



# Annual Report for the 2006-07 School Year

City of Seattle

Office for  
Education

Families &  
Education Levy

January 2008



# Executive Summary

This report highlights the outcomes and accomplishments from the second 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 2006-07, the Levy achieved the following:

## Academic Outcomes

- 326 preschool children entered kindergarten ready to succeed
- 1,416 Seattle Public School students met grade-level standards (value-added)
- 445 high-risk youth re-enrolled or stayed in school
- 45 high-risk youth graduated from high school

## Key Findings

- Overall, program outcomes exceeded targets, indicating academic success for many students. Targets need to increase as programs become more efficient and effective.
- The academic achievement gap persists, but important gains toward closing the gap were made in math.
- The Levy is serving students who are struggling academically, particularly in math.
- Developmental gaps among preschool age children indicate the need to focus on quality in the early learning system.
- The high school academic achievement and dropout prevention strategy has had minimal results and is being redesigned.
- Programs are collaborating to maximize benefits for students.
- Programs need to better utilize data to enhance services for students.

## Next Steps

- Continue to explore and identify measures of academic progress to be used more frequently to develop interventions and track gains.
- Continue to analyze data to address the persistent achievement gap. Particular attention will be given to differences in student outcomes across program sites.
- Facilitate greater collaboration within and across Levy programs to maximize benefits to students and share best practices.

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### 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:

- Early Learning
- Family Support and Family & Community Partnerships
- Elementary Community Learning Centers
- Middle School Programs
- High-Risk Youth
- Student Health
- 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 **DIAL-3** is a norm-referenced test used to assess young children for the development skills that provide the foundation for academic learning. While generally used as a screening tool, the DIAL-3 was used as a proxy measure for school readiness this year. The Levy is working to identify a more appropriate school readiness tool(s) to use in future years.

### Academic Achievement

The **Developmental Reading Assessment (DRA)** is administered in kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> 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 3<sup>rd</sup> - 8<sup>th</sup> grades and 10<sup>th</sup> 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 10<sup>th</sup> grade reading and writing WASL in order to graduate. The class of 2013 will also have to pass the 10<sup>th</sup> 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 2006-07, outcome targets were based on value-added measures.
- Value-added students are those meeting standard on all grade-level assessments in 2007 (except science), who had failed or were not tested 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 DIAL-3

Kindergarten DRA

1<sup>st</sup> Grade DRA

2<sup>nd</sup> Grade DRA

3<sup>rd</sup> Grade WASL  
Reading  
Math

4<sup>th</sup> Grade WASL  
Reading  
Writing  
Math

5<sup>th</sup> Grade WASL  
Reading  
Math  
Science

6<sup>th</sup> Grade WASL  
Reading  
Math

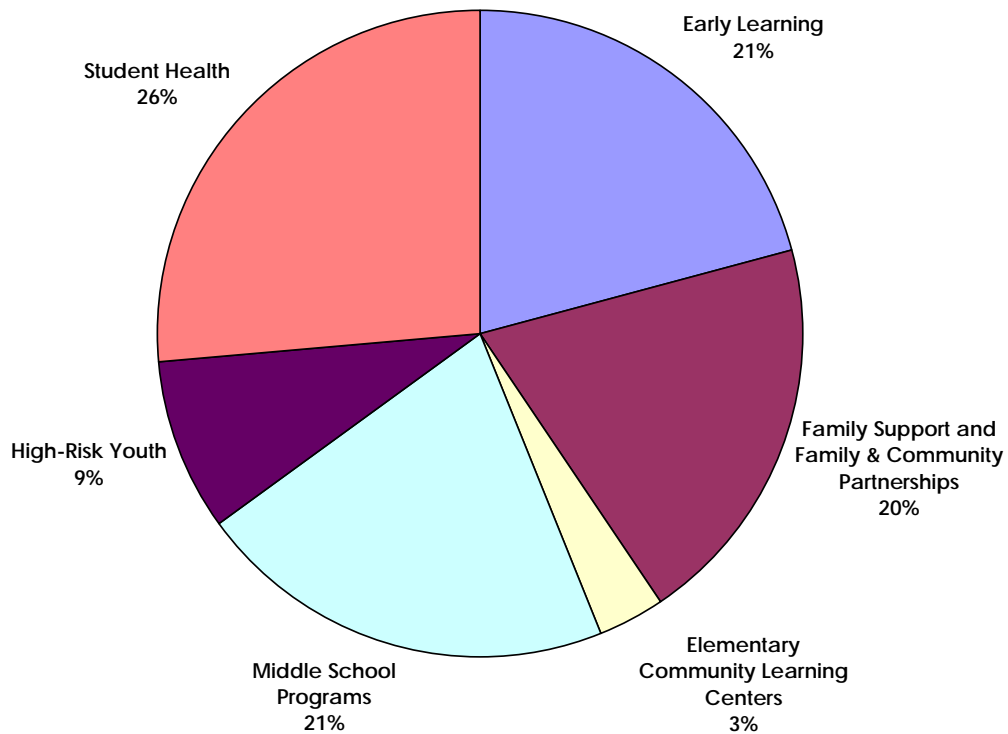
7<sup>th</sup> Grade WASL  
Reading  
Writing  
Math

8<sup>th</sup> Grade WASL  
Reading  
Math  
Science

10<sup>th</sup> Grade WASL  
Reading  
Writing  
Math  
Science

# Annual Program Budget for 2006-07 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 2006 were \$520,165 and \$705,541, respectively. As noted in the previous section on public accountability, the Levy implemented a new performance-based pay system. Programs earn performance pay (usually 25% of the contract total) based on the percentage of indicator and outcome targets met. In 2006-07 all programs, with the exception of the High-Risk Youth program, earned 100% of their performance pay.



