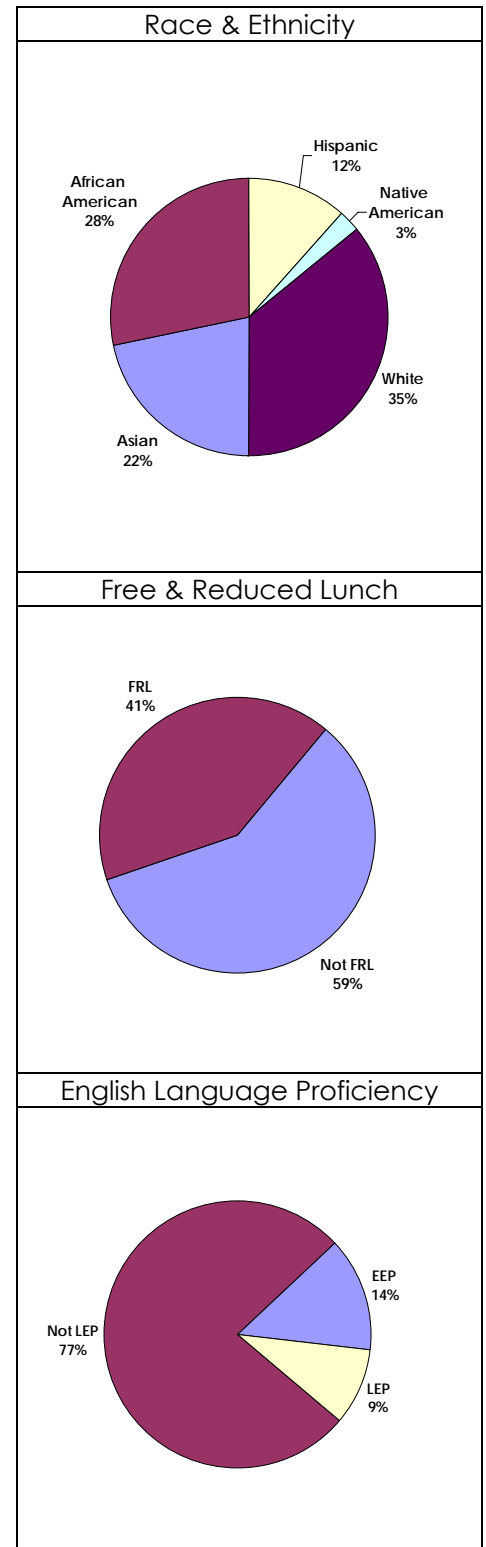
Outcomes

- 6,933 high school students participated in Levy programs.
- 964 high school students served by the Levy met standard on the 10th grade WASL (out of 2,811 students who took the WASL).
- 227 of high school students served by the Levy met WASL standard in 2008 after failing to do so in 2006 or 2007 (value-added).
- 126 of Levy high school students moved from Level 1 to Level 2 on the math WASL in 2008.
- 41 high-risk youth served by the Levy graduated from high school.

Observations

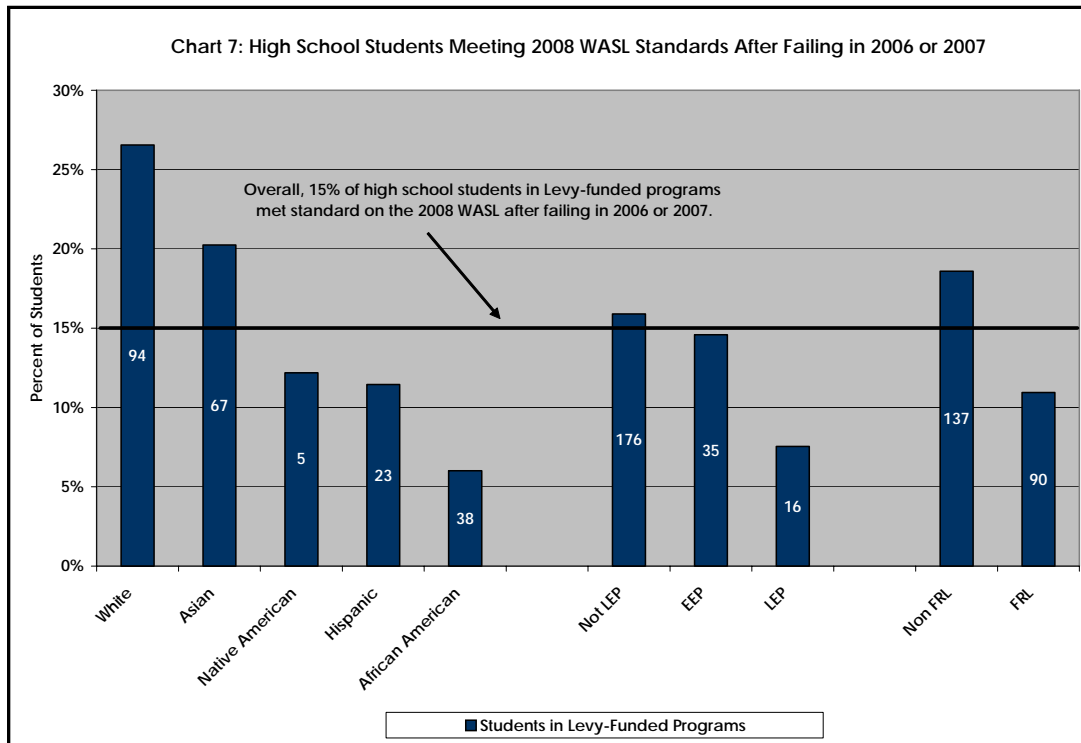
- Chart 7 on the following page indicates that Levy programs are helping high school students meet academic standards, although the achievement gaps for limited English proficient and free & reduced lunch students widened from the previous year.
- While the percent of Levy high school students meeting WASL standard decreased this year (15% in 2007-08 vs. 21% in 2006-07), the number of students achieving this goal increased from 122 students in 2006-07 to 227 students in 2007-08.
- Chart 8 on the following page demonstrates that high school students served by the Levy are moving from Level 1 to Level 2 on the math WASL, with the achievement gap narrowing from the previous year.
- While percent of Levy high school students moving from Level 1 to Level 2 in math decreased from 27% in 2006-07 to 16% in 2007-08 vs. 21%, the overall number of students making gains increased (77 students in 2006-07 vs. 126 students in 2007-08).

