

**Families & Education
Levy Oversight Committee**

Tuesday, May 13, 2008

4:00 – 5:30 p.m.

City Hall, 7th Floor

Meeting Purpose:

- Report on Seattle School District Draft Strategic Plan
- Report on Targets for 2008-09 School Year

4:00	Welcome and Introductions	Tim Ceis
4:05	Review of Agenda and Approval of Minutes from April 22, 2008 meeting	Tim Ceis
4:10	Seattle School District Draft Strategic Plan	Carla Santorno
4:40	2008 – 2009 Families and Education Levy Program Targets	Holly Miller Kacey Guin Sid Sidorowicz
5:30	Adjourn	

Handouts

Minutes from 4/22/08 LOC Meeting
Seattle School District Draft Strategic Plan
FEL Targets for 2008-09 Presentation

Next Meeting:

Tuesday, June 10, 2008



DRAFT



City of Seattle

FAMILIES AND EDUCATION LEVY
Tuesday, April 22, 2008 • 4:00-5:30 p.m.
LEVY OVERSIGHT COMMITTEE
7th Floor, City Hall

MINUTES

MEMBERS PRESENT: Tim Burgess, Tim Ceis, Cheryl Chow, Frances Contreras, Kris Hildebrandt, David Okimoto, John Pehrson, Carla Santorno

OTHERS PRESENT: Eric Anderson (Human Services Dept), Lin Carlson (Seattle Public Schools), TJ Cosgrove (Health), Betsy Graef (Council Staff), Sonja Griffin (HSD), Kathleen Groshong (Human Services Dept), Kacey Guin (Office for Education), Bea Kelleigh, (Human Services Dept), Lauren Lee (HSD), Patricia Lee (Council Staff), Holly Miller (OFE), Alan Painter (HSD), Sue Rust (OFE), Anne Shields (Health), Sid Sidorowicz (OFE)

Tim Burgess called the meeting to order and asked for introductions. The minutes of the March 11, 2008 meeting of the Levy Oversight Committee (LOC) were approved.

Families and Education Levy Mid-Year Report 2007-2008

Holly Miller introduced the Families and Education Levy Mid-Year Report by reminding the LOC of the sequence of reporting annually. The Levy Annual Report is issued in January following late November receipt of WASL data. The Annual Report reports on the previous school year's results. The Mid-Year Report provides baseline data on the students Levy programs are serving in the current school year and reports on first semester indicator results. Taken together, these two reports help provide direction on course corrections and targets for the next school year. H. Miller noted that the LOC has already made substantial course corrections including direction of the Family Support Worker Program, the Middle School Support Program and the 9th Grade Academic Achievement Program. She noted that significant changes in Early Learning programs would also be forthcoming as the City seeks to blend funding towards a more comprehensive preschool program for 4-year-olds. At its May 13th meeting, the LOC will receive recommendations for the next school year's academic targets.

Early Learning

Kacey Guin presented the Levy Mid-Year Report beginning with Early Learning. Tim Burgess asked if there would eventually be one kindergarten readiness assessment or would there always be multiple assessments. Sonja Griffin said there would probably always be multiple assessments because they measure different areas and there is no one assessment developed yet that measures all domains. H. Miller said the City had learned many other jurisdictions are struggling with this question when they made site visits to New Jersey, Florida and San Francisco.

David Okimoto asked about the timeline for implementation of the kindergarten readiness assessments. S. Griffin said the assessments would be tested in pilots this May.

John Pehrson asked if the Seattle School District (SSD) would be using the tool. S. Griffin said the District was participating in the process to select assessment tools, but it was not known if they would use the assessments. J. Pehrson asked if the State was doing anything to produce a kindergarten readiness assessment. S. Griffin said they were not although Thrive by Five was also participating in the selection process. Bea Kelleigh said the State was interested in Seattle's progress. She noted that discussion about K – 12 assessment had been ongoing for years and focus on early learning assessment was relatively recent.