## Families and Education Levy 2006-07 SY Program Budget

Early Learning	\$3,012,858
Family Support and Family & Community Partnerships	\$2,835,013
Elementary Community Learning Centers	\$483,926
Middle School Programs	\$3,053,330
High-Risk Youth	\$1,242,311
Student Health	<u>\$3,824,029</u>
<b>TOTAL:</b>	<b>\$14,451,467</b>

# 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.)

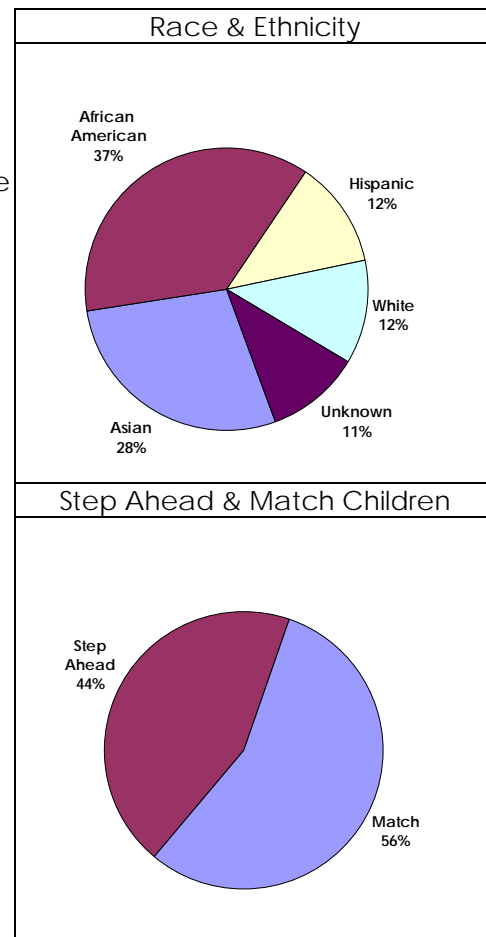
## Step Ahead and Match Children in Preschool

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 (ECEAP) program, indicating their families earn at or below 110% FPL. Eligibility for the different programs provides a proxy for income for preschool students.

## Preschool Outcomes

- 427 children participated in Levy-funded preschools (Target: 388)
- Of those 427 children, 189 were Step Ahead children and 238 were Match children (Target: 194 for each group)
- 326 children were school ready, as measured by the DIAL-3 (Target: 248)
- 179 children improved one level or more in each domain of the curriculum-embedded assessments, used to determine developmental progress during the school year.

## Preschool Children

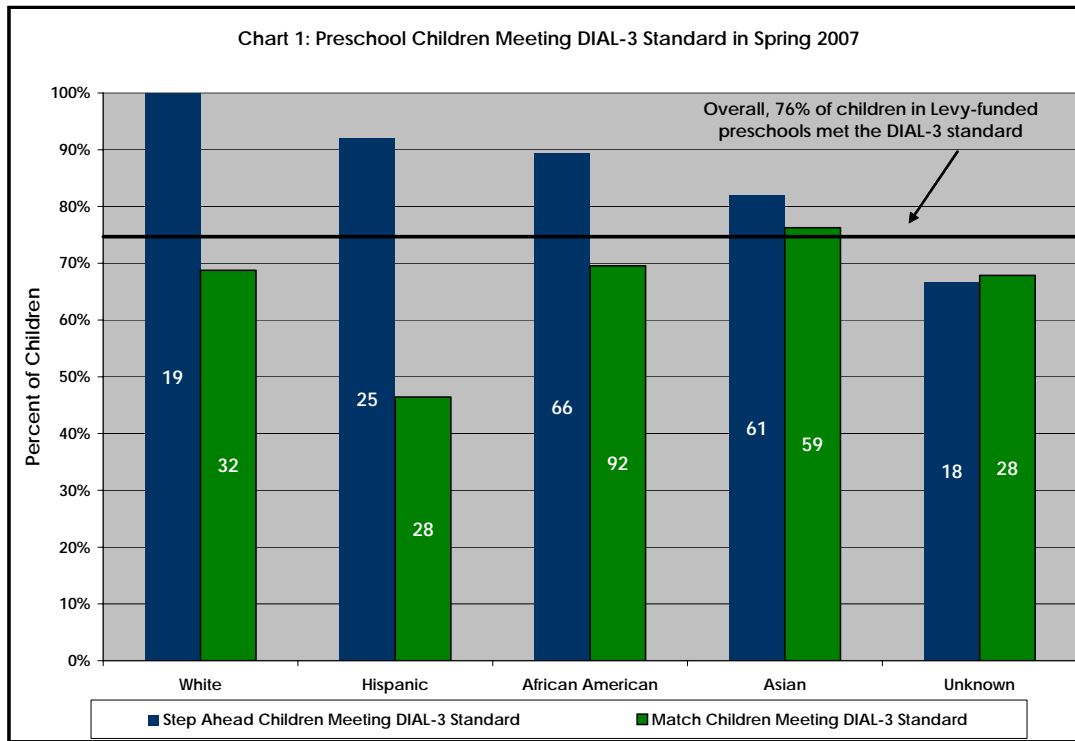


## Observations

- Charts 1 and 2 on the following page compare Step Ahead children to Match children based on two assessments: the DIAL-3 and a curriculum-embedded assessment. The DIAL-3 allows us to examine developmental skills that provide the basis for academic learning. The curriculum-embedded assessments demonstrate individual growth over the course of the year. As noted on page 4, a different assessment(s) will be used in future years to measure school readiness.
- Developmental differences are already present in preschool aged children, as measured by the DIAL-3 (see Chart 1) and by curriculum-embedded assessments (see Chart 2). These differences are evident for children from different racial/ethnic groups and by income level, using Step Ahead and Match status as a proxy for income.
- Additional analysis is necessary to understand the disparity in outcomes across groups, particularly between Step Ahead and Match children. Preliminary analysis indicates that differences in attendance rates and teacher quality may be contributing factors to these differences.

# The Preparation Gap – Early Learning

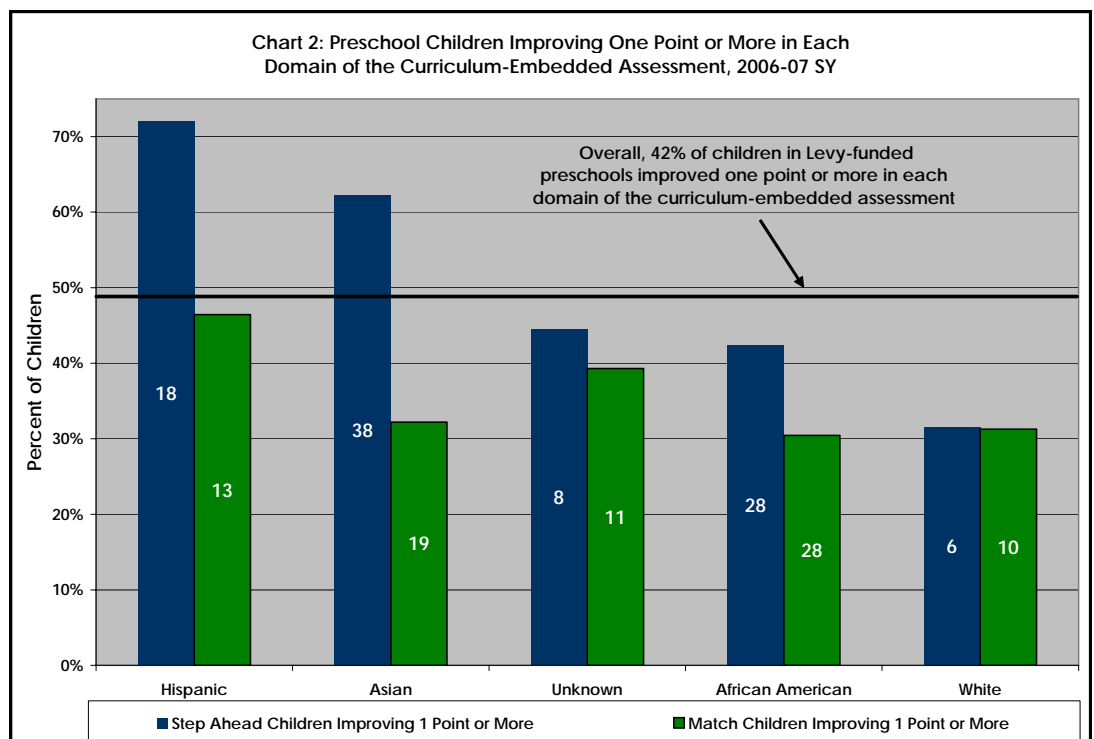
## The Challenge: Developmental Skills for School Readiness