High School Students



The Achievement Gap – High School

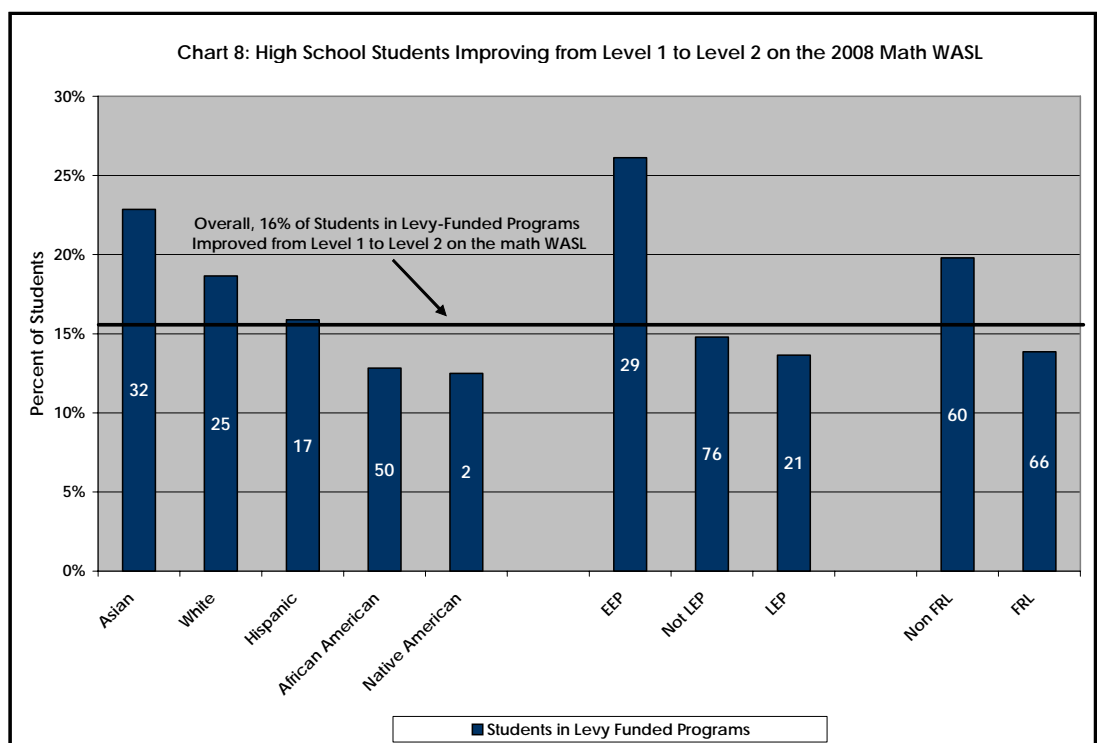
The Challenge: Meeting Academic Standards



- Overall, 15% of high school students served by Levy programs met the WASL standard in 2008 after failing to do so in 2006 or 2007.
- Outcomes continue to be unevenly distributed across student groups, with very large achievement gaps remaining for African American students and students with limited English proficiency.

The Progress: Gain Toward Meeting Math Standards

- Overall, 16% of high school students in Levy-funded programs improved from Level 1 to Level 2 on the math WASL.
- Math gains for high school students are more evenly distributed across groups than the percentage of value-added students.



