

Levy Oversight Committee

Tuesday, April 17, 2007

4:00 – 5:30 p.m.

City Hall, 7th Floor

Meeting Purpose:

- To discuss Levy baseline and indicator data

4:00 pm	Welcome and Introductions	David Della, Councilmember
4:05	Review of Agenda and Approval of Minutes from March 8 LOC meeting	David Della, Councilmember
4:10	Review of Levy baseline and indicator data	Holly Miller Jessica de Barros Sid Sidorowicz
4:40	LOC Discussion on baseline and indicator data	All
5:30	Adjourn	

Handouts

Minutes of 3/8/07 LOC Meeting

LOC Pre-Briefing PowerPoint Presentation

Next Meeting

May 15, 2007



DRAFT



City of Seattle

**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE**
Thursday, March 8, 2007 • 4:00–6:00 p.m.
City Hall, Norman B. Rice Conference Room

MINUTES

MEMBERS PRESENT: Someireh Amirfaiz, Tim Ceis, Cheryl Chow, Frances Contreras David Della, Kris Hildebrandt, Antonio Hopson, Ruth Medsker for Raj Manhas, John Pehrson, Debra Sullivan

OTHERS PRESENT: Carla Bryant (Office for Education), Lin Carlson (Seattle Public Schools), Daisy Catague (Seattle Parks), Lori Chisholm (Parks), Jessica de Barros (OFE), Jerry DeGriek (HSD), Karl Fields (Parks), Michele Finnegan (Parks), Donnie Grabowski (OFE), Kathleen Groshong (HSD), Paula Houston (YMCA), Kathie Huus (Parks), Patricia Lee (Council Central Staff), Marilyn Littlejohn (OPM), Patricia McInturff (HSD), Holly Miller (OFE), Jennifer Moon (DOF), Erica Mullen (YMCA), Sue Rust (OFE), Sid Sidorowicz (OFE), Josh Sutton (YMCA), Lisa Taylor (SPS), Sally Telzrow (SPS), Anna Treadway (HSD), Viviana Ulloa (HSD), Margie Viall (HSD), Scott Washburn (YMCA), Christopher Williams (Parks), Billie Young (HSD)

Tim Ceis called the meeting to order and asked for introductions. The minutes from the February 13, 2007 meeting were approved.

T. Ceis reviewed the agenda and asked to move the Summer College 2007 Proposal ahead of Middle School Investments on the agenda in order to have time for discussion without interruption at the end of the meeting. There were no objections.

Summer College

Holly Miller reviewed the proposal for Summer College 2007, including a description of the 2006 Summer College program, outcomes, feedback and the proposal for Summer College 2007. Major course corrections for 2007 include reducing the number of sites to two (North and South Seattle Community Colleges), earlier notification to parents and high school staff about the program, reduction of the total slots to 400, a written agreement among the parties and the addition of 75 tutoring slots for students who score Level I on one WASL test and Level II on another.

John Pehrson asked if the students who attended regularly had better outcomes. H. Miller said not necessarily. Some students retook the WASL successfully missed too many days to get credit for the WASL course,

Antonio Hopson asked if Seattle Central Community College had been dropped as a site forever, or could they potentially be a partner in the future. H. Miller said they could potentially be reinstated in the future, especially if they operated five days per week.

Cheryl Chow asked that percentages in the report be accompanied by numbers. H. Miller said that was a good suggestion.

Kristine Hildebrandt asked if Summer College was considered for funding during the 2004 Levy planning or added later. T. Ceis said Summer College was developed after the 2004 Levy was passed as an innovative approach to helping students pass the WASL. H. Miller said the program was a partnership with the School District and was partially funded with new State dollars to help students succeed with the WASL.

A. Hopson said he had high hopes for this program and asked how outreach would be done. H. Miller said OFE is working with SSD to do early notification for parents, high school counselors and the Pathway Deans at the high schools about the program since time is short to market the program after the WASL scores are released in mid-June.

Someireh Amirfaiz expressed concern that, at an enrollment capped at 400, Summer College might drop below the number of slots needed, especially because the need for math remediation is so great.

Debra Sullivan and S. Amirfaiz asked what would be different about recruitment from last year. H. Miller said earlier notification of parents and students along with better coordination with high school counselors and Pathway Deans was occurring, and staff was considering use of incentives for attendance and to encourage a higher WASL retake rate.

S. Amirfaiz and D. Sullivan suggested students be consulted to identify incentives that would really serve as motivational tools. They asked that OFE staff report back to the LOC on incentives selected.

S. Amirfaiz asked whether ESL classes were being offered to accommodate students with limited English. H. Miller said the current plan did not include ESL classes, but community colleges routinely offer ESL classes. She will inquire about whether those can be offered to Summer College parents and students.

A. Hopson said he was concerned about student self-selection for this program, which might result in certain groups of students not choosing to participate. H. Miller said she hoped those concerns would be somewhat addressed by working with the high school Pathway Deans who know students who need these services and could refer them to Summer College.

K. Hildebrandt asked how Summer College was aligned with Running Start and asked for demographic information about participants next year.

T. Ceis asked for and received a consensus to move forward with the 2007 Summer College program.

Middle School Investments

T. Ceis said the last LOC meeting on middle school investments ended without clarifying the direction for middle school investments. The LOC agreed to review the programs to see if they should be redirected or modified in order to improve academic achievement. This meeting offers the LOC an opportunity to review and weigh in on the middle school programs.

H. Miller presented the Middle School options memorandum. Three major options were presented. Option A would retain the current model of investments but would require higher targets. It would also specify that Community Learning Centers (CLCs) would serve predominantly Level II students, and Middle School Support (MSSP) would serve Level I students. Higher participation rates for CLCs would be required.

Option B, entitled the School-Based Improvement Model, would invite a pool of six schools to write proposals for comprehensive academic services. The schools and their partners would compete for investments in up to four sites. Proposals would set one higher target for the whole school as opposed to separate targets for separate programs. Proposals would identify which strategies the school would use to help Level I and Level II students. More direct remedial approaches would be encouraged for Level I students. As with Option A, targets would be required to be much higher than current levels. Proposals could, but would not be required to, include current services of CLCs and MSSP.

A variant of Option B would be to invite all middle schools and K-8 schools and partners to write proposals for comprehensive academic services.

Option C, entitled Open Competition, would issue a Request for Investments (RFI) to help middle school students achieve academically. As with the other options, targets would have to be much higher than current levels. Public and private entities would be eligible to apply. The key selection criteria would be return on investment.

K. Hildebrandt noted that the adult-to-student ratio could impact the expense of programs and the return on investments.

John Pehrson asked if sites with multiple services, the Innovation Schools, are performing better. H. Miller said results are inconsistent. Sid Sidorowicz noted that students in both MSSP and CLCs are performing worse than students in either one or the other.

D. Sullivan said helping students improve, as in Option C, was a benefit, whether or not the student passed the WASL.

David Della asked if these options would require additional funding. T. Ceis said no.

S. Amirfaiz asked who provided MSSP services. Holly Miller said the School District provides MSSP services.

J. Pehrson said he was concerned about critical mass; that is, ensuring sufficient investment in any one site to achieve results. He said he also favored spending dollars to help schools and school districts improve, along with improvements in student academic achievement. He said the

advice of professional educators should be sought. While he supports WASL passage as the ultimate goal, J. Pehrson said we should be assessing progress along the way through intermediate milestones. Cheryl Chow said she agreed with J. Pehrson's last comment.

Ruth Medsker said attendance is a big predictor of WASL passage.

D. Sullivan asked what the real incentives are to get students to participate and take advantage of the programs. There is not enough evidence of improvement to make it worthwhile for students to participate. She said we need immediate outcomes and we need to invest in programs that will make an immediate difference.

A. Hopson said the use of the WASL as a target ignores other positive changes that are taking place for students. A. Hopson said he was looking for a positive slope. He understands starting out with low achievement, but successes are not very good compared to the resources the city is investing. D. Sullivan said other changes should be measured and promoted as successes.

R. Medsker said the data reflected results from only one year and only partial implementation during that year. Students fall back between 4th and 7th grades. Seattle students fell back less than students statewide.

A. Hopson said the successes don't look good compared to other Districts, especially when one considers the amount of funding support in Seattle.

R. Medsker said the middle schools are making many course corrections and program improvements and they are seeing progress on student measures.

Tim Ceis asked how the LOC will invest more in the successful programs that work. Option B for competitive proposals is intended to get schools to propose how to replicate success.

R. Medsker said principals and teachers learn most when they collaborate and learn from each other. She liked the idea of an expert review panel where all principals could listen to each other's proposals and the feedback to them. She did not like the idea of competition among schools.

D. Della said the City Council is concerned about closing the achievement gap. How do we use finite resources to help students who are behind and the struggling schools they attend? The City should align with Carla Santorno's plan and work in partnership with the SSD.

C. Chow said she was leaning toward Option B.1. She said the LOC should consider some of the comments made about the WASL. The LOC should not tie all success to the WASL; she considered it a disservice to kids.

D. Sullivan said the LOC should think about replicating practices at successful schools because we need more successes. What can be done to make successes happen more?

John Pehrson cited the School Turnaround program at Madrona K-8 as an example of a successful program.