- Overall, 76% of children in Levy-funded preschools met the DIAL-3 standard administered in spring of 2007.
- Meeting this standard was not consistent across student groups.
- Match children were less likely than Step Ahead children to meet the DIAL-3 standard.

## The Progress: Developmental Gains Toward School Readiness

- Overall, 42% of children improved one level or more in each domain of the curriculum-embedded assessments.
- Developmental progress was not consistent across students groups, indicating that differences already exist among preschool-aged children.



# 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.

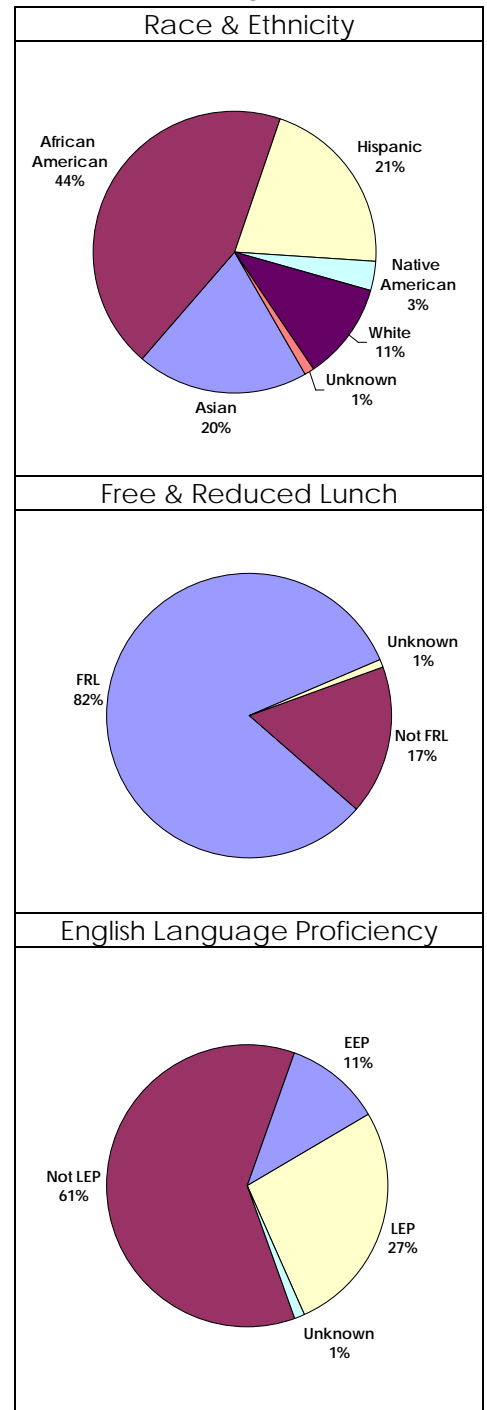
## Outcomes

- 1,839 elementary focus students were served by Levy programs.
- 428 elementary focus students met grade-level standard (DRA or WASL).
- 149 elementary focus students met WASL standard in 2007 after failing to do so in 2006.
- 73 elementary focus students improved from Level 1 to Level 2 on the math WASL.

## Observations

- Chart 3 on the following page indicates that Levy programs are helping many students meet academic standards but are not having much effect on the achievement gap.
- One possible explanation for academic disparities is the starting point across different groups. On average, students in some groups are further behind than others, particularly in math. Given these baseline differences, it is important to track the academic progress of low-performing students to ensure gains are being made.
- Over 70% of elementary students served by the Levy did not meet the WASL math standard.
- Chart 4 shows the rate of improvement from Level 1 to Level 2 on the math WASL was fairly consistent across student groups. This indicates that elementary programs are doing a good job of serving very low-performing math students.
- The Levy will continue monitoring the progress of these low-performing students in math and other subject areas, to ensure gains are being made toward the ultimate goal of meeting grade-level standards.