Early Learning

The Levy invested in two Early Learning Networks (ELNs) in the southeast and southwest neighborhoods of Seattle. The goal is to prepare all children for school by investing in a comprehensive set of quality early learning services, from birth through preschool. The Networks blend funds from multiple sources to maximize investments. This section highlights outcomes for the Parent-Child Home Program, Professional Development, and Kindergarten Transition. Outcomes for the Step Ahead Preschool Program are detailed in the School Readiness section on pages 6-7.

Early Learning investments are made in five areas:

1. **Step Ahead Preschool Program** serving low-income 4-year-old children whose families earn between 110% and 300% of the federal poverty level.
2. **Parent-Child Home Program (PCHP)** for low-income families with young children ages two and three. The program helps parents learn literacy skills to practice with their children.
3. **Professional Development** for early learning teachers.
4. **Kindergarten Transition** to ensure successful kindergarten enrollment.
5. Increased **compensation** for teachers serving the highest numbers of low-income children, to reduce turnover and reward quality.

Early Learning Outcomes	
2- and 3-year-olds served through the Parent-Child Home Program (PCHP)	209 (Target: 200)
3-year-olds served by the PCHP who met standards at the end of two years	81 (Target: 75)
4-year-olds in ELN preschools whose teachers meet quality standards by the end of the school year	439 (Target: 273)
2007-08 Levy preschool children enrolled in Seattle Public Schools kindergarten in 2008-09	348 (Target: 357)

Observations & Recommendations

- In addition to assessing individual children, the Early Learning Networks have identified the Early Childhood Environmental Rating Scale (ECERS) as a tool to assess the classroom environment. The tool assesses the following: space and furnishings, personal care routines, language-reasoning, activities, interactions, program structure, and parents and staff.
- Both the individual child assessments and the ECERS will be administered in most of the Step Ahead, ECEAP, and Head Start classrooms in Seattle.
- Results from the ECERS, the PPVT-IV, and the curriculum-embedded assessments will be used to develop and focus professional development, based on the needs of individual students, classrooms, centers, and the early learning network as a whole.

Seattle Early Learning Institutes Begin

The first annual Seattle Early Learning Institute was held September 5-7, 2007 at the John Stanford Center for Educational Excellence. The Institute's focus was "From Compliance to Outcomes."

This was the first time that all federal-, state-, and city-funded early learning programs within the Seattle city limits came together for a joint training. Over 250 staff from five Head Start grantees and three City of Seattle programs – Step Ahead, ECEAP, and Comprehensive Child Care Program – attended three days of administrative, child development, family services, and health training.

The Seattle Early Learning Institute is one of many collaborative efforts initiated by the City's Office for Education and Human Services Department to create a City of Seattle Early Learning System.

The Institute model allows the various agencies to pool their professional development funds and create a more comprehensive and higher quality training experience. The Institute was so successful that several additional institutes have been planned and implemented for the 2008-09 school year.

Family Support and Family & Community Partnerships

The Levy invested in two programs to support families: Family Support, which helps individual students achieve academically and involves their families in the education process; and Family & Community Partnerships, which creates partnerships between schools, families and community-based organizations on a systemic level. The programs work together at the school level, with many students participating in both programs. Given this overlap, these programs have joint targets.

Family Support

The Family Support program invests in Family Support Workers (FSWs) who work directly in elementary and K-8 schools, linking students and their families with resources needed to promote academic achievement. Teams within each school selected 1,440 focus students, based on the greatest social and academic need. Teams then set and tracked academic goals for individual students.

Family & Community Partnerships

The Family & Community Partnerships program grants funds to ten elementary schools and four community-based organizations (CBOs) to work together in promoting and supporting family involvement to increase academic achievement. Events include Family Nights, where families are provided with math and literacy games to play with their children. All information is translated into the families' native languages.

Family Support and Family & Community Partnerships Outcomes	
Elementary focus students served	1,440 (Target: 1,500)
Number of students served who met DRA or WASL standard and failed to do so or were not tested in the previous year	276 (Target: 275) 129 DRA & 147 WASL
Number of students and families who achieved at least one of their service plan academic goals.	919 (Target: 800)
Number of families who engaged in academically focused family involvement activities	1,055 (Target: 1000)

Observations & Recommendations

- To cope with revenue losses from non-Levy sources, Family Support used student demographic and achievement data to redesign their service delivery model. The new model provides full-time Family Support Workers for schools with the high concentration of students with risk factors. Other schools determined to have less need either share Family Support Workers or use the referral service model.
- The Family Support Program is working with the Early Learning Networks to identify children who are not entering kindergarten school ready and who are at risk for academic failure, in order to link those students to support services when they enter Seattle Public Schools.

African American Male Program Model (AAMP)

During the 2007-08 school year, Family Support launched a new African American Male Program model to address the academic, social-emotional, and cultural needs of young African American boys. The program was located in three schools: Leschi, T.T. Minor, and the African American Academy.