R. Medsker said she was nervous about focusing on Level I students and having WASL passage as the standard.

Frances Contreras said Option B.1. appeared most targeted and concentrated. She suggested adding a requirement that schools work with community partners.

R. Medsker said she wanted to continue Linkage school funding.

D. Della asked if we were retaining the original emphasis on southeast and southwest Seattle. H. Miller said yes, the six schools would be from southeast, southwest and the central area.

J. Pehrson suggested Option A for the remaining schools and suggested inviting four schools to make proposals, not to compete.

K. Hildebrandt agreed it would be better to set up a process for a dialogue, not competition, with the schools.

A. Hopson asked what is wrong with retaining our original plan and increasing targets. He said he would like to be more educated about what the principals value.

R. Medsker said she would like to stay with the current four sites. Better planning will drive better differentiation. She also stressed that the process needed to move quickly.

T. Ceis said it not the intention to take a long time in the process, but there is value in bringing in outside experts.

S. Amirfaiz said there is a persistent achievement gap and something needs to be done differently. What is going on within families? The expert panel needs to understand the needs of immigrants, refugees and the poor. J. Pehrson said the Family Involvement program should address these concerns.

Tim Ceis said a decision needed to be made.

D. Sullivan said she did not favor Option A. She would like to see written proposals with effective strategies and the ability to carry them out. She recommended working with the existing four innovation sites to make improvements and to require community partnerships.

A. Hopson said he also favored Option B, but without competition. He wanted to work with principals to improve current efforts.

T. Ceis said we need to move quickly to assure schools about their funding for next year. Option B. 1. does not upset the status quo too much but does allow for substantial improvement over current practice. We will proceed to implement Option B.1. and aim to complete the review by April or early May.

Families & Education Levy Baseline & Indicator Data 2006-07 School Year

Brown Bag Presentation to LOC
April 2007

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Setting the Context

OFE reports on three sets of data annually:

- Baseline Data
 - Whom are we serving?
 - Demographic and academic data – are we serving the right students?
- Mid-Year Indicator Data
 - How did we do in the first semester?
 - Indicator data – are we on-track to meet targets?
 - Recommended course-corrections
- Outcome Data (Annual Report)
 - How did we do in the first school year, overall?
 - Outcome data – did we meet targets?

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2006-07 Mid-Year Report

- The 2006-07 Mid-Year Report will cover baseline and indicator data.
- Purposes of the report:
 - Determine whether we are reaching the right students
 - Track progress on indicators of kindergarten readiness, academic achievement and dropout prevention
 - Determine whether we're on track to meet 2006-07 targets
 - Make course-corrections and set targets for 2007-08

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LOC Process

- OFE held two comprehensive LOC briefings last week on baseline and indicator data for all Levy programs.
- Today, OFE will review key points for LOC discussion.
- OFE will recommend course-corrections and targets for LOC discussion at the May 15 meeting.

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Baseline & Indicator Data

- Gives us information on the students we are serving this school year.
- Data are from the previous school year.
 - *Baseline data show how the students we are serving this year, performed on their last academic assessments.*
 - *Indicator data show how the students we are serving this year are doing this year, compared to last year.*

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Early Learning Targets

	2005-06 School Year		2006-07 School Year	
	Target	Actual	Target	Actual
Number of pre-K children enrolled	280	155	388	420
Pre-K children school-ready at the end of pre-K	182 / 65%	77 / 50%	248 / 75%	
ELN children entering kindergarten	238	Not tracked by HSD	330	
ELN children meeting DRA standard in 2nd grade	97 / 70%	Avail. 2008-09	193 / 77%	
2- and 3-year-olds in ELN child care whose teachers participate in training	131	81	206	
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%		150 / 73%	239
2- and 3-year-olds served through the Parent-Child Home Program	100	114	200	199

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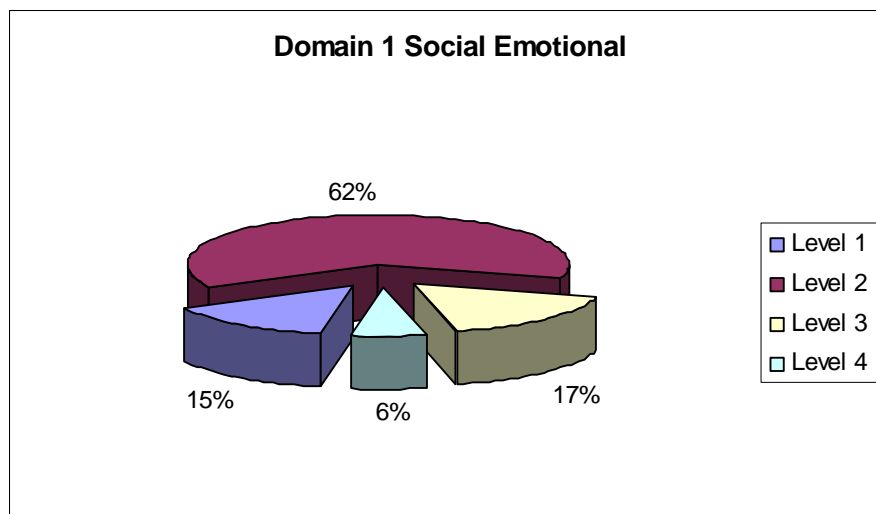
Early Learning Baseline Data

Curriculum-Embedded Assessment

- Administered 3 times per year (fall, winter, spring)
- Assesses children's skills in four domains
- 346 out of 383 children enrolled were assessed in fall '06
- Expected 65% to score a level 2 out of 4 possible levels on fall baseline assessment
 - **59% scored a level 2 in all 4 domains**

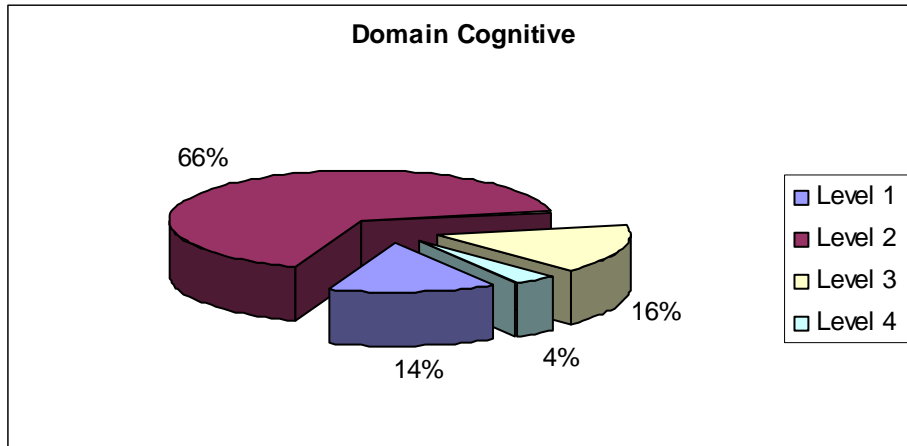
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Curriculum-Embedded Assessment



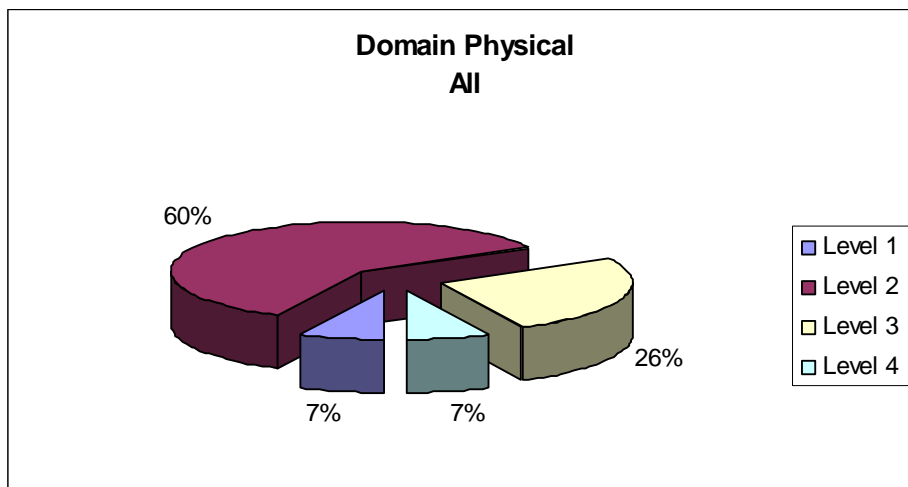
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Curriculum-Embedded Assessment