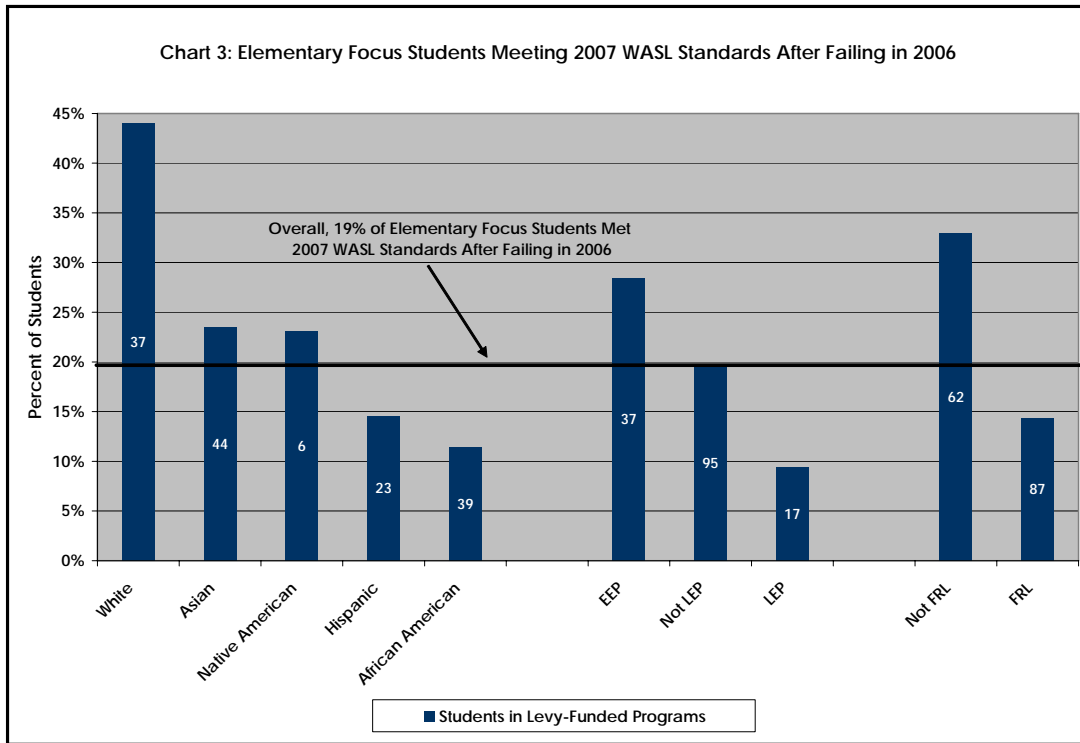
## Elementary Students





# The Achievement Gap - Elementary

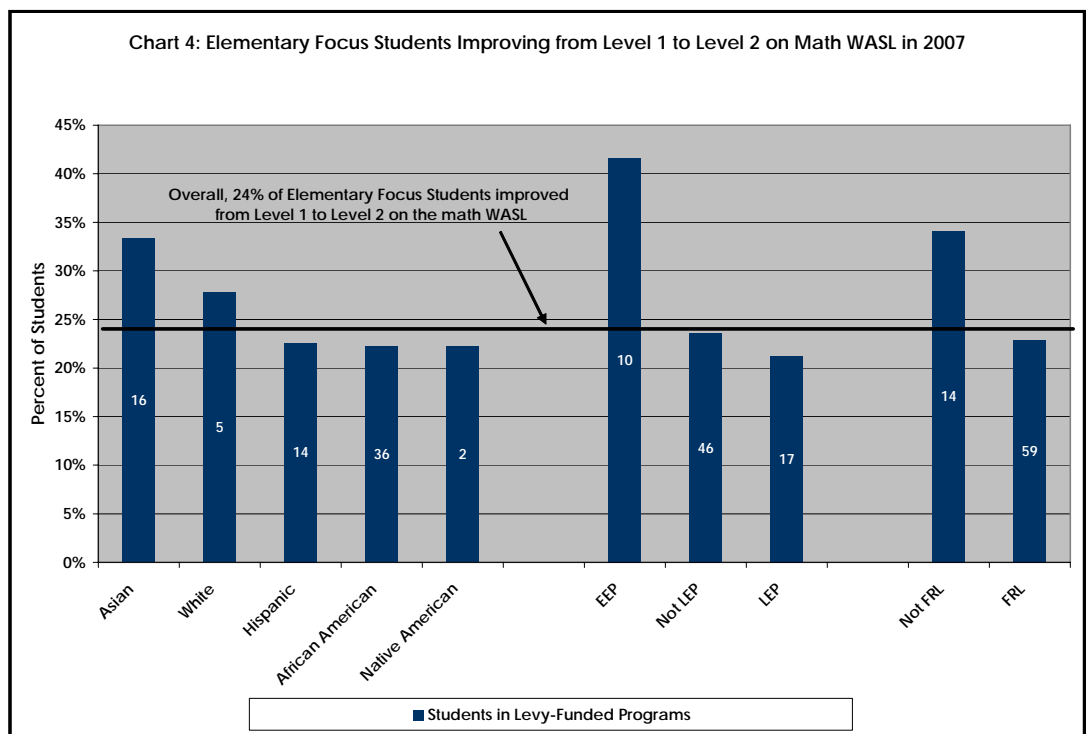
## The Challenge: Meeting Academic Standards



- Overall, 19% of the elementary focus students met the 2007 WASL standards after failing to do so the previous year.
- Gains were not equally distributed across student groups.
- Differences in baseline scores may contribute to the pattern of unequal outcomes.

## The Progress: Gains Toward Meeting Math Standards

- Overall, 24% of elementary focus students improved from Level 1 to Level 2 on the math WASL.
- Gains were fairly consistent across groups, showing progress toward closing the achievement gap in math.



# 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.

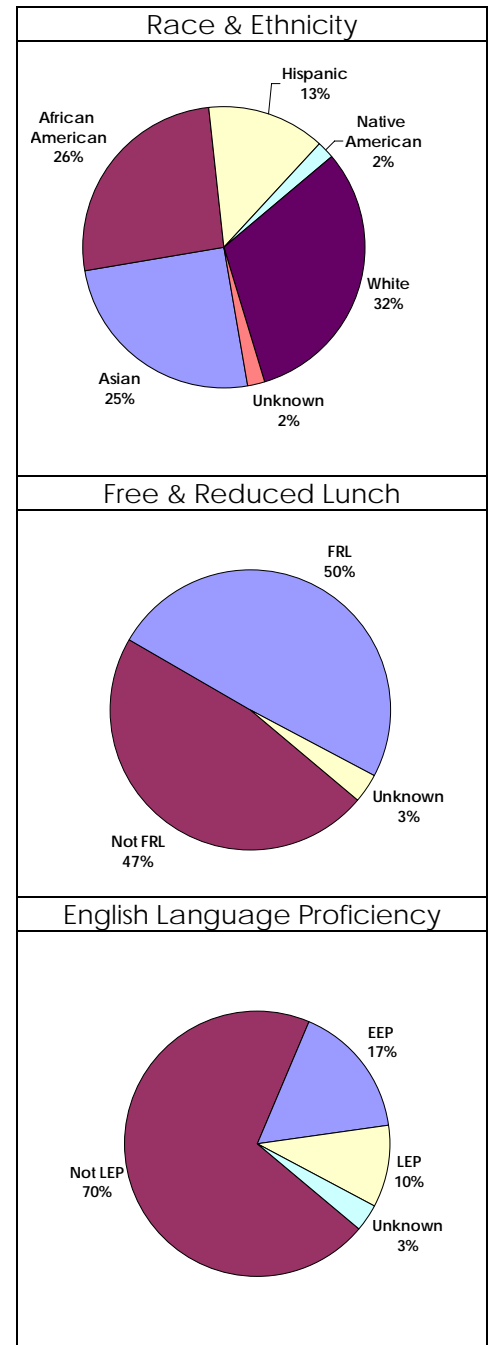
## Outcomes

- 6,350 middle school students were served by Levy programs.
- 2,523 Levy middle school students met standard on the WASL.
- 416 Levy middle school students met WASL standard in 2007 after failing to do so in 2006.
- 305 Levy middle school students moved from Level 1 to Level 2 on the math WASL in 2007.