Key Program Components

Small Group Sessions: Social and life skills curriculum and relationship and trust building.

Mentoring: By African-American male family member or an African-American adult male community volunteer.

Leadership: Character development and leaderships skills training.

Cultural Experiences & Activities: Opportunities to experience the arts and learn etiquette skills.

Career & Educational Development & Exposure: Career-related field trips and visits to training facilities, colleges and universities.

Family Involvement: Family night events, inviting family members to be guest speakers and including family members on field trips.

Indicators of program success include measures of academic progress, an increase in class time, a reduction in discipline referrals, and homework completion rates.

Elementary Community Learning Centers

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

Services provided at Elementary CLCs include:

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

Van Asselt's Homework Program

For the 2007-08 school year, the Tiny Tots Community Learning Center at Van Asselt developed an effective homework completion reward system. CLC staff communicate regularly with teachers to monitor homework assignments. Students complete homework logs and receive "navigator dollars" for completing and submitting their homework. These "dollars" can be traded monthly for books, games and school supplies.

Mary,* a third grader who struggled with homework completion, now turns in her homework regularly. She enjoys buying books at the CLC store so she can read at home.

The program's combination of homework support, teacher engagement, and student rewards has increased homework completion from 34% at the beginning of the year to 70% at the end of the year.

Other specific CLC academic improvement strategies include:

- Literacy activities based on teachers' weekly themes/lessons
- Every Day Math and Explorations in Math activities led by VA teachers and CLC staff
- English language learning activities based on the GLAD (Guided Language Acquisition Design) curriculum
- Data analysis to develop CLC individualized student services plans
- Team approach with the Principal, Family Support Worker, Family Community Partnerships coordinator, teachers and bilingual staff in involving students and families in learning.

*Name changed

Elementary CLCs Outcomes

Elementary students served	290 (Target: 230)
Number of students served who met DRA or WASL standard failed to do so or were not tested in the previous year	44 (Target: 50)
Students who show increased homework completion by June 2008	131 (Target: 115)

Observations & Recommendations

- Delays in the identification of focus students have prevented Elementary Community Learning Centers (ECLCs) from providing services until several months into the school year.
- To expedite the identification process, ECLCs are identifying and enrolling students in the spring of the prior school year and working with the Family Support Workers to get referrals. The district's move toward uniform formative assessments will also help facilitate this process of early identification.
- Elementary CLCs should continue collaborating across sites to share effective intervention strategies, such as homework completion programs.

Middle School Programs

The Levy invested in three middle school programs: 1) Middle School Support Programs (MSSP) in all middle and K-8 schools, 2) Community Learning Centers (CLCs) in nine middle schools, and 3) Middle School Athletics. The programs coordinate within schools to provide comprehensive services that maximize student learning time. Many students participate in more than one middle school program, depending on availability at their school.

Middle School Support Programs (MSSP)

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

Middle School Community Learning Centers (CLCs)

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

Middle School Program Outcomes	
Number of students served	6,258 (MSSP + CLCs)
Students moving from Level 1 to Level 2 on the math WASL	16% of students at linkage sites (Target: 30%) 15% of students at innovations sites (Target: 50%)
Number of students served who met WASL standard and failed to do so or were not tested in the previous year	548 (Target: 414)
Number of MSSP students who participated in CLC programs at target level	452 (Target: 415)

Observations & Recommendations

- MSSP programs are working to ensure that all students who are struggling in math have the opportunity to participate in extended learning time, both during and after school.
- The MSSP Innovation Site schools are using formative assessment data to better match math instruction with student needs. These assessments give teachers and students the ability to set individual goals and measure gains at least twice a year.
- MSSP coordinators are working to identify and share information with high school staff about graduating 8th graders who would benefit from the new, Levy-funded 9th grade academic achievement program.

Whitman & McClure Community Learning Center Summer Program

McClure and Whitman Community Learning Centers, run by the Parks Department, implemented a 6-week summer academic and enrichment-recreation program for rising 7th and 8th graders. Students were identified by the schools' administration, teachers, and CLC staff as needing continued services, based on WASL scores, behavior, and attendance. Many of these students lived in the south end of Seattle but attended the two schools during the year. Transportation was provided.

The program was divided into a morning academic session from 9 am – noon, and an afternoon enrichment-recreation session from 12:30 – 3:45. The morning academic program was designed to increase skills in reading, writing, and math. Certificated Seattle School District teachers provided math and language arts instruction in 80-minute blocks.

The afternoon session was designed to serve as an incentive for students to participate in the academic program. Students registered in the academic program had priority for enrollment in the recreational-enrichment program. About 80% of the students stayed all day. Afternoon activities included: swimming, hip-hop dance, arts and crafts, sports, and field trips.

Outcomes of the program were measured by pre, mid, and post assessments and included gains in reading fluency, writing scores, and basic math skills.