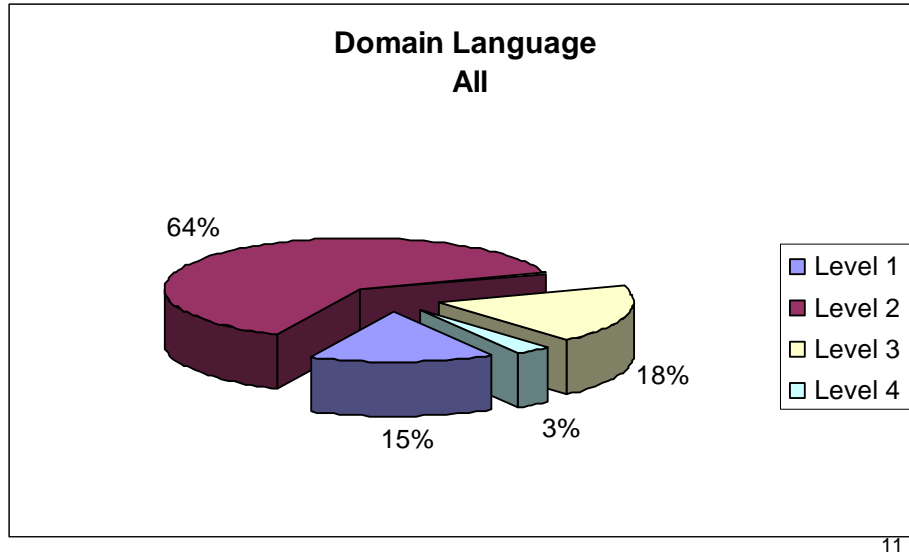
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Curriculum-Embedded Assessment



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Curriculum-Embedded Assessment



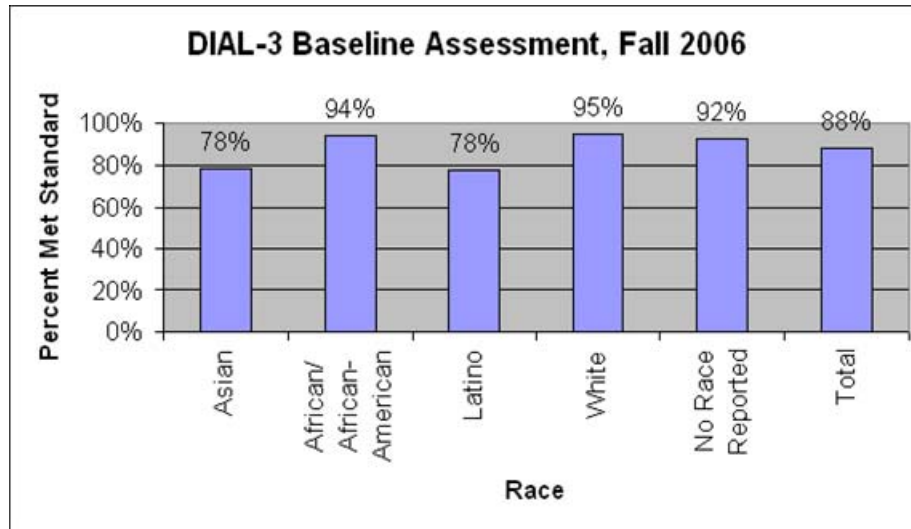
DIAL-3 Assessment

DIAL-3 Assessment

- Administered 2 times per year (fall and spring)
- 330 out of 383 children were assessed in the fall
- Target is for 75% of children to meet the standard on the spring assessment.
 - **88% met the standard on the fall assessment.**

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DIAL-3 Baseline Results by Race



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Early Learning Indicator Data: Attendance Oct '06 – Jan '07

	Step Ahead Only	Match Only	Total
Average Total Number of Days Attended	39	28	33
Average Attendance	74%	54%	64%

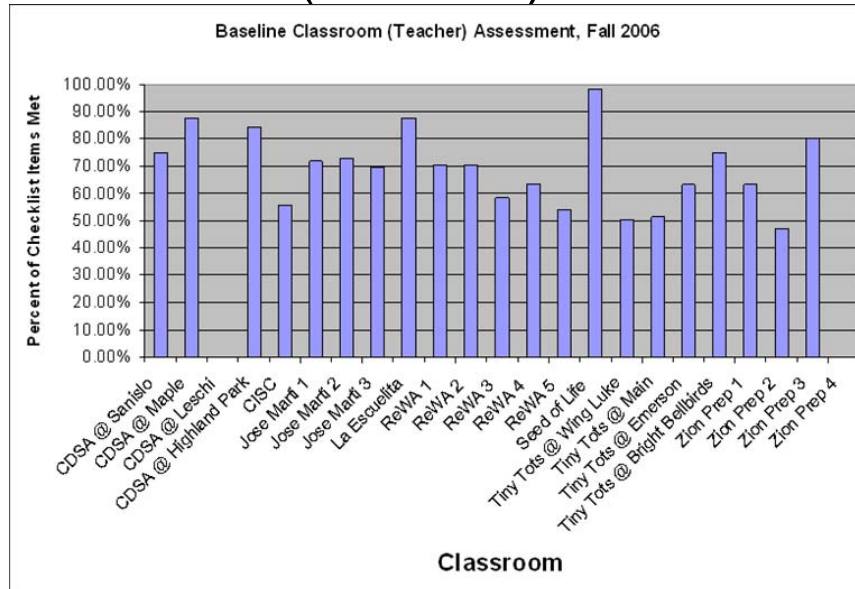
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Early Learning Indicators: Number of Pre-K Days Offered

Provider	Number of Days Offered 9/25/06 – 12/31/06
CDSA	62
ReWA	62
Seed of Life	62
Zion Prep	61
Jose Marti	58
<i>Average (All Providers)</i>	56
La Escuelita	56
SPS	56
CISC	49
Tiny Tots	41

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Early Learning Indicators: Classroom (Teacher) Assessment



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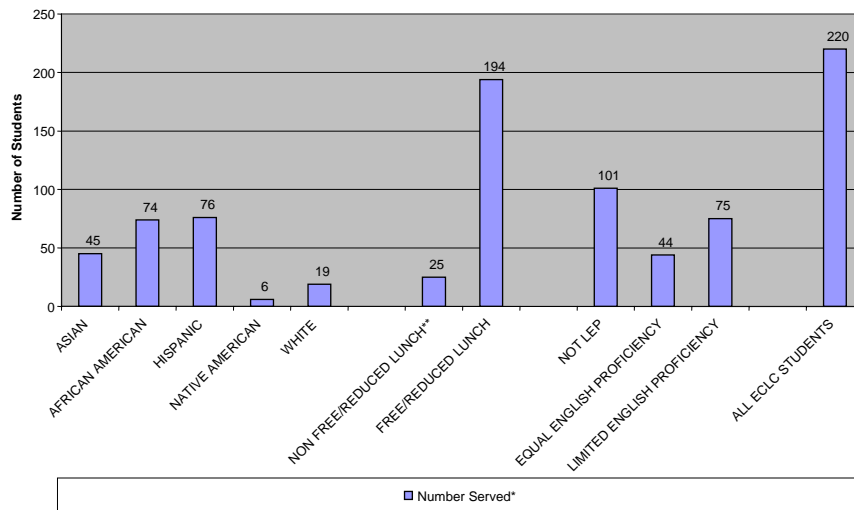
Elementary Community Learning Centers Targets

	2004-05 School Year	2005-06 School Year		2006-07 School Year	
	Baseline	Target	Actual	Target	Actual
Elementary students served	N/A	200	227	210	220
Number and percent of 3rd, 4th and 5th grade students served who meet the WASL standard and 1st and 2nd grade students who meet the DRA standard	Total: 36 / 38% 2 nd Gr. DRA: 24 / 51% 4 th Gr. WASL: 9 / 17%	14 / 7%	76 / 34%	30 / 14%	

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Elementary CLC Demographic Baseline Data

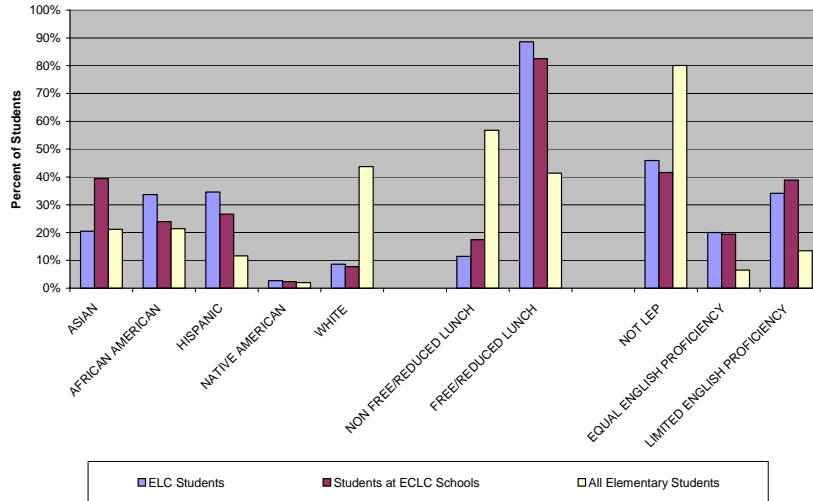
Number of Students in Elementary Community Learning Center Programs
2006 - 07 SY



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Elementary CLC Demographic Baseline Data