## Observations

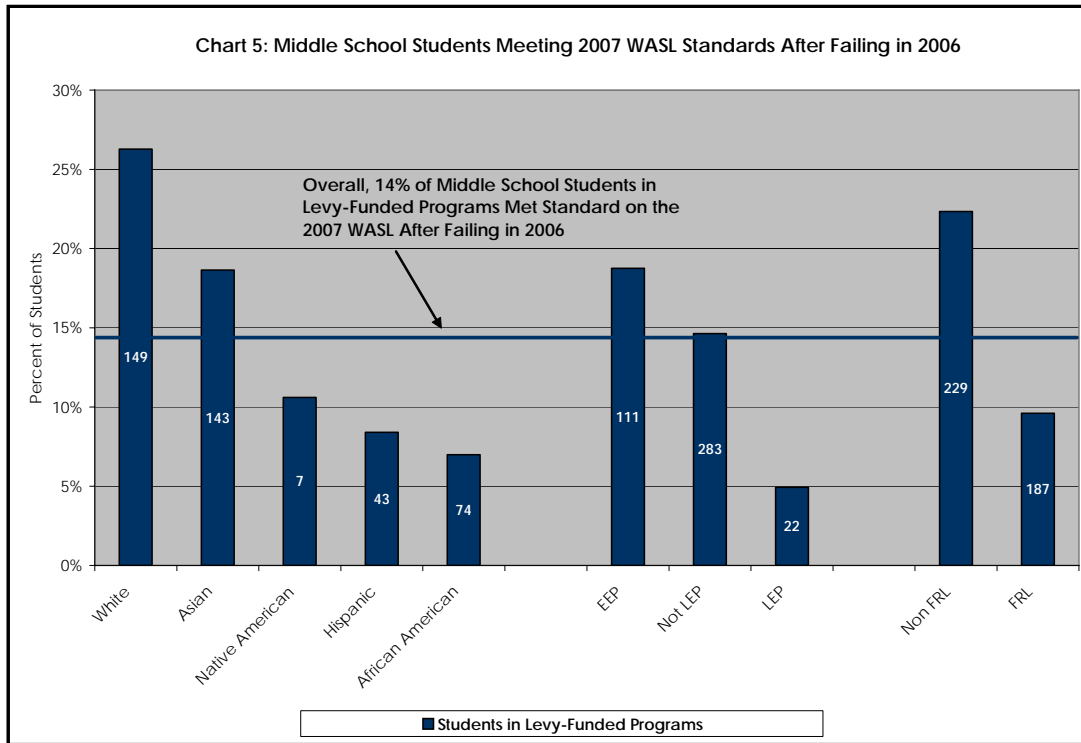
- Chart 5 on the following page indicates that Levy programs are helping middle school students meet academic standards, but the achievement gap persists.
- Given that some student groups start out further behind academically, it is important to measure academic progress to ensure these students are making gains toward meeting standards.
- Over half of middle school students in Levy-funded programs did not meet WASL math standards.
- Chart 6 highlights progress toward meeting math standards, showing students improving from Level 1 to Level 2 on the math WASL. Progress was not consistent across student types.
- While Levy programs are doing a good job of serving some very low-performing students, additional analysis is needed to determine why some student groups are not making similar gains and what needs to be done to promote academic achievement for these students.

## Middle School Students



# The Achievement Gap – Middle School

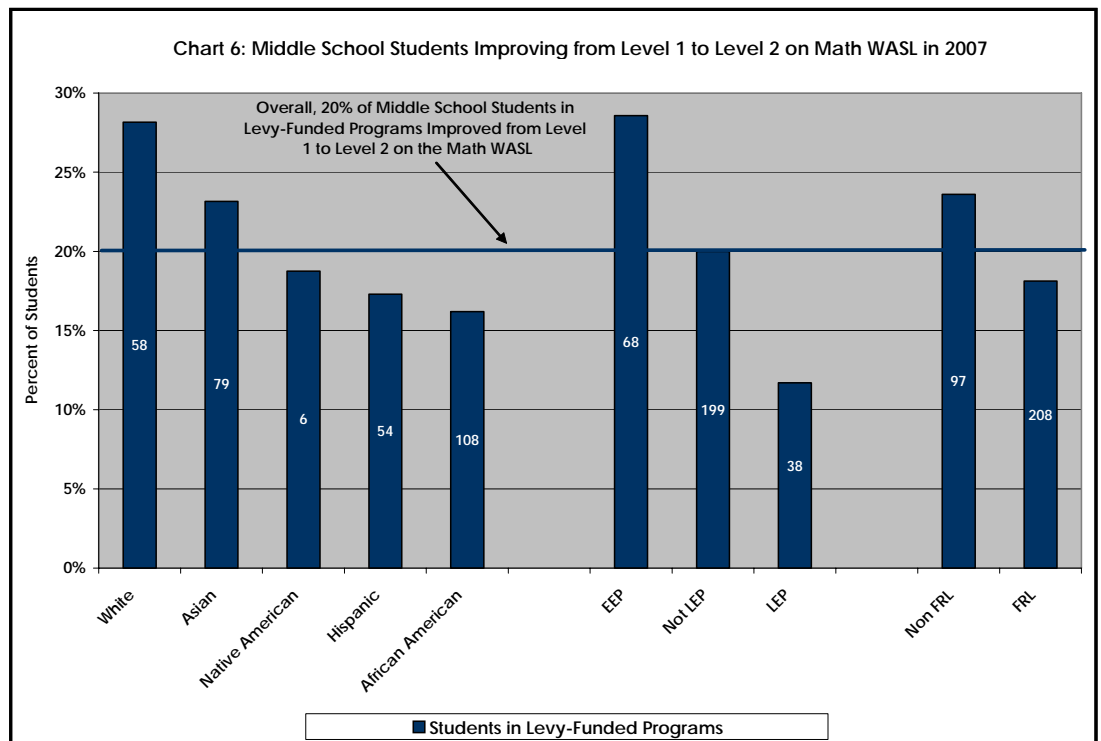
## The Challenge: Meeting Academic Standards



- Overall, 14% of Levy middle school students met standard on the WASL in 2007 after failing to do so the previous year.
- Some groups of students achieve at four times the rate of other groups, indicating a persistent gap in achievement.

## The Progress: Gains Toward Meeting Math Standards

- Overall, 20% of Levy middle school students improved from Level 1 to Level 2 on the math WASL in 2007.
- Gains to close the achievement gap were made but disparities exist, particularly for students with limited English proficiency.