T. Burgess asked if students who are not school ready show a pattern in lack of preparation. H. Miller said we will know more this May after the assessment pilot. This will be very valuable information which will be conveyed to the Seattle School District, especially to the Family Support Workers so they can be prepared as children transition into kindergarten.

K. Guin pointed out that when New Jersey learned that students were entering kindergarten already behind in math skills, they used that information to strengthen the pre-kindergarten math curriculum.

J. Pehrson asked for a definition of “match” children. K. Guin said match children could be ECEAP or private-pay students in the same programs as Step Ahead children whose teachers and classrooms benefited from professional development and other Step Ahead resources.

J. Pehrson said he was concerned with language used to talk about school readiness, for example, “those who score lower are likely to be less ready.” K. Guin said the language is imprecise. S. Griffin said assessments are used throughout the year to adjust approaches to instruction and to guide coaching and professional development of teachers.

Kris Hildebrandt said we do not now have any readiness data from the District and asked if we would in the future. H. Miller said SPS states as one of their academic milestones that children will enter kindergarten ready for school and they have indicated a desire to have a readiness assessment.

Family Support

T. Burgess asked if funding cuts by the Federal government for Family Support Workers (FSWs) would be replaced with other funding. K. Guin said she was not aware of funding to replace the lost funding for the FSWs. C. Santorno said six FTE would be cut and eleven FSW positions were not being filled. K. Guin noted that final Medicaid funding decisions have not been made by the Federal government.

Elementary Community Learning Centers

T. Burgess asked how many students come from non-English-speaking families. K. Guin pointed out that those students are represented in graphs in the Mid-Year Report in the “limited English proficiency” and “equal English proficiency” categories.

Middle School Programs

John Pehrson noted that the Student Learning Plan data supports the target of 50% of WASL Level 1 students moving to Level 2 in math.

C. Santorno said the middle schools are piloting a variety of assessment tools prior to District-wide adoption.

Frances Contreras asked why participation in extended-day activities was less than anticipated. K. Guin stated that attendance differs by site and is influenced by the lack of ability to make attendance mandatory, transportation issues and varying incentives. H. Miller asked whether attendance will be mandatory next year for the extended-day programs funded by the Southeast Initiative. C. Santorno replied that would be the case at Aki.

9th Grade Academic Achievement Program

T. Burgess asked why Franklin, West Seattle and Sealth High Schools were chosen to participate in the 9th Grade Program. K. Guin said Rainier Beach and Cleveland High Schools have significant funding in the works from the Southeast Initiative. These three schools also enroll the most students from the four innovation middle schools and they represent the high schools with the greatest number of students with risk factors.

D. Okimoto asked if these schools have more students at risk than Rainier Beach or Cleveland High School. K. Guin said they have more students at risk, but not a greater percentage of the entire student body. Enrollment at Cleveland and Rainier Beach High Schools is low.

J. Pehrson asked if the plans are being developed. C. Santorno said they were and the planning and target-setting process has been very collaborative.

H. Miller said District and School staff had met together for a full-day planning retreat in the past week.

J. Pehrson asked if the City would continue to fund the Seattle Team for Youth program. T. Ceis said that is yet to be determined. Program design options are being developed now with more of a focus on gang prevention.

F. Contreras asked if the English Language Learner audit has been completed. C. Santorno said no. F. Contreras said data from that audit would help in developing targets. C. Santorno said the audit should be available July 1, 2008.

C. Santorno said the School district wants to be involved in target development. She said in particular the District wants to make sure there are meaningful indicators besides the WASL for Family Support Workers.

J. Pehrson said the Mid-Year Report data points to the need for course corrections in some programs. For example, in the middle school programs, attendance is low and the programs are under-utilized. Perhaps students should be identified earlier.

T. Burgess said we need to think creatively about how to improve participation.

C. Santorno said the District is creating an Office of Prevention and Intervention. Resources are the key. The district needs to have the ability to make home visits. There are complex reasons for attendance issues which require individual attention.