High-Risk Youth

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

Key aspects of STFY include:

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

Seattle Team for Youth Outcomes	
High-risk youth served by the program	947 (Target: 550)
High-risk youth served by the program with valid Seattle Public School IDs	651 (Target: 523)
High-risk youth who stayed in school/came back to school	581 (Target: 300)
High-risk youth who progressed to next grade level	275 (Target: 300)
High-risk youth who passed the WASL and failed to do so or were not tested in the previous year	14 (Target: 16)
High-risk 12 th grade youth who graduated	41 (Target: 35)

Observations & Recommendations

- Over the past three years the Levy has helped only 108 high-risk youth graduate from high school and 33 high-risk youth meet the WASL standard, a graduation requirement beginning with the class of 2008. Given the limited results to date, the Levy has adopted a different strategy for preventing dropouts and improving graduation rates that focuses on early intervention.
- Based on best practices research, the Levy and Seattle Public Schools are collaborating in the 2008-09 school year to serve incoming 9th grade students who are at risk of dropping out of high school. The focus will be on promoting academic achievement and positive school engagement early in a student's high school career, prior to academic failure, disengagement, and dropping out.

Student Health

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

Services provided by School-Based Health Centers and nurses include:

- Comprehensive primary health care, including both medical and mental health care, for adolescent students
- Screenings, health assessments, and interventions that focus on students who are academically at risk
- Integrating risk prevention strategies into primary health care, emphasizing culturally appropriate mental and behavioral health interventions
- Helping students manage chronic conditions, such as asthma or depression
- Addressing high-risk behaviors most common among adolescents, including drug use, violence, high-risk sex, and teenage pregnancy
- Immunization compliance for all district students

Student Health Outcomes	
Students receiving primary care in School-Based Health Centers	5,045 (Target: 5,000)
K-12 students brought into compliance with required childhood immunizations	5,612 (Target: 5,000)
Students assisted in managing asthma, depression, and other chronic conditions	2,067 (Target: 1,800)
High-risk students identified and served through interventions that support academic achievement	896 (Target: 600)
High-risk students screened for behavioral risk factors by nurses.	1,044 (Target: 600)
Students served by school-based health centers who passed the WASL and failed to do so or were not tested in the previous year	386 (Target: 150)
Number and percent of 12 th grade students helped by school-based health services and nurses who graduate	1,221 (Target: 825)

Observations & Recommendations

- Over the past year, the Student Health program has collaborated with researchers from the University of Washington to better understand and enhance the connection between their work and academic achievement.
- School-based health centers are strengthening their connection with chemical dependency services to fill the current gap in service for students. Non-Levy funds will be leveraged for this collaboration.

HPV/Adolescent Immunizations Campaign

Preventing disease through immunizations is an important function of school health services to assure that students are healthy and ready to learn. Protecting students from common childhood illness has long been a priority in the school health initiatives that the Families and Education Levy (FEL) supports. During the 2007-08 school year, the FEL funded an effort to not only prevent these diseases, but also created an opportunity to protect students from cancer.

Human Papillomavirus (HPV) is a common virus and is a major cause of cervical cancer in women. Each year in the U.S., about 11,000 women will be diagnosed with cervical cancer and 3,600 will die. There are about 20 million people currently infected with HPV. The infection usually occurs in people in their teens and early 20s.

In 2006, the Food and Drug Administration licensed the first vaccine developed to prevent cervical cancer and other diseases in females caused by certain types of HPV. During the 2007-08 school year, FEL funds were allocated to support a HPV/Adolescent Immunizations campaign in Seattle public schools that have a school-based health center. Over the course of the 2007- 08 school year, 4,142 immunizations were given — almost a 400% increase over the previous year. These efforts resulted in 20 percent of female students enrolled in schools with a SBHC receiving one or more HPV immunizations (of a three-dose series).