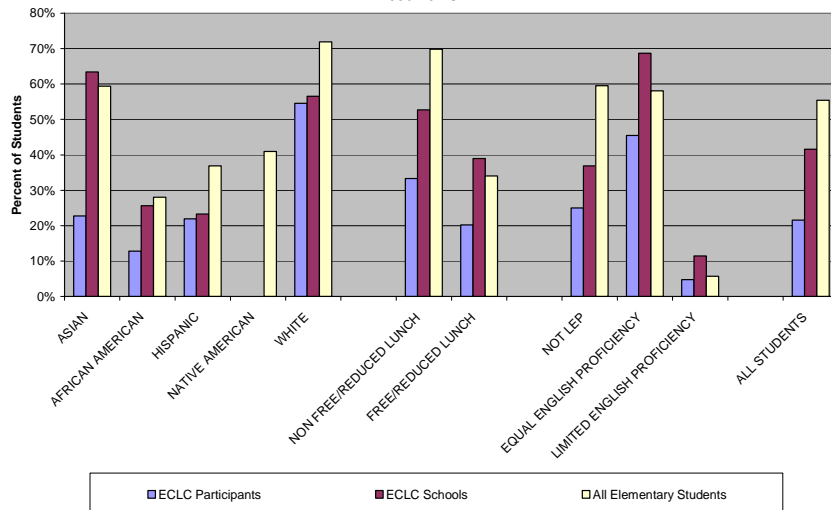
Percent of Students in ECLC Programs Compared to All Elementary Students and Students in Schools with ECLC Programs
2006 - 07 SY



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Elementary CLC: Academic Baseline Data

Percent of Students Meeting 2006 WASL Standards - Combined WASL Grades
ECLC Participants vs. All Elementary Students and Students in ECLC Schools
2006 - 07 SY



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Elementary CLC Indicator Data: Participation

Students Participating in Elementary Community Learning Centers, 2006-07				
Percent of CLC Days Participating, Sept. 2006 – Jan. 2007				
Percent of Students Attending Within the Range of Service Days				
Percent of Service Days Attended	Concord	Cooper	Van Asselt	Total
0 - 19%	11.1%	25.0%	47.1%	26.9%
20 - 39%	9.9%	20.6%	28.6%	19.2%
40 - 59%	21.0%	27.9%	11.4%	20.1%
60 - 79%	58.0%	25.0%	12.9%	33.3%
80 - 100%	0.0%	1.5%	0.0%	0.5%
Service Days Available	76	71	63	

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Elementary CLC Indicator Data: School Attendance

Students Participating in Elementary Community Learning Centers, 2006-07			
Average Attendance, 2005-06 SY vs. 2006-07 First Semester			
		2005-06 School Year	2006-07 First Semester
	Number of Students	Average Attendance Percentage	Average Attendance Percentage
All Students in Elementary CLC Programs	199	95.0%	94.5%
All Students in Schools with Elementary CLC Programs	1,050	94.4%	94.3%
All Students K-5 th Grade	22,489	95.0%	95.5%

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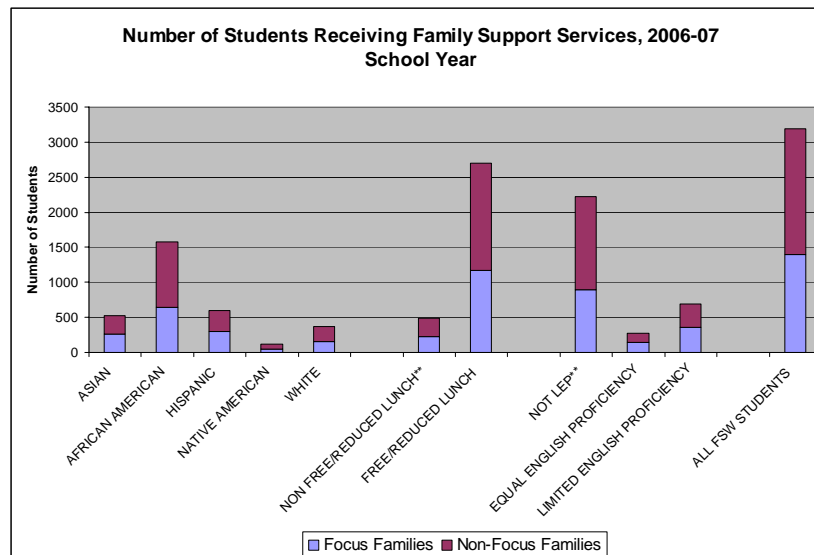
Family Support & Involvement Targets

Family Support Targets					
	2004-05 School Year	2005-06 School Year		2006-07 School Year	
	Baseline	Target	Actual	Target	Actual
Number of students served	N/A	2,000	1,331	1,500	1,404
Number and percent of students served who meet the DRA or WASL standard	Total: 405 / 46% DRA: 301 / 66% WASL: 104 / 25%	160 / 8%	350 / 26%	200 / 13%	

Family & Community Involvement Targets					
	2004-05 School Year	2005-06 School Year		2006-07 School Year	
	Baseline	Target	Actual	Target	Actual
Number of students served	N/A	150	293	400	447
Number and percent of students served who meet the WASL or DRA standard.	Total: 36 / 29% DRA: 24 / 44% WASL: 12 / 17%	16 / 11%		50 / 13%	

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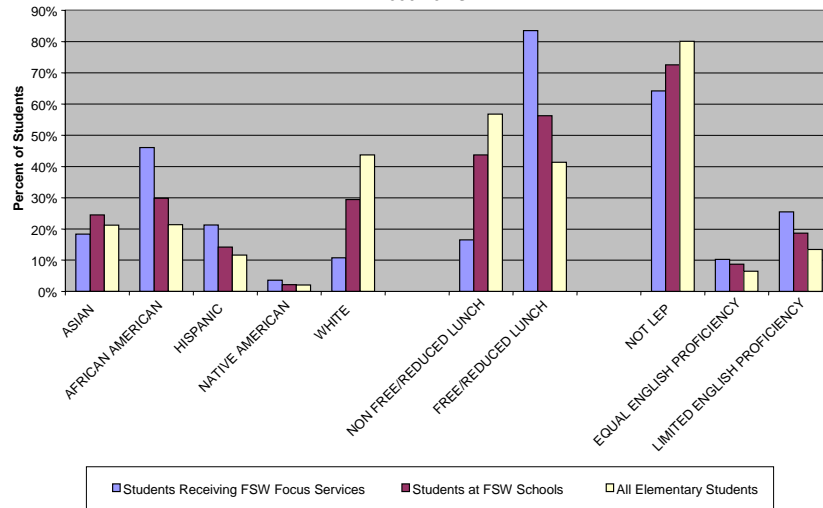
Family Support: Demographic Baseline Data



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Family Support: Demographic Baseline Data

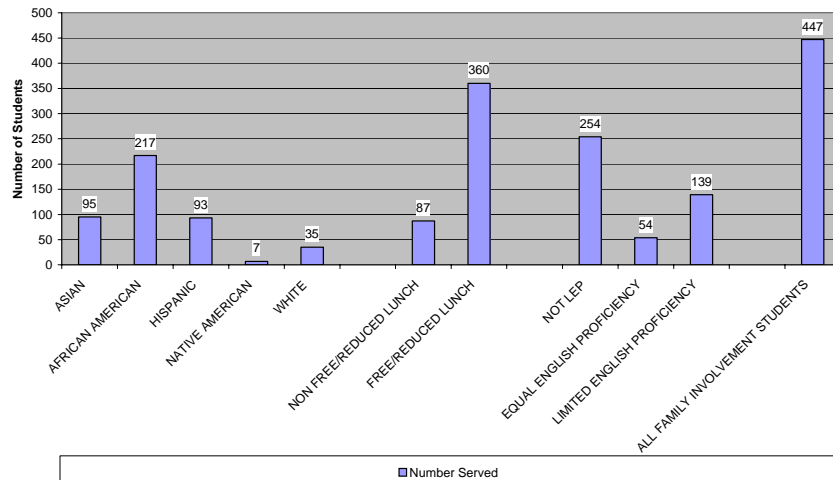
Percent of Students Receiving FSW Focus Services Compared to All Elementary Students and Students in Schools with FSW Services
2006 - 07 SY



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Family Involvement: Demographic Baseline Data

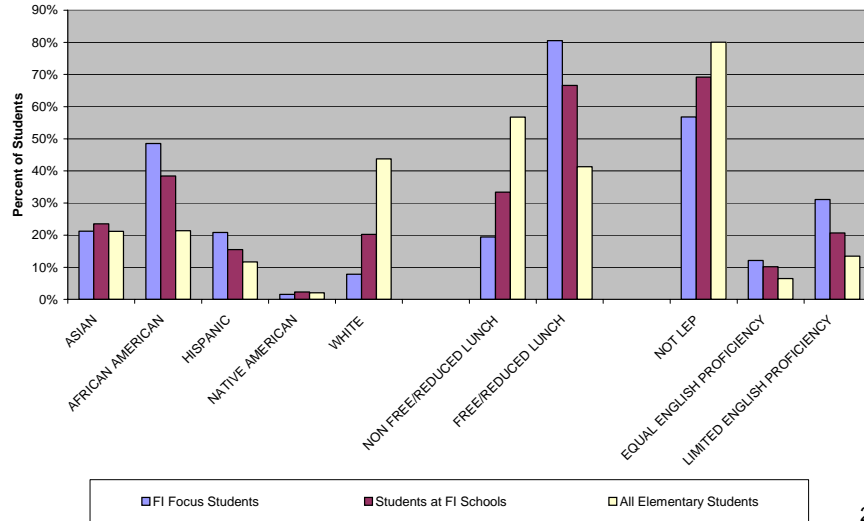
Number of Students Receiving Family Involvement Services
2006 - 07 School Year