D. Okimoto asked what is contributing to absences in the elementary grades. C. Santorno said that is not clear although it includes busy families, illness and lack of understanding about the importance of regular attendance.


Sid Sidorowicz pointed out that children who attend the Elementary Community Learning Centers have better attendance. K. Guin pointed out that the Elementary CLC programs have strong alignment with Family Support Workers and connect with families better.

Lin Carlson said attendance is a critical issue and should be more prevalent as an indicator.

J. Pehrson said the Levy is near its midpoint and we should consider a mid-term review of the Levy to prepare for the next renewal.

H. Miller agreed and suggested a timeframe after the next Levy Annual Report in spring 2009. K. Hildebrandt suggested we look at data longitudinally at that time.

The meeting adjourned at 5:20 p.m.

 <p data-bbox="358 548 570 701">SEATTLE PUBLIC SCHOOLS</p>	<p data-bbox="760 401 1127 447">Excellence For All</p> <p data-bbox="886 552 1029 590">May 2008</p>
<p data-bbox="435 758 1182 800"><i>Every student achieving, everyone accountable.</i></p>	

<h2 data-bbox="305 1220 748 1262">How We've Listened</h2>	
--	---

- The school district has **engaged hundreds of internal and external partners**, critics and stakeholders
- These conversations have helped us understand **what is working in the system and what needs more attention.**
- This **input has been invaluable** and undergirds the following proposal.
- **Continued outreach and involvement** from multiple stakeholders will be critical to the district's long-term success.

“Every student achieving, everyone accountable.”

Our Vision



We see a city where...

All students achieve at high levels, receive the support they need and leave high school prepared for college, career and life

Every school is a high quality school – zip code is not a determiner of quality

District **leadership and staff model excellence and accountability**

The whole **community is engaged as partners** in supporting and strengthening the school system

“Every student achieving, everyone accountable.”

Page 3

Where We Are



- Too many of our third-grade students are not reading at grade level (*27% did not meet standard in reading*)
- Too many seventh-grade students are not at standard in math (*47% did not meet standard in math*)
- Too many high school students never graduate or graduate unprepared for college or career (*graduation rate is 61%*)

“Every student achieving, everyone accountable.”

Page 4

Building on Our Strengths



We have core strengths – that we must recognize and build upon.

- ◇ **Student performance that outpaces the state average**
- ◇ **Successful reading & writing programs**
- ◇ **Building a 'rainy day fund'**

"Every student achieving, everyone accountable."

Page 5

Acknowledging our Weaknesses



- Math and science performance lags
- Tools for tracking progress are absent or insufficient
- Struggling schools and students receive inconsistent and inadequate support
- Teachers and principals receive little guidance or support – from the hiring process through their careers
- Outdated HR and IT systems and tools hamper progress

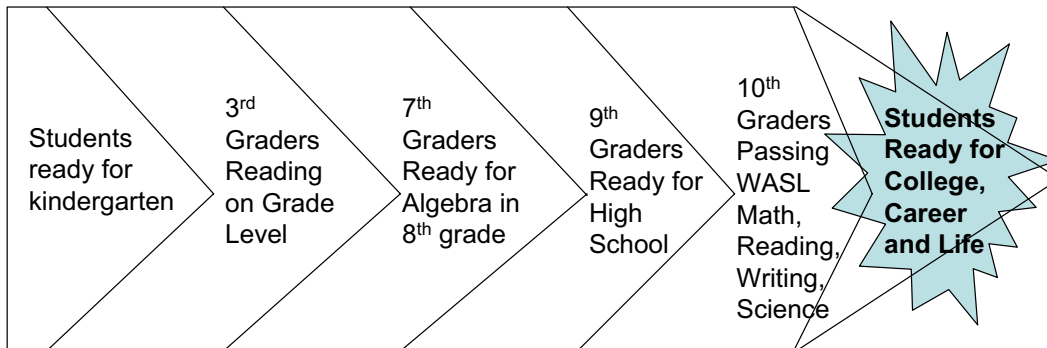
"Every student achieving, everyone accountable."