# Academic Achievement – 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.

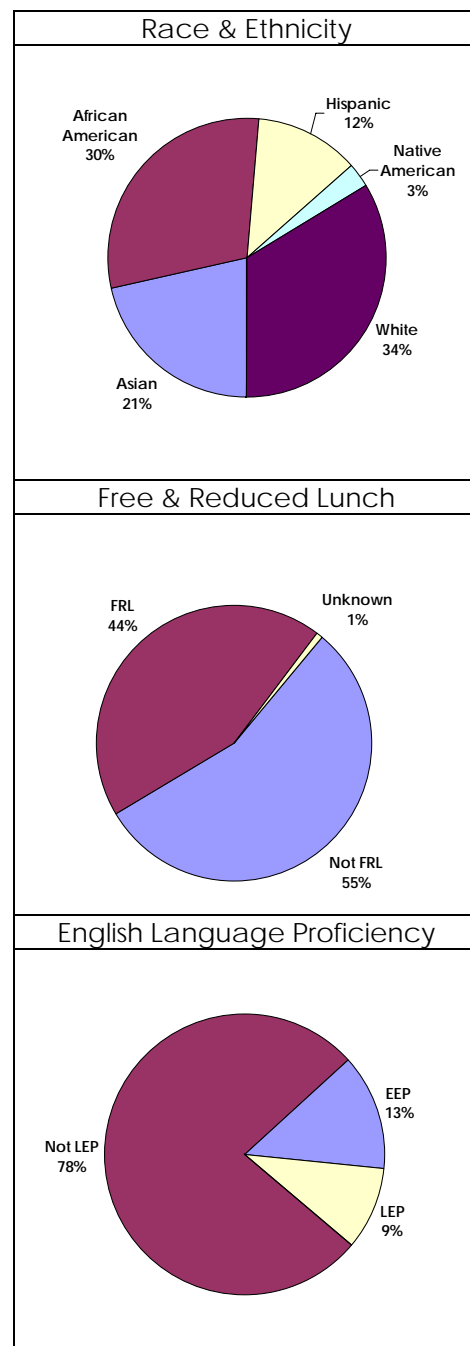
## Outcomes

- 6,412 high school students participated in Levy programs.
- 706 high school students served by the Levy met standard on the 10<sup>th</sup> grade WASL.
- 122 of high school students served by the Levy met WASL standard in 2007 after failing to do so in 2006.
- 77 of Levy high school students moved from Level 1 to Level 2 on the math WASL in 2007.

## Observations

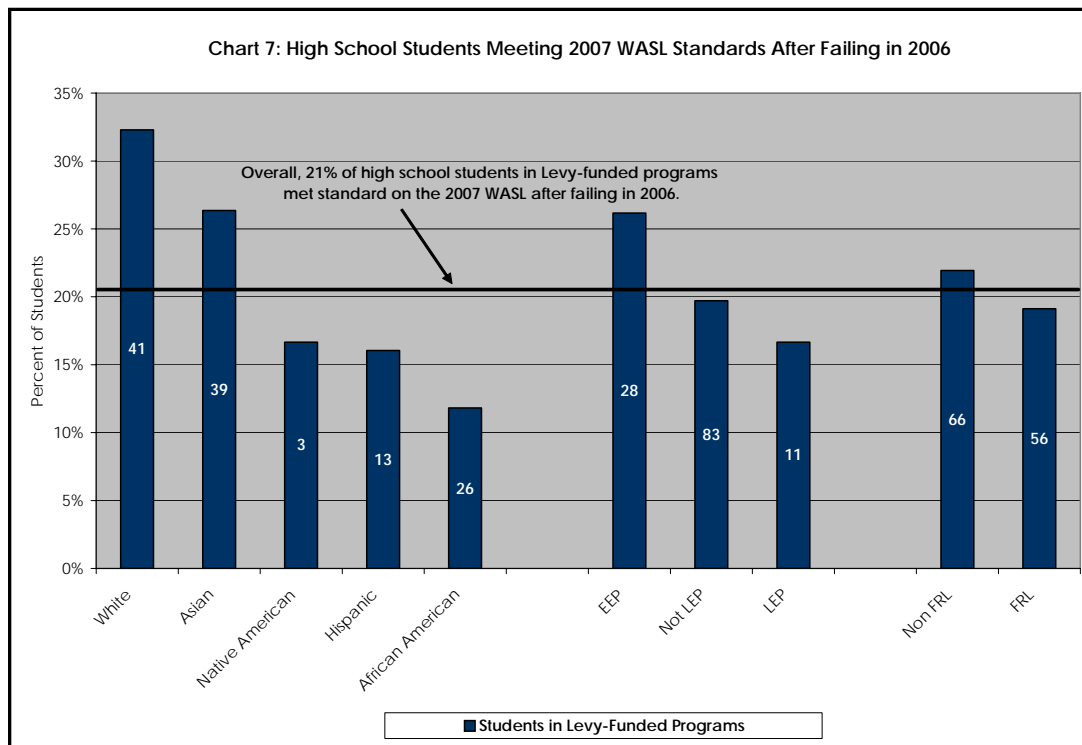
- Given that the WASL is only administered in 10<sup>th</sup> grade, it is difficult to monitor academic progress for high school students.
- Additional indicators are needed to determine if high school students are achieving academically. Such indicators might include passing academic core courses or the number of credits earned each semester.
- Chart 7 on the following page indicates that Levy programs are helping high school students meet academic standards, although the achievement gap persists.
- Two-thirds of high school students in Levy-funded programs did not meet 10<sup>th</sup> grade WASL standards.
- Chart 8 shows that high school students served by the Levy are making academic progress in math, by improving from Level 1 to Level 2 on the math WASL. These gains are not equally distributed across groups.

## High School Students



# The Achievement Gap – High School

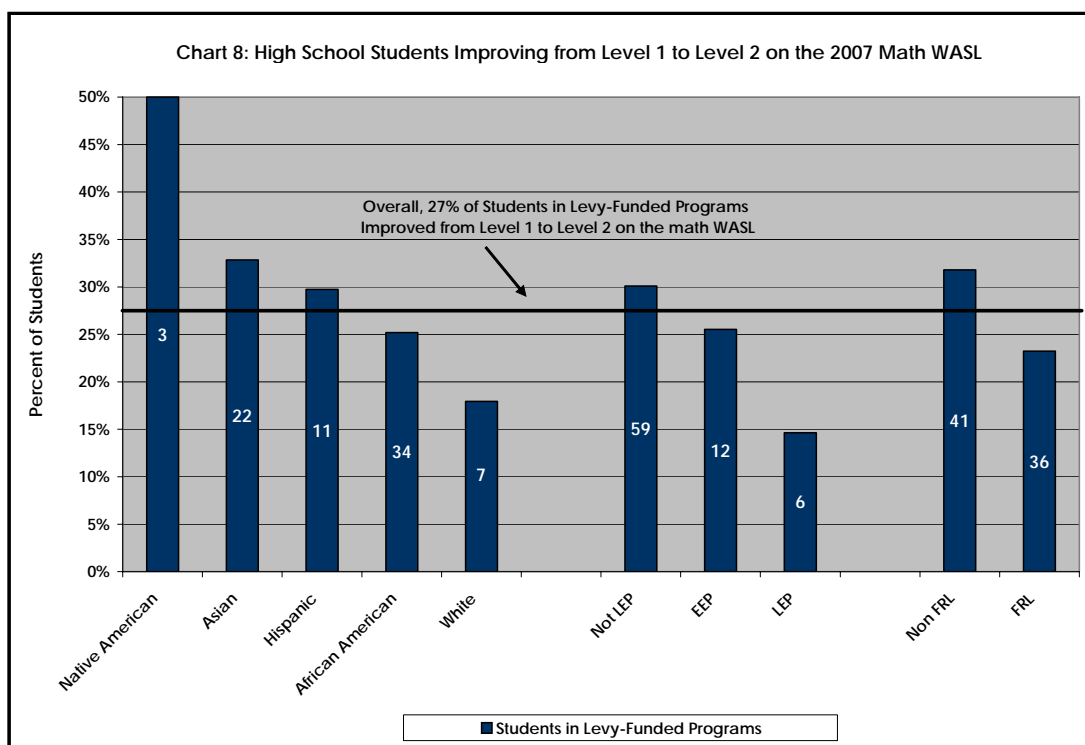
## The Challenge: Meeting Academic Standards