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Family Involvement: Demographic Baseline Data

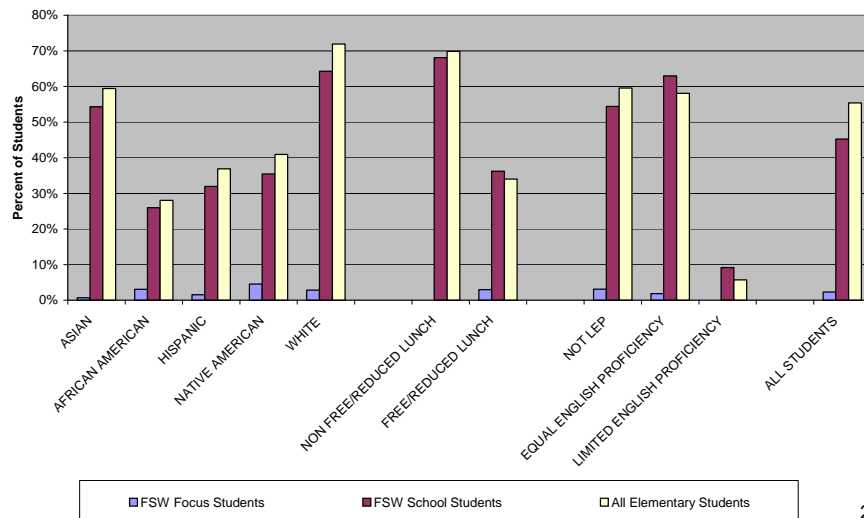
Percent of Family Involvement Students vs. Students in Schools with FI Services vs. All Elementary Students
All Elementary Students
2006 - 07 School Year



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Family Support: Academic Baseline Data

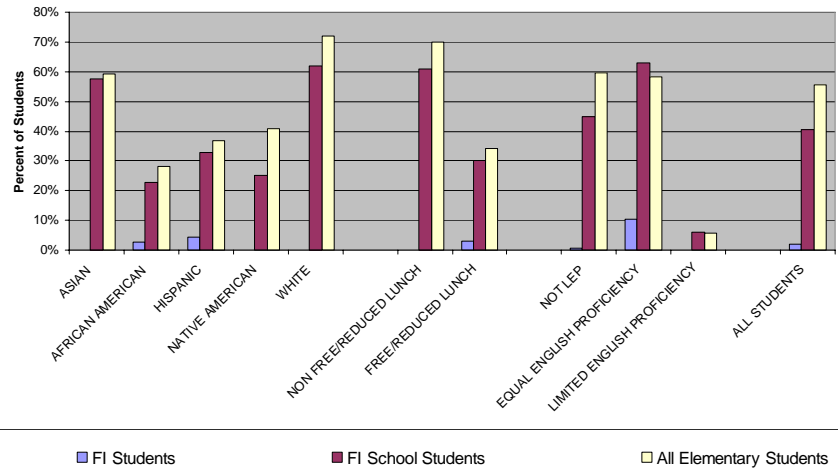
Percent of Students Meeting 2006 WASL Standards - Combined WASL Grades
FSW Focus Students vs. Students in Schools with FSW Services vs. All Elementary Students
2006 - 07 School Year



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Family Involvement: Academic Baseline Data

Percent of Students Meeting 2006 WASL Standards - Combined WASL Grades
Family Involvement Students vs. Students in FI Schools vs. All Elementary Students
2006 - 07 School Year



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Family Support Indicator Data: Family Involvement Activities

Focus Students Served by Family Support Workers Family Involvement Activities, Sept. 2006 – Feb. 2007		
	Number of Students	Number of Activities 2006 – 07 SY
Family Involvement Activities	1077	1077
Home Visits	137	137
Families Attending Parent/Teacher Conference	35	35
Families Attending Student Intervention Team Meeting	126	126
Unduplicated Number of Students With Participating Families and Total Number of Activities	1139	1375

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Family Support Indicator Data: Student Progress on Goals

Focus Students Served by Family Support Workers Student Progress on FSW Plan Goals, 2006 – 2007 School Year						
Goal	Number of Students					Total
	No Report to Date	Little Progress	Some Progress	Significant Progress	Full Progress	
Attendance	1	0	0	0	0	1
Class Preparation	80	85	272	515	465	1417
Homework	121	144	296	478	364	1403
Mobility	0	1	0	0	0	1
Parent Involvement	1	1	6	5	10	23
Suspension	0	0	0	0	0	61
Total	203	231	574	998	839	

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Family Support Indicator Data: School Attendance

Focus Students Served by Family Support Workers, 2006-07 School Year Average Attendance, 2005-06 School Year vs. 2006-07 First Semester			
		2005-06 School Year	2006-07 First Semester
	Number of Students	Average Attendance Percentage	Average Attendance Percentage
FSW Students with Attendance Goal	1	N/A	N/A
All FSW Focus Students With Attendance Measure Recorded	1,313	94.4%	94.7%
All Students in School with FSW Focus Students	16,015	94.8%	95.1%

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Family Involvement Indicator Data: School Attendance

Students Served by Family & Community Involvement, 2006-07 School Year Average Attendance, 2005-06 School Year vs. 2006-07 First Semester			
		2005-06 School Year	2006-07 First Semester
	Number of Students	Average Attendance Percentage	Average Attendance Percentage
All FIP Students With Attendance Measure Recorded	420	94.7%	95.5%
All Students In Family Involvement Schools With An Attendance Measure Recorded	3,102	94.6%	95.1%

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Family Support Indicator Data: Disciplinary Actions

Focus Students Served by Family Support Workers, 2006-07 School Year Percent of Students With Disciplinary Actions, 1 st Semester 2006-07		
1 st Semester 2006 - 07 SY		
	Number of Students with a Disciplinary Action	Percent of Students with a Disciplinary Action
FSW Students with Discipline Goal	N/A	N/A
All FSW Focus Students	27	1.9%
All Students Grade K-5	148	0.6%

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Middle School Programs Middle School Support Targets

	MSSP Only				
	2004-05	2005-06		2006-07	
	Baseline	Target	Actual	Target	Actual
Students Participating	N/A	400	783	350	1147
Students Moving from Level 1 to Level 2 on the Math WASL	N/A	N/A		20%	
Number and percent of students who meet the WASL standard	28 / 17%	28 / 11%	75	53 / 15%	

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Middle School Programs: MSSP & CLC Joint Targets

	MSSP & CLCs				
	2004-05	2005-06		2006-07	
	Baseline	Target	Actual	Target	Actual
Students Participating	N/A	800	788	850	427
Students Moving from Level 1 to Level 2 on the math WASL	N/A	N/A		20%	
Number and percent of students who meet the WASL standard	32 / 18%	56 / 7%	85 / 15%	128 / 15%	

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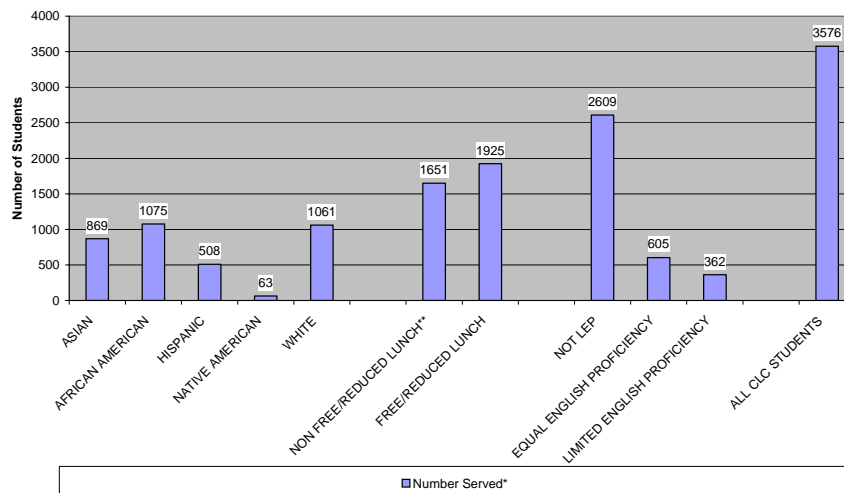
Middle School Programs: CLC Targets

CLCs Only					
	2004-05	2005-06		2006-07	
	Baseline	Target	Actual	Target	Actual
Students Participating	N/A	N/A		3,150	3,149
Students Moving from Level 1 to Level 2 on the math WASL	N/A	N/A	N/A		
Number and percent of students who meet the WASL standard	46%	N/A	1396	120 / 10%	

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Middle School CLC: Demographic Baseline Data