Page 6

Academic Milestones – What we Need to Measure



Academic Milestones



We will hold ourselves accountable for achievement and growth at all levels K-12. We will judge our success in both closing the achievement gap and accelerating learning for all students.

“Every student achieving, everyone accountable.”

Our Goals – Where We Are Headed



Academic Achievement Metric	2006-7 Results	2011-12 Goal
3rd graders meeting or exceeding READING standard	72%	88%
7th graders meeting or exceeding MATH standard	53%	80%
9th graders earning FIVE CREDITS	82%	90%
10th graders meeting or exceeding READING standard	78%	95%
10th graders meeting or exceeding MATH standard	50%	82%
10th graders meeting or exceeding WRITING standard	81%	95%
10th graders meeting or exceeding SCIENCE standard	33%	80%
Students who GRADUATE from high school in four years	62%	75%
Graduates meeting 4-year COLLEGE ENTRANCE reqs.	17%	40%

“Every student achieving, everyone accountable.”

A Plan with a Difference



- **Students First** – we will only do what is best for all students
- **Clear Goals** – we know where we are and where we need to be
- **Transparency and Accountability** – we will hold ourselves accountable for performance
- **Focus** – we will prioritize and not over-commit
- **Based in OUR Reality** – we will work within our funding and enrollment realities

“Every student achieving, everyone accountable.”

Page 9

PELP- The Plan’s Framework



PELP Coherence Framework



“Every student achieving, everyone accountable.”

Page 10

Foundational Strategies First



- We will meet these goals by tightly focusing our work in three foundational areas:
 - ◇ **Ensure excellence in every classroom**
 - ◇ **Strengthen leadership throughout the system**
 - ◇ **Build an infrastructure that works well**

“Every student achieving, everyone accountable.”

Page 11

Ensure Excellence in Every Classroom



Strengthen our teaching of **math and science** and build on our success with reading and writing

Develop **assessment tools** to consistently track student progress and use data to drive improvements

Create a system that **recognizes high performing** schools and helps struggling schools

“Every student achieving, everyone accountable.”

Page 12

Strengthen Leaders System-wide



Retain and hire the **best teachers and principals**

Provide **targeted support** so that all employees can meet high expectations

Implement effective **performance evaluations** at all levels

"Every student achieving, everyone accountable."

Page 13

Build an Infrastructure that Works Well



Adapt technologies to support streamlined hiring process *and* more efficient student assignment

Develop **spending protocols and program evaluation tools** to ensure efficiency and efficacy

"Every student achieving, everyone accountable."

Page 14

Systems – Supporting the Strategic Priorities



In addition to a strong infrastructure, we need a system-wide **performance management** effort focused on continuous improvement.

We will start with three things:

- ◇ **district goals** tracking student progress against our academic milestones
- ◇ **school performance framework** that allows for targeted supports, interventions and flexibilities to schools
- ◇ **central office dashboard** that identifies what central office staff is held accountable for and progress toward those goals

“Every student achieving, everyone accountable.”

Page 15

Culture and Structure – Supporting the Strategic Priorities



□ **Culture** – we will model...

- ◇ High expectations for all and a sense of urgency around the work
- ◇ Individual responsibility and collective accountability
- ◇ A customer-service commitment
- ◇ Pride in serving this city’s families

□ **Structure**

- We will organize ourselves to maximize our talent and best support our goals and our work.

“Every student achieving, everyone accountable.”

Page 16

Outreach Activities



In the coming months, we will focus our outreach on two primary areas:

- **Involving the community** in developing a plan for how the district engages families and community
- **Gathering feedback** on the proposed strategic plan

“Every student achieving, everyone accountable.”

Page 17

Resources



- The district will only commit to those things for which there are resources
- We are factoring into the district’s budget the costs associated with each of the proposed strategies
- We are ensuring alignment of current resources through reallocation and prioritization
- We are identifying funding gaps and proposing solutions

“Every student achieving, everyone accountable.”