- Overall, 21% of high school students served by Levy programs met the WASL standard in 2007 after failing to do so in 2006.
- Outcomes were unequally distributed, particularly for students from different race/ethnicity groups.

## The Progress: Gain Toward Meeting Math Standards

- Overall, 27% of high school students in Levy-funded programs improved from Level 1 to Level 2 on the math WASL.
- Gains were unequally distributed across student groups, yet patterns differed from those seen in elementary and middle schools.



# Dropout Prevention & High School Graduation

The Levy invested in a case management program to support high-risk youth in order to reduce the dropout rate and help students graduate. In addition to this program, the Student Health and Middle School Programs also contribute to dropout prevention by focusing on the academic achievement of struggling students, even though their program targets were not directly tied to this outcome. The outcomes detailed below only reflect participants in the High-Risk Youth program.

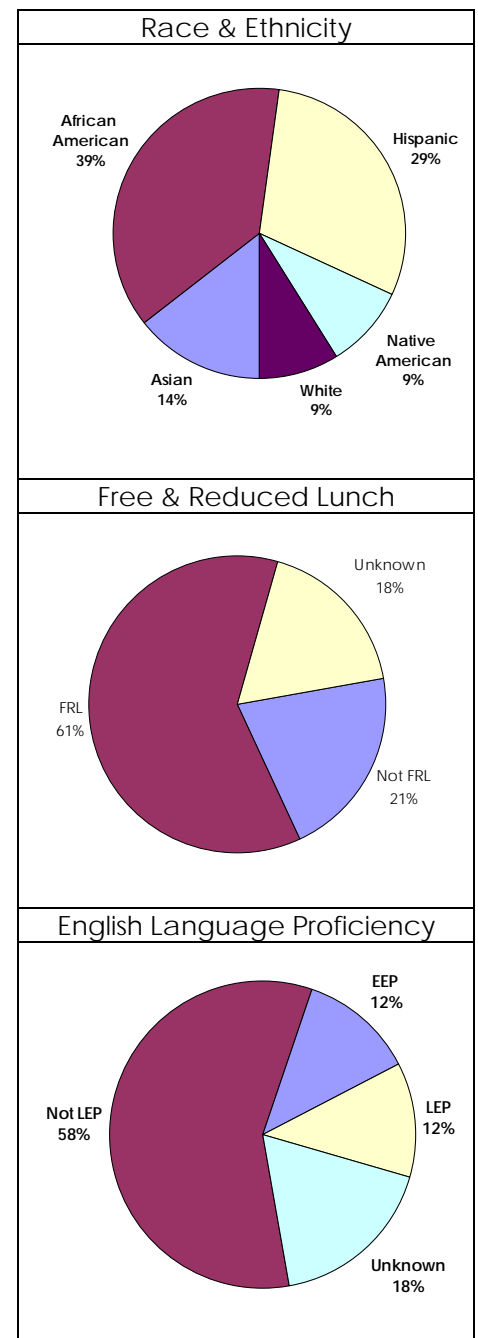
## Outcomes

- 9 high-risk youth met standard on the WASL (Target: 16).
- 45 high-risk youth graduated (Target: 26).
- 228 high-risk youth progressed to next grade level (Target: 250).
- 445 high-risk youth re-enrolled or stayed in school (Target: 250).

## Observations

- Over the past two years the Levy has helped only 67 high-risk youth graduate and 19 high-risk youth meet the WASL standard, a graduation requirement for the class of 2008. Given the limited results to date, the Levy needs a broader strategy to prevent dropouts and improve graduation rates.
- Current work is underway to change the Levy's approach to dropout prevention and graduation. Based on best practices research, the Levy and Seattle Public Schools are collaborating to focus on students early in their high school career, promoting academic achievement prior to failure or dropping out.
- Better collaboration is needed across Levy programs to provide continuity and comprehensive services for high-risk youth. For example, high school programs should work with the middle school programs in order to identify incoming 9<sup>th</sup> graders who are at-risk students.
- A more explicit connection is needed between graduation rates and the work of the Student Health programs. The Levy has already set a graduation target for School-Based Health Centers and school nurses for the 2007-08 school year.

## High-Risk Youth



# 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 5-6.

## Early Learning investments are made in five areas:

1. **Step Ahead Preschool Program** serving low-income four-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 teachers serving children ages birth to three.
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

Two- and three-year-olds served through the Parent-Child Home Program (PCHP)	<b>212</b> (Target: 200)
Three-year-olds served by the PCHP who met standards at the end of two years	<b>78</b> (Target: 64)
Four-year-olds in ELN preschools whose teachers participated in professional development	<b>420</b> (Target: 330)
Four-year-olds in ELN preschools whose teachers met the standard on classroom assessments	<b>402</b> (Target: 252)
Two- and three-year-olds in ELN child care whose teachers participated in professional development	<b>239</b> (Target: 206)
Birth to three-year-olds whose teachers met the standard on classroom assessments	<b>144</b> (Target: 134)
2005-06 Levy preschool children enrolled in Seattle Public Schools kindergarten in 2006-07	<b>342</b> (Target: 330)

## Professional Development & Quality Classrooms

Martha Diaz always appreciated the quality of care provided for her son at José Martí Child Development Center, so when she turned 18 she began working as a classroom assistant. She never dreamed she would be able to earn a college degree in education. Her classroom was one of the first to qualify for a professional development program that funded higher education classes, aimed at enhancing the skills of early childhood education teachers.