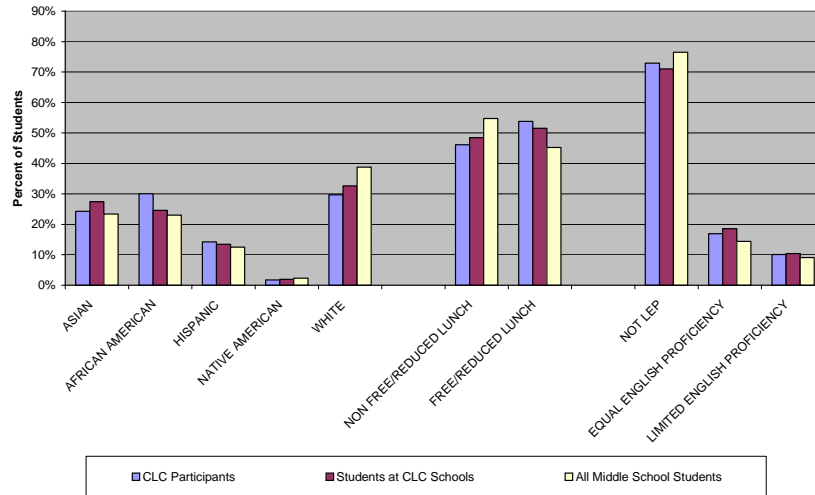
Number of Students Participating in Middle School Community Learning Centers
2006 - 07 School Year



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Middle School CLC: Demographic Baseline Data

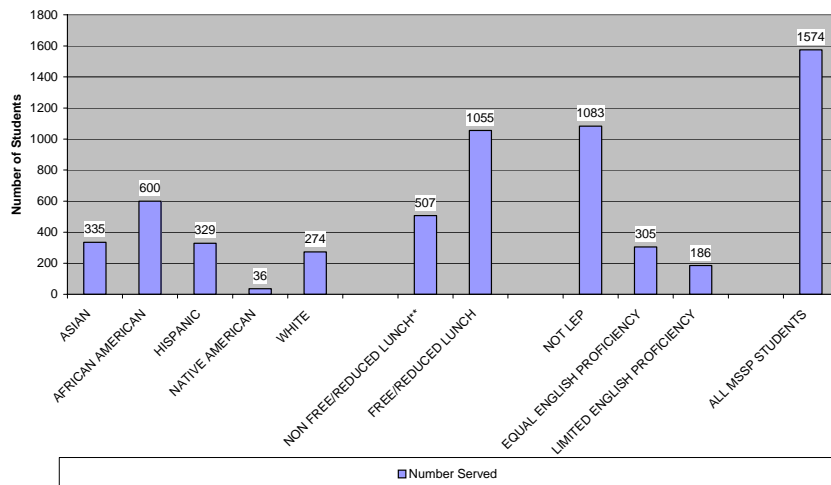
Percent of Students Participating in Middle School CLCs vs. Students in Schools with CLCs vs. All Middle School Students
2006 - 07 School Year



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MSSP: Demographic Baseline Data

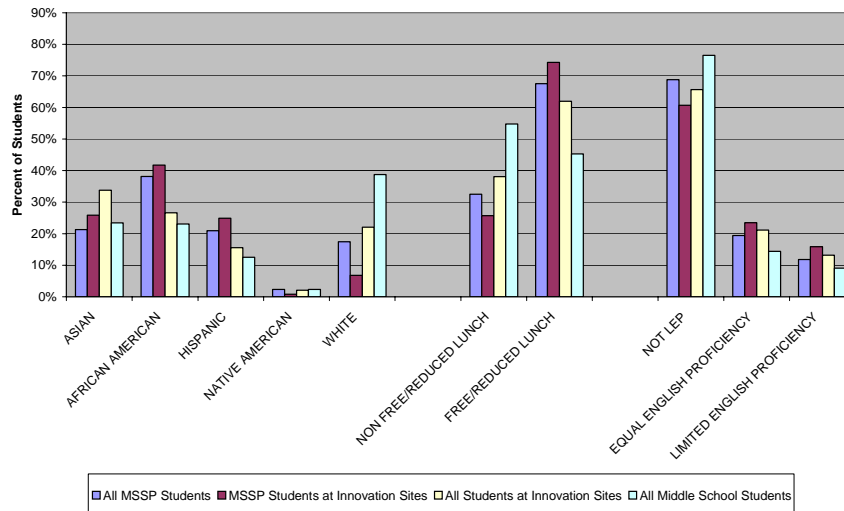
Number of Students Participating in Middle School Support Program
2006 - 07 School Year



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MSSP: Demographic Baseline Data

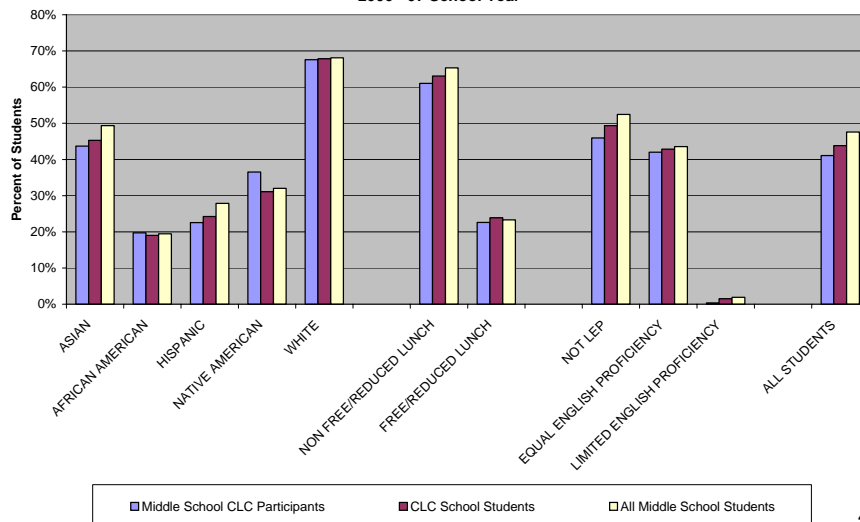
Percent of Students Participating in MSSP vs. MSSP Students at Innovation Sites vs. All Students at Innovation Sites vs. All Middle School Students
2006 - 07 School Year



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CLC: Academic Baseline Data

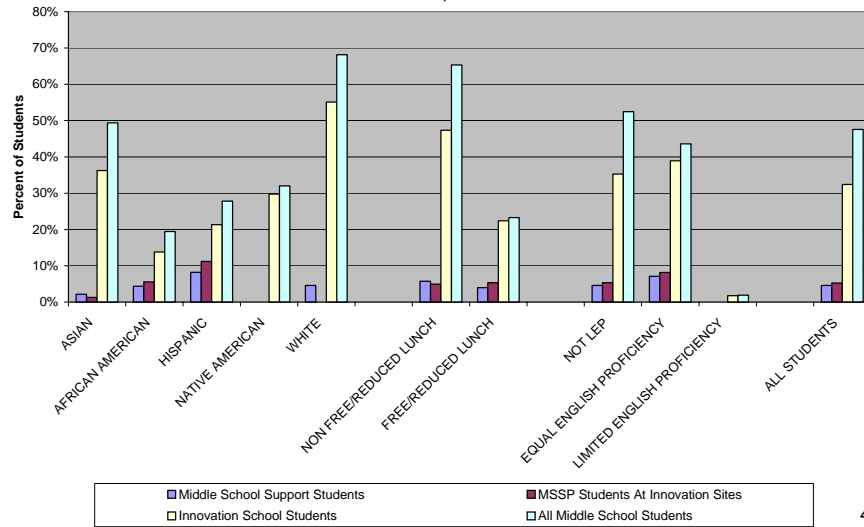
Percent of Students Meeting 2006 WASL Standards - Combined WASL Grades
CLC Participants vs. Students in Schools with CLCs vs. All Middle School Students
2006 - 07 School Year



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MSSP: Academic Baseline Data

Percent of Students Meeting 2006 WASL Standards - Combined WASL Grades
MSSP Students vs. MSSP Students in Innovation Sites vs. Innovation School Students vs. All
Middle School Students, 2006 - 07 School Year



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Middle School Indicator Data: Participation

YMCA CLC Participation, 2006-07 SY		
	Number of Students	Average CLC Days Attended per Student September 2006 through January 2007
Students Participating in YMCA CLC not in MSSP	1721	12 days
Number of students who participated in YMCA CLC programs 2 times per week or more for three months or more	171	36 days

MSSP Students Participation in YMCA CLCs, 2006-07		
	Number of Students	Average CLC Days Attended per Student September 2006 through January 2007
All Students Participating in Both YMCA CLC and MSSP	224	23 days
Number of MSSP students who participated in CLC programs 2 times per week or more for three months or more	72	42 days

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MSSP Indicator Data: School Attendance

Students Participating in Middle School Support in 2006-07 SY Student Attendance: 2005-06 SY vs. 2006-07 First Semester			
		2005-06 SY	2006-07 First Semester
		Average Attendance Percentage	Average Attendance Percentage
	Number of Students		
Students in MSSP	1,531	93.5%	92.3%
All Students in 6 th -8 th Grades	10,006	93.1%	93.8%

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Middle School CLC Indicator Data: Disciplinary Actions

Students Participating in Parks CLCs, 2006-07 SY Average Number of Disciplinary Actions per Student, 2005-06 vs. 2006-07				
	1 st Semester 2005 – 06		1 st Semester 2006 – 07	
	Number of Students	Average Disciplinary Actions Per Student	Number of Students	Average Disciplinary Actions Per Student
Parks CLC Students not in MSSP Who Had a Disciplinary Action	34	1.41	75	1.43
All Middle School Students Who Had a Disciplinary Action	604	1.37	720	1.47