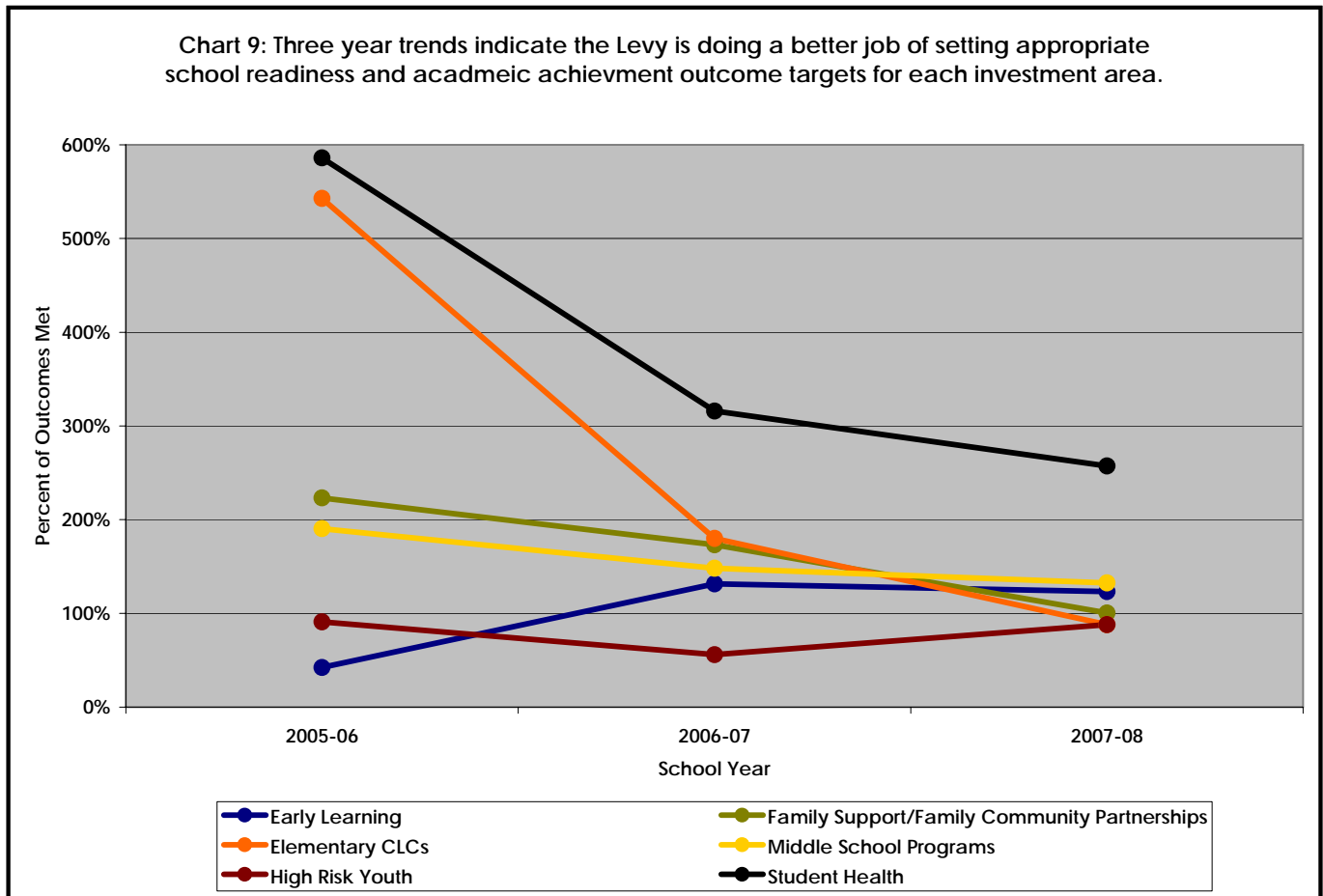
For more information about HPV: <http://www.metrokc.gov/health/apu/std/hpv.htm>
<http://www.cdc.gov/std/hpv/default.htm>

Trends – Three Years of Setting Levy Outcomes

The Challenge: Setting Meaningful Outcome Targets

Chart 9 below demonstrates three-year trends in the percent of school readiness or academic achievement outcomes met by each Levy investment area. While the chart shows competing trends, this is actually a hopeful picture. The data below demonstrate the following:

- The original outcome targets for the most Levy programs were too low, with the exception of early learning, where the original targets may have been unrealistic.
- After several years of data, the Levy is now able to align outcomes with realistic expectations, and programs are meeting those goals.
- Several factors have and will continue to contribute to the analysis of setting meaningful targets. Such factors include:
 - Changes in funding levels that impact program implementation.
 - Shifts in program emphasis, such as focusing on Level 1 math students.
 - More sophisticated and longitudinal data collection that provides the opportunity to track expected gains both during and across school years.



Trends – Three Years of Levy Outcomes

The Progress: Positive Trends in Indicators and Outcomes

The following tables provide detailed information regarding outcome and indicator data for each of the Levy investment areas over the past three years. The footnotes provide program details and assumptions related to the calculation of outcomes. Two ways to use these tables:

- A comparison of the Target and **Actual** numbers within each school year provides information similar to Chart 9. These comparisons answer the questions, “**Are programs meeting their yearly targets?**” and “**Are those targets appropriate?**”
- A comparison of **Actual** numbers across school years demonstrates changes in indicators and outcomes for each investment area.