Page 18

Our Commitments



- We will **put students first** – always
- We will have **clear goals** and **hold ourselves accountable** for meeting those goals
- We will **share our progress and be transparent** about where we are headed and what we're doing to get there
- We will be **focused**
- We will operate within our **funding and enrollment realities**

"Every student achieving, everyone accountable."

Families & Education Levy Mid-Year Report & Recommendations for the 2008 - 09 School Year

Levy Oversight Committee
May 13, 2008



1

2007-08 Mid-Year Report

- The 2007-08 Mid-Year Report covers baseline and indicator data.
- Purposes of the report:
 - Determine if we are reaching the right students
 - Track progress on indicators of kindergarten readiness, academic achievement and dropout prevention
 - Determine if we are on track to meet 2007-08 targets
 - Make course-corrections and set targets for the 2008-09 school year



2

LOC Mid-Year Process



Today we will:

- Review key points from baseline and indicator data.
- Recommend course-corrections, indicators, and targets for 2008-09 for LOC discussion

Adopted course-corrections, indicators, and targets will be included in the Mayor's proposed 2009 budget.

3

Baseline Data Review



- Provides information on the students the Levy is serving this school year.
- Demographic data are from the current school year, academic data are from the previous school year.
- Data demonstrate the Levy is doing a good job at serving students who are behind academically.
- The Levy is also serving high percentages of students of color, and those who are limited English speaking or low-income.

4

Key Themes from 2007-08 Indicator Data Review



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

5

Early Learning Observations & Course-Corrections



- Curriculum-embedded assessments alone are not an accurate predictor of kindergarten readiness.
 - *Combine the curriculum-embedded assessment with other recommended assessments to use as kindergarten readiness measures for 2008-09.*
 - *Current recommended assessment is the Peabody Picture Vocabulary Test – PPVT.*
- Classroom quality is uneven across sites.
 - Professional development will continue to be targeted to classrooms that score low on the classroom quality assessment.
 - Professional development will continue to be tailored to meet the needs of individual teachers.
 - *Professional development will also be targeted to meet the needs of the children being served.*

6

Early Learning Observations & Course-Corrections (continued)



- The City and District need a process for identifying and tracking pre-K children who enter Kindergarten in SPS.
 - While the City and SPS agreed to issue student IDs to Levy pre-K children entering kindergarten beginning in fall 2007, this has not yet happened.
 - Lack of IDs limits the Early Learning Networks' ability to make program improvements, based on how well the children they serve fare in kindergarten and beyond.

7

Early Learning Recommended 2008-09 Indicators & Targets

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

8

Family Support Observations & Course-Corrections



- Family Support Workers are serving students who are struggling academically.
 - Very low passage rates on the DRA, indicate the need for targeted literacy interventions in early grades.
 - Three-fourths failed to meet the math WASL standards.
- *Family Support has reduced capacity to serve students due to funding cuts. Targets have been reduced accordingly.*
- *Develop strategies for identifying focus families earlier in the school year.*
 - *Use information from Early Learning Networks and Head Start to identify children coming into kindergarten.*
 - *Identify current students by June 30 for continued service in 2008-09.*

9

Family Support Recommended 2008-09 Indicators & Targets



Family Support Indicators & Targets

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

10

Elementary CLC Observations & Course-Corrections



- ECLCs are on track to meet their 2007-08 targets.
- Participation rates were low in the first months of school.
 - *In 2008-09, ECLCs will receive performance pay based on the number of months 90% of their slots are filled.*
- *Develop strategies for identifying students earlier in the school year.*
 - *ECLCs will have incentives to identify current students by June 30 for continued service in 08-09.*
 - *ECLCs will receive performance pay based on identifying students by September 15.*
 - *ECLCs will receive performance pay based on the students they identify in May 2009 for the 2009-10 school year.*
- *Implement data-sharing agreement between schools and CLC staff.*

11

Elementary CLCs Recommended 2008-09 Indicators & Targets



Elementary School Community Learning Centers Indicators & Targets

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

12

Middle School Observations & Course-Corrections



- Middle School Programs are serving students who are struggling in all academic areas, but particularly in math.
- CLCs are on track to meet their 2007-08 participation goals.
- Student participation rates in extended day math have been lower than anticipated.
 - *Schools are designing better strategies for recruiting and retaining students in the extended day program, including the use of incentives.*
 - *Schools may also use additional strategies, including tutoring and double-dosing during the school day, to ensure all Level 1 math students are receiving additional instruction.*
- *Set mid-year indicators targets tied to performance pay.*
 - *Need to select a common set of assessments to measure progress.*
 - *Talks underway to pilot a new benchmark assessment tool.*
- *Hamilton will be added as a fifth innovation site in 2008-09.*

13

Middle School Programs Recommended 2008-09 Indicators & Targets



Middle School Support Program Indicators & Targets

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

14

Seattle Team For Youth Observations & Recommendations



- Seattle Team for Youth is serving some of the most academically challenged students in the district.
- Seattle Team for Youth will no longer be funded by the Levy in the 2008-09 school year.
 - STFY will possibly be funded by the City's General Fund and revert to its original gang prevention focus.
- Continue collaboration between STFY and other Levy programs around referrals and interventions.
 - STFY should continue to provide ID numbers for the students they serve, in order to track students participating in multiple programs.

15

High School Academic Achievement Strategy in 2008-09



- New high school academic achievement investment will focus on 9th graders in Franklin, Sealth, and West Seattle.
 - Schools completed a request for investment (RFI) May 8.
 - RFIs will be reviewed by panel from SPS and OFE on May 14 and then revised by school staff.
 - Programs will begin with a 2008 Summer Bridge program for incoming 9th graders.
 - Additional program components include extended learning time, personalization and planning, and collaboration with the Levy's Middle School and Student Health programs.

16

High School Academic Achievement Strategy Recommended 2008-09 Indicators & Targets



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

17

Student Health Observations & Course-Corrections



- Student Health programs are on track for meeting their 2007-08 targets.
- Continued need for data-sharing agreements between school and SBHC staff.
- *Student Health staff are exploring ways to measure the quality of interventions after students have been screened and referred for service.*
- *Develop a system of referrals and interventions for students identified for MSSP, High School Academic Achievement Strategy, and Pathways.*

18



Student Health Recommended 2008-09 Indicators & Targets

	2005-06 School Year		2006-07 School Year		2007-08 School Year		2008-09 School Year
	Target	Actual	Target	Actual	Target	Actual	Target
High school and middle school students receiving primary care in school-based health centers will be screened for academic risk and receive appropriate support to succeed in school	5,000	4,755	5,000	5,118	5,000	3,431	5,000
Students brought into compliance with required childhood immunizations	2,500	4,001	1,500 /17%	4,911	5,000	4,224	5,000
Students assisted by school nurses and health center clinicians in managing asthma, depression, and other chronic conditions	600	1,700	1,800 / 36%	1,814	1,800	1,577	1,800
High-risk students identified and served through more intensive SBHC and school nurse interventions that support academic achievement	1,500	436	800	1,793	600	506	600



Student Health Recommended 2008-09 Indicators & Targets (Continued)

	2005-06 School Year		2006-07 School Year		2007-08 School Year		2008-09 School Year
	Target	Actual	Target	Actual	Target	Actual	Target
High-risk students screened For behavioral risk factors by school nurses					600	515	600
Number and percent of students helped by school based health services who pass the WASL	100 / 2% of all SBHC Users	586 / 17%	150 / 3% of all SBHC users	474 / 9% 134 Value-Added	150		175
Number and percent of 12 th grade students helped by school-based health services and nurses who graduate					825 / 80%		825 / 80%

Next Steps

- LOC discussion



21

NOTES



22