Students Participating in YMCA CLCs, 2006-07 SY Average Number of Disciplinary Actions per Student, 2005-06 vs. 2006-07				
	1 st Semester 2005 – 06		1 st Semester 2006 – 07	
	Number of Students	Average Disciplinary Actions Per Student	Number of Students	Average Disciplinary Actions Per Student
All YMCA CLC Students not in MSSP Who Had a Disciplinary Action	62	1.37	159	1.43
All Middle School Students Who Had a Disciplinary Action	604	1.37	720	1.47

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Middle School Indicator Data: Grade Point Average

MSSP Students Participating in Parks CLCs, 2006-07 SY Grade Point Average		
	Cumulative Middle School GPA Through 2005-06 SY	First Semester GPA 2006-07
Asian	3.20	2.92
African American	2.59	2.48
Hispanic	2.54	2.54
Native American	1.00	1.67
White	N/A	2.33
Non Free/Reduced Lunch	2.85	2.80
Free/Reduced Lunch	2.62	2.53
Not LEP	2.58	2.51
Equal English Proficiency	2.97	2.95
Limited English Proficiency	2.65	2.41
All Parks CLC/MSSP Students	2.66	2.58

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Middle School Indicator Data: Grade Point Average

MSSP Students Participating in YMCA CLCs, 2006-07 SY Grade Point Average		
	Cumulative Middle School GPA Through 2005-06 SY	First Semester GPA 2006-07
Asian	2.88	2.83
African American	2.39	2.45
Hispanic	2.40	2.47
Native American	N/A	N/A
White	2.69	2.66
Non Free/Reduced Lunch	2.84	2.84
Free/Reduced Lunch	2.45	2.45
Not LEP	2.49	2.54
Equal English Proficiency	2.85	2.81
Limited English Proficiency	2.59	2.35
All YMCA CLC/MSSP Students	2.58	2.58
All Students 6th – 8th Grade	3.02	2.90

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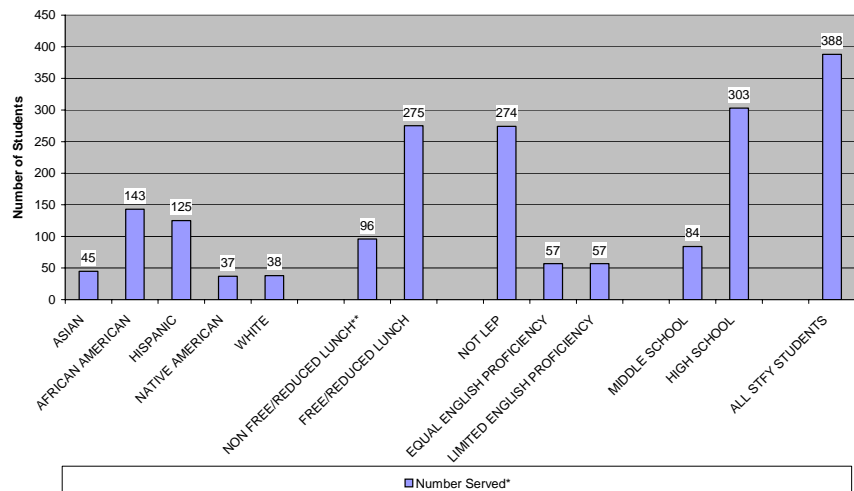
Seattle Team for Youth Targets

Seattle Team for Youth Targets					
	2004-05	2005-06		2006-07	
	School Year	School Year	School Year	School Year	School Year
	Baseline	Target	Actual	Target	Actual
High-Risk Youth referred to the program	N/A	665	611	665	621
High-Risk Youth referred to the program with SPS ID numbers	N/A	665	447	632	490
High-Risk Youth who stay in school/ come back to school	N/A	365 / 55%	319	250 / 38%	26
High-Risk Youth who progress to next grade level	N/A	--		250	26
High-Risk Youth who re-enroll and stay in school for 90 days	N/A	--		N/A	
High-Risk Youth who re-enroll and progress to the next grade level	N/A	--		N/A	
High-Risk Youth who obtain a GED	N/A	--		N/A	
High-Risk Youth who pass the WASL	3 / 1%	11 / 3%	10 / 2.7%	16 / 4%	
High-Risk 12 th grade youth who graduate	N/A	N/A		26 / 45%	

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STFY: Demographic Baseline Data

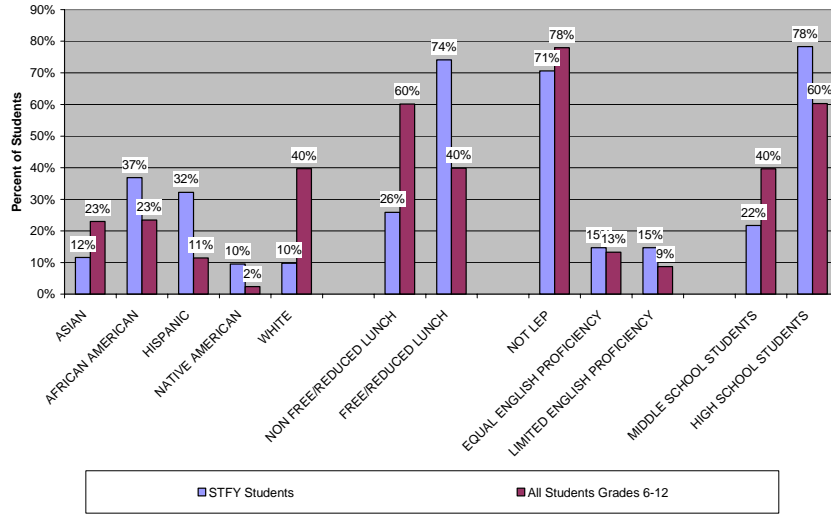
Number of Students Receiving STFY Services
2006 - 07 School Year



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STFY: Demographic Baseline Data

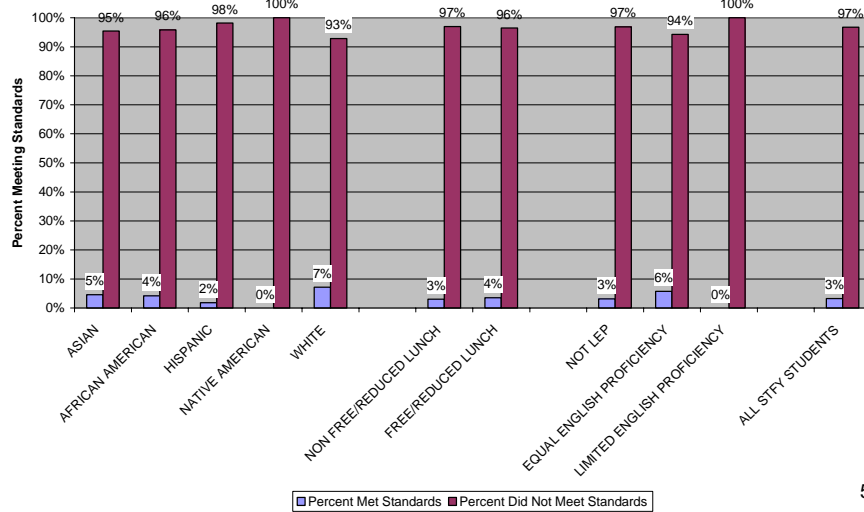
Percent of Students Receiving Seattle Team for Youth Services Compared to All Students Grades 6-12
2006 - 07 School Year



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STFY: Academic Baseline Data

Percent of Students Meeting 2006 WASL Standards - Combined WASL Grades
Seattle Team for Youth Participants
2006 - 07 School Year



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STFY Indicator Data: School Attendance

Students Participating in Seattle Team for Youth, 2006-07 SY Number Improving Average Attendance Percentage 2005-06 SY vs. 2006-07 First Semester			
	Number of Students		
	Attendance Improved	No Change	Attendance Declined
STFY Students With Attendance Measure Recorded	239	29	104

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STFY Indicator Data: Disciplinary Actions

Students Participating in Seattle Team for Youth, 2006-07 SY Change in Disciplinary Actions: 1 st Semester 2005-06 vs. 1 st Semester 2006-07			
	Number of Students		
	Disciplinary Actions Decreased	No Change	Disciplinary Actions Increased
STFY students	41	13	58

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STFY Indicator Data: High School Credits

Students Participating in Seattle Team for Youth, 2006 – 07 SY Change in High School Credits			
	Number of STFY HS Students	Number with Improved Credits	Average increase in HS credits, 2 nd semester '06 to 1 st semester '07
STFY HS Students	196	138	2.09

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STFY Indicator Data: Progress on Service Plans

Students Participating in Seattle Team for Youth, 2006 – 07 SY Number students Making Progress on Individual Service Plans				
	STFY Students With Valid SPS IDs	Made Progress on Individual Plan	Re-enrolled and Stayed in School for 90 Days or More	Re-enrolled and Progressed to the Next Grade
Number of STFY Students	490	264	107	26