Table 1 Early Learning Targets						
	2005-06 School Year		2006-07 School Year		2007-08 School Year	
	Target	Actual	Target	Actual	Target	Actual
Total number of pre-K children served	280	155	388	427	420	447 ¹
4-year-olds in ELN pre-K whose teachers participate in training	280	155	330	420		
Children in pre-K programs whose teachers meet quality standards by the end of the school year					273	439
Number and percent of ELN pre-K 4-year-olds assessed as school ready at the end of the school year	182 / 65%	77 / 50%	248 / 64%	326/76%	300/72%	345/77%
Children entering SPS kindergarten that were served by ELN pre-K programs as 4-year-olds	238	Not yet avail. ²	330	Not yet avail. ²	357	348
Number and percent of ELN students who meet the DRA standard in 2 nd grade	97 / 70%	Avail. 2008-09	193 / 77%	Avail. 2009-10	193 / 77%	Avail. 2010-11
Number of 2- and 3-year-olds in ELN child care whose teachers participate in training	131	81	206	239		
Number of 2- and 3-year-olds served through teacher training who progress one level on the child assessment at the end of the school year	84 / 64%	Not assessed	150 / 73%	Avail. Summer '07		
2- and 3-year-olds served through the Parent-Child Home Program (PCHP)	100	96	200	212	200	209
Number and percent of 3-year olds served by the PCHP meeting standards at the end of two years	N/A ³	Avail. Summer '07	64 / 64%	78/81%	75/75%	81/88%

¹ 447 children were enrolled in the pre-K program; 223 children were enrolled in Step-Ahead, 223 were “Match” and one child was in both.

² The City and School District are still working to obtain information on the children who participated in the ELN program and entered SPS kindergarten.

³ Children participate in PCHP for two years; outcomes are measured at the end of the two years. Eighty-two (82) children who started in PCHP in 2005-06 completed the program in June 2007.

Trends – Three Years of Levy Outcomes

Table 2
Family Support Targets

	2005-06 School Year		2006-07 School Year		2007-08 School Year	
	Target	Actual	Target ⁴	Actual	Target ⁵	Actual
Number of focus students served	2,000	1,331	2,000	1,528	1,500	1,440
Number and percent of students served who meet DRA or WASL standard	160 / 8%	326 / 25%	200 / 13%	334 / 22%	275 / 18%	276/19%⁶

Table 3
Family & Community Involvement Targets

	2005-06 School Year		2006-07 School Year		2007-08 School Year
	Target	Actual	Target	Actual	Combined with Family Support
Number of students served	150	293	400	448	
Number and percent of students served who meet the 3 rd , 4 th , or 5 th grade WASL standard, or meet the 1 st and 2 nd grade DRA standard.	16 / 11%	67 / 23%	50 / 13%	99 / 22%	

Table 4
Elementary School Community Learning Centers Targets

	2005-06 School Year		2006-07 School Year		2007-08 School Year	
	Target	Actual	Target	Actual	Target	Actual
Elementary students served	200	227	210	264	230	290
Number and percent of students served who meet the WASL or DRA standard	14 / 7%	76 / 34%	30 / 14%	54 / 20%	50 / 22%	44/15%⁷

⁴ Beginning with the 2006-07 school year, all targets are calculated as "value-added." This means only students who met standard in 2007 but had not met standard in the prior academic school year are counted toward the program's academic goal.

⁵ For the 2007-08 school year, the targets for Family Support and Family & Community Partnerships have been combined.

⁶ 129 students met the DRA standard for their grade who had not previously met standard. 147 students met the WASL standards for their grade who had not previously met all standards.

⁷ Nine 1st and 2nd grade students met the DRA standard on the spring assessment who had not met the standard previously. Three K students met standard set by the school attended. Thirty-two 3rd, 4th, and 5th graders met the WASL standards for their grade level who had not met the standards previously.

Trends – Three Years of Levy Outcomes

**Table 5
Middle School Support Program and Community Learning Center Targets⁸**

	2005-06 School Year		2006-07 School Year		2007-08 School Year	
	Target	Actual	Target	Actual	Target	Actual
Number of students served	1,200	1,571	4,350	5,104	TDB ⁹	6,258
Students moving from Level 1 to Level 2 on the math WASL			20%	21%	30% / 50% ¹⁰	16% linkage 15% innovation
Number and percent of students served who meet WASL standard	84 / 7%	160 / 10%	301 / 7%	446 / 9%	414	548 / 8%

**Table 6
Seattle Team for Youth Targets**

	2005-06 School Year		2006-07 School Year		2007-08 School Year	
	Target	Actual	Target	Actual	Target	Actual
High-risk youth served by the program	665	611	665	890	550	947
High-risk youth served by the program with valid SPS ID numbers	665	447	632	682	523	651
High-risk youth who stay in school/come back to school	365 / 55%	319	250 / 38%	445/50%	300/55%	582/61% ¹¹
High-risk youth who progress to next grade level		282	250	228	300	275 ¹²
High-risk youth who re-enroll and stay in school for 90 days		87		182		
High-risk youth who re-enroll and progress to the next grade level		8				
High-risk youth who obtain a GED		12		38		
High-risk youth who meet the WASL standard for their grade level	11 / 3%	10 / 2.7%	16 / 4%	9/4%	16/4% (High School Students only)	14/3%
High-risk 12 th grade youth who graduate		22 / 24%	26 / 45%	45/36%	35	41/58% ¹³

⁸ For the 2005-06 school year, targets were established only for students in the MSSP, whether or not they were participating in a CLC program. For 2006-07, targets were established for students in MSSP alone, students in MSSP and CLCs combined, and students participating in CLCs alone. For 2007-08, a new approach was adopted, setting targets for schools without regard to the particular program used by students. For simplicity, targets for each of the three years have been displayed similarly in this table.

⁹ Schools will identify the target for number of students served after WASL results from 2007 have been reviewed.

¹⁰ The math improvement target is 30% for "linkage" schools and 50% for "innovation" schools.

¹¹ For the 2007-08 school year, 651 STFY clients were listed in SPS files with valid IDs. Of these, 69 were released for one or more of the following reasons: expulsion from school, suspension for habitual disruptive behavior or major infraction, unknown or unable to locate, withdrawn for being absent 20 (consecutive) days, withdrawn to go to work, or no show. Therefore, 582 students are estimated to have returned or stayed in school during the year.

¹² 33 students progressed at least one grade level during the school year. Another 242 progressed at least one grade between the 2007-08 and 2008-09 school years.

¹³ Reflects the target as a percentage of all STFY 12th grade students with a valid SPS ID. There were 71 STFY students with valid SPS IDs in 12th grade; 41 were identified as having graduated

Trends – Three Years of Levy Outcomes

**Table 7
Student Health Targets**

	2005-06 School Year		2006-07 School Year		2007-08 School Year	
	Target	Actual	Target	Actual	Target	Actual
High school and middle school students receiving primary care in school-based health centers will be screened for academic risk and receive appropriate support to succeed in school	5,000	4,755	5,000	5,118	5,000	5,045
Students brought into compliance with required childhood immunizations ¹⁴	2,500	4,001	1,500	4,911	5,000	5,612
Students assisted by school nurses and health center clinicians in managing asthma, depression, and other chronic conditions	600	1,700	1,800	1,814 ¹⁵	1,800	2,067
High-risk students identified and served through more intensive SBHC and school nurse interventions that support academic achievement	1,500	436	800	1,793	600 ¹⁶	896
High-risk students screened for behavioral risk factors by school nurses			600		1,044	
Number and percent of students helped by school-based health services who pass the WASL	100 / 2% of all SBHC Users	586 / 17%	150 / 3% of all SBHC users	474 / 9% ¹⁷	150	386 / 8%
Number and percent of 12 th grade students helped by school-based health services and nurses who graduate			825 / 80%		1,221	

¹⁴ There are approximately 6,000 to 12,000 students out of compliance with immunizations at the beginning of any given school year. For 2007-08, the target is the number of students whose immunization is out of compliance at any time of the school year that are subsequently brought into compliance.

¹⁵ The target for the percentage of students served for chronic conditions was based on the number of students receiving care from the SBHCs. However, the number served is an unduplicated count of the students served by either SBHCs or school nurses.

¹⁶ For the 2007-08 school year, separate targets were established for SBHCs and school nurses. In previous years, this was a combined target.

¹⁷ Of the 474 students who met standard, 340 of them had not taken the WASL test in the previous year and OFE does not have a WASL result for them on file. Many of these students are 10th graders who last took the WASL test in 2004. This predates the baseline data provided to OFE by SPS. If these students are not included in the calculations, 134 new students met WASL standards in 2007 who had not met them previously.

Summary of Findings & Next Steps

Summary of Findings

First, outcomes from the third year of the 2004 Families and Education Levy demonstrate continued academic progress for children in Seattle. Almost all Levy programs met or exceeded their targets for 2007-08. These outcomes demonstrate important developmental progress for young children preparing to start kindergarten and academic achievement gains for many students in Seattle Public Schools.

Second, while the achievement gap narrowed for most groups at the early learning, elementary and middle school level, little progress was made at closing the gap for high school students. Outcomes for students with limited English proficiency are particularly alarming, with an increase in the achievement gap across all school levels. Additional strategies are needed to meet the needs of this growing group of students.

Finally, the use of data is becoming a driving force behind the success of Levy-funded programs. These programs are currently using data to identify focus students, plan intervention strategies, and measure effectiveness. As additional data becomes available at the program and individual student level, these programs will continue to be strategic and effective at helping students achieve academically.

Next Steps

- The Levy will continue to support programs in their use of formative assessment data to identify students and develop meaningful intervention strategies.
- The Office for Education will work with Levy programs to facilitate better transitions for students moving from the elementary schools to the middle school level.
- The Levy will continue to work with Seattle Public Schools to develop a more deliberate strategy to improve the academic achievement of students with limited English proficiency.
- The Levy will continue to work with Seattle Public Schools to find and/or develop effective strategies for middle and high school students who lack basic math skills.
- The Office for Education will coordinate with Levy programs and Seattle Public Schools to plan for programmatic changes in Levy-funded programs in response to school closures and program relocations.
- The Office for Education and the Levy Oversight Committee will continue to use annual and trend data to set meaningful indicator and outcome targets for each Levy investment area.