Having worked at José Martí for the past 10 years, Martha is now a lead teacher in a half-day classroom. She was the first teacher at José Martí to receive an Associates Degree in Early Childhood Education, with a specialization in bilingual education. In addition to teaching, Martha presents at local and international childcare conferences and trains teachers in preschool curriculum and literacy development.

Martha is a teacher with a commitment to the children and families she serves, and her own ongoing professional development. Her skill in the classroom is instrumental in helping close the achievement gap for children of color and bilingual children in Seattle. In the 2006-07 school year, 93% of children in her class met developmental standards on the DIAL-3. Martha is looking forward to receiving her bachelor's degree in education this spring.

## Observations & Recommendations

- To ensure quality within the early learning networks, the City needs to develop a quality rating system. This system should include ratings of administration, licensing, teaching staff, teacher compensation, curriculum and classroom resources. Ratings will serve as a guide for understanding the professional development and technical support needed to enhance the quality of the early learning networks.
- A comprehensive professional development plan for birth through five teachers is needed. The plan should include content specific skills and adult-child interaction guidelines for all City-of-Seattle-administered programs. This plan should differentiate the level and type of professional development for teachers, based on individual need.

# 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.

## 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. While the program serves a total of 3,786 students, teams within each school selected 1,528 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	
Family Support	Family & Community Partnerships
<b>1,528 focus students served</b> (Target: 1,500)	<b>448 students served</b> (Target: 400)
<b>334 value-added students</b> passed DRA or WASL (Target: 200)	<b>99 value-added students</b> passed DRA or WASL (Target: 50)
<b>24% of students improved</b> from Level 1 to Level 2 on math WASL	<b>28% of students improved</b> from Level 1 to Level 2 on math WASL

## Observations & Recommendations

- Family Support and Family & Community Partnerships are an important example of effective program coordination. They are now working with Levy- and non-Levy-funded Elementary Community Learning Centers to maximize their impact on academic achievement for students.
- In addition to outcomes data, formal evaluations and feedback from families on the services provided by the Family Support and Family & Community Partnerships programs could provide greater understanding of how to support students and involve families in promoting academic achievement. This information should be shared across sites to enhance and promote best practices.

## Family Support Workers Earn Case Management Certificates from UW

During the 2006-07 school year, Family Support Workers participated in a nine-month certification program at the University of Washington. The purpose of the program was to ensure that children and families receive consistent and professional services. The training encouraged FSWs to consider interrelated needs of families and to formulate action plans based upon both individual and family characteristics as well as contextual considerations. The certificate program also allowed FSWs to apply their new skills and knowledge to actual cases and to receive feedback and consultation from colleagues.

## Family & Community Partnerships - Connecting with Families

"I called one of the Ethiopian families who rarely came to the school to invite them to a Family Night. The mother told me she did not feel comfortable at the school, as no one spoke her language and she did not understand what was going on. I told her I would be there and could translate for her, so she wanted me to meet her at the door. I did and she and her family came to many events after that. Now that other East African families know I am at the school, they come much more often and participate alongside the other families."

Community-based organization representative



# 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 set of services, activities and learning experiences that are aligned with academic standards, culturally relevant 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 curriculum.

## 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

### Cooper Elementary's Focused Partners: Collaborating for Academic Success

Mary\*, a fifth grader at Cooper Elementary, had behavior problems in class, social difficulties with her peers and struggled academically. She spent frequent time in the Principal's office and her mother was called on a regular basis.

The school Principal, Head Teacher, Community Learning Center Coordinator, Family Support Worker and Teacher developed and implemented an intervention plan that included case management, counseling and parent support. The plan involved consistent boundaries for Mary in all environments. While the Community Learning Center program provided a positive learning environment that she wanted to participate in, the Family Support Worker coordinated services to begin counseling and provide resources to stabilize Mary's behavior at home. Through this support, Mary's mother has established and implemented consequences for disruptive behavior at home.

The collaborative boundaries established between the classroom, the CLC program and home have led toward more stable behavior. Through this team approach, Mary has shown vast improvement with her behavior, enabling her to find academic success and emotional stability. She is now completing her homework without arguments and her peer conflicts have been significantly reduced.

## Elementary CLCs Outcomes

	All Elementary CLCs	Concord	Cooper	Van Asselt
<b>Students served</b>	<b>264</b> (Target: 210)	89	86	90
<b>Value-added students</b> (passed DRA or WASL)	<b>54</b> (Target: 30)	13	20	21

## Observations & Recommendations

- Elementary CLCs funded by the Levy are collaborating with the Family Support and Family & Community Partnerships programs, providing a model for program coordination at schools with non-Levy-funded CLCs.
- Outcomes for students differed by CLC site. Additional analysis is needed to examine these differences to determine why some programs are more successful in helping students achieve academically.
- In addition to working with the Family Support and Family & Community Partnerships programs, CLCs should collaborate across sites to share strategies and best practices.

# 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)

Each Middle School Support Program creates a multidisciplinary team to identify students who are struggling academically. Teams then:

- Develop individualized interventions for students, such as extended learning opportunities, mental health services, family outreach or focused skill development.
- Engage students and families in the development of Student Learning Plans (SLPs) that outline steps to help students meet academic standards.
- Coordinate existing school, family and community resources to support students.

## 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.

<b>MSSP &amp; Middle School CLCs Outcomes</b>		
<b>MSSP Participation: 1,425 students</b> (Target: 1,200)		<b>CLC Participation: 4,653 students</b> (Target: 4,000)
<b>MSSP Only</b> 62 value-added students passed WASL (Target: 53)	<b>MSSP &amp; CLC Participation</b> 106 value-added students passed WASL (Target: 128)	<b>CLC Only Participation</b> 278 value-added students passed WASL (Target: 120)
<b>23% improved</b> from Level 1 to Level 2 on math WASL (Target: 20%)	<b>19% improved</b> from Level 1 to Level 2 on math WASL (Target: 20%)	<b>17% improved</b> from Level 1 to Level 2 on math WASL (No target set)
<b>Total MSSP/CLCs Value-Added Outcomes = 446 students met WASL standards</b> (Target: 301)		

## Observations & Recommendations

- Middle School Support and Community Learning Centers collaborated to align academic enrichment activities with the school's curriculum.
- Middle School Programs were redesigned for 2007-08 to put greater emphasis on the lowest-performing math students in the lowest-performing schools.
- Additional analysis is needed to examine outcomes by school site.

# 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	<b>890</b> (Target: 665)
High-risk youth served by the program with valid Seattle Public School IDs	<b>682</b> (Target: 632)
High-risk youth who stayed in school/came back to school	<b>445</b> (Target: 250)
High-risk youth who progressed to next grade level	<b>228</b> (Target: 250)
High-risk youth