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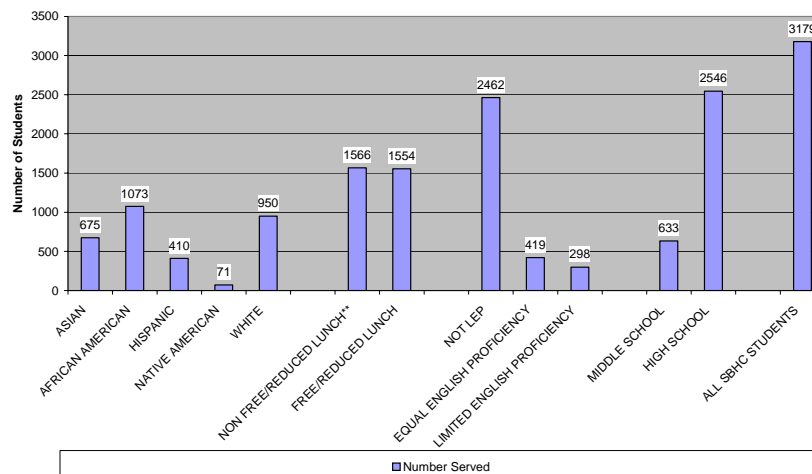
Student Health Targets

	2004-05 School Year	2005-06 School Year		2006-07 School Year	
	Baseline	Target	Actual	Target	Actual
High school and middle school students receiving primary care	4,839	5,000	3,517	5,000	3,412
Students brought into compliance with required childhood immunizations	2,500	2,500	4,001	1,500 / 17%	4,187
Students assisted in managing chronic conditions	N/A	600	1,700	1,800 / 36%	1,349 / 42%
High-risk students identified and served	N/A	1,500	436	800	803
# and % who pass the WASL	<u>All Students Using SBHCs</u> 7 th Gr: 85 / 35% 10 th Gr: 201 / 29%	100 / 2%	586 / 17%	150 / 3%	

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Student Health: Demographic Baseline Data

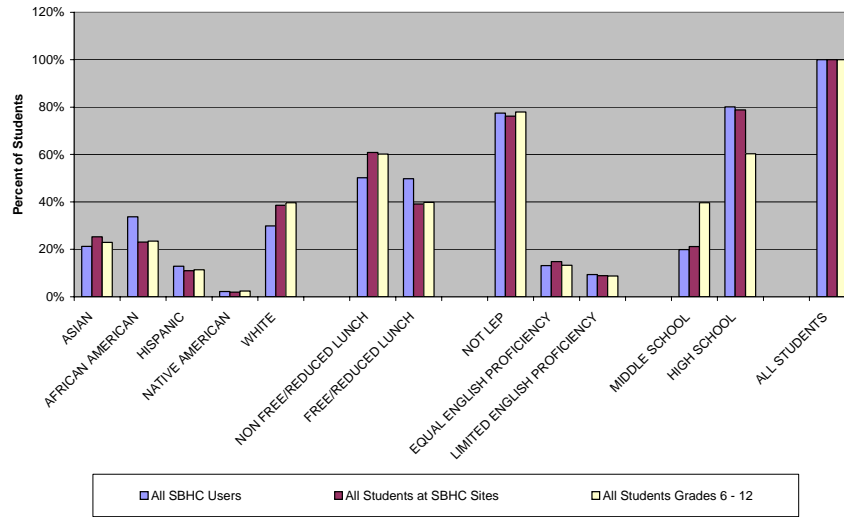
Number of Students Using School Based Health Centers
2006 - 07 School Year



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Student Health: Demographic Baseline Data

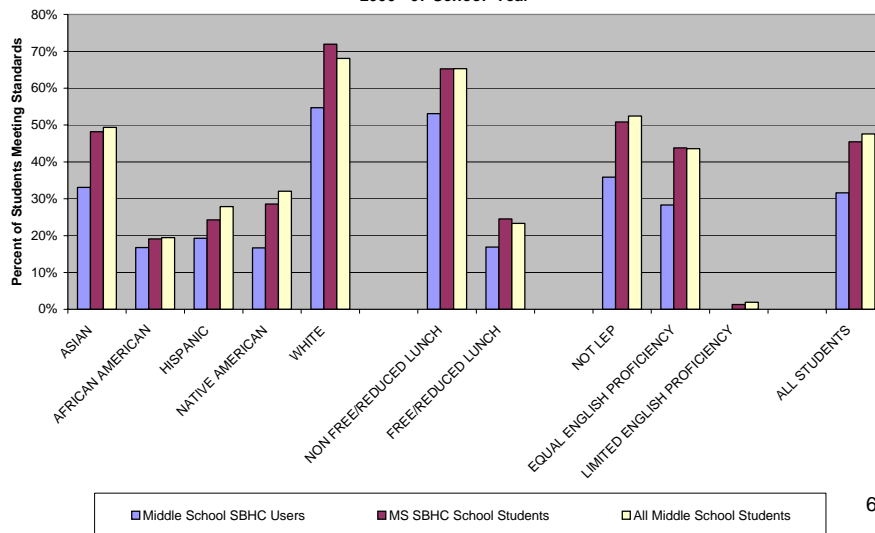
Percent of Students Using SBHCs vs. Students in SBHC Sites vs. All Students Grades 6-12
2006 - 07 School Year



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Student Health: Academic Baseline Data

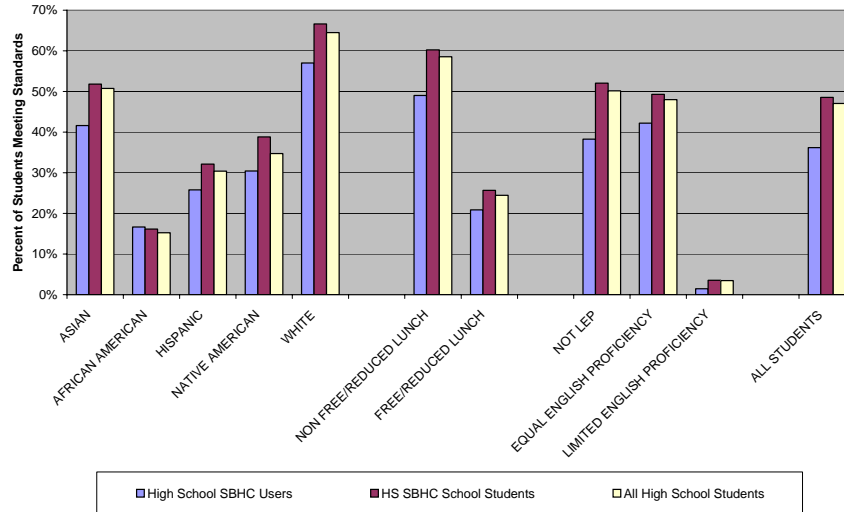
Percent of Students Meeting 2006 WASL Standards - Combined WASL Grades
MS SBHC Users vs. Students in Schools with SBHCs vs. All Middle School Students
2006 - 07 School Year



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Student Health: Academic Baseline Data

Percent of Students Meeting 2006 WASL Standards - Combined WASL Grades
HS SBHC Users vs. Students in Schools with SBHCs vs. All High School Students
2006 - 07 School Year



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Student Health Indicator Data: School Attendance

Students Using School-Based Health Centers, 2006-07 SY Student Attendance, 2005-06 SY vs. 2006-07 First Semester			
		2005-06 SY Average Attendance Percentage	2006-07 First Semester Average Attendance Percentage
Students Using SBHCs	3,057	90.0%	88.4%
High-Risk Students Using SBHCs	687	86.6%	82.5%
All 6 th through 12 th Grade Students in Schools With SBHCs	15,766	90.1%	91.1%

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Student Health Indicator Data: Middle School GPA

Table : Middle School Students Using School-Based Health Centers, 2006-07 SY Cumulative MS GPA Through 2005-06 SY vs. First Semester GPA 2006-07		
	Cumulative GPA	First Semester 2006-07 SY
Asian	3.01	2.92
African American	2.49	2.42
Hispanic	2.47	2.22
Native American	1.92	2.21
White	3.01	2.88
Non Free/Reduced Lunch	3.08	2.97
Free/Reduced Lunch	2.53	2.40
Not LEP	2.69	2.63
Equal English Proficiency	2.91	2.73
Limited English Proficiency	2.57	2.34
ALL MS STUDENTS USING SBHCs	2.72	2.61
All Students 6 th -8 th Grade in Schools With SBHCs	2.95	2.81

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Student Health Indicator Data: High School GPA

Table : High School Students Using School-Based Health Centers, 2006-07 SY Cumulative HS GPA Through 2005-06 SY vs. First Semester GPA 2006-07		
	Cumulative GPA	First Semester 2006-07 SY
Asian	2.97	2.85
African American	2.47	2.40
Hispanic	2.61	2.46
Native American	2.59	2.81
White	2.98	2.91
Non Free/Reduced Lunch	2.89	2.82
Free/Reduced Lunch	2.60	2.48
Not LEP	2.73	2.65
Equal English Proficiency	2.92	2.81
Limited English Proficiency	2.79	2.57
ALL HS STUDENTS USING SBHCs	2.76	2.66
All Students 9 th -12 th Grade in Schools With SBHCs	2.96	2.85

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Next Steps

- Review and discuss baseline and indicator data at April 17 LOC meeting.
- OFE recommends course-corrections and targets at May 15 LOC meeting.
- LOC discusses recommended course-corrections and targets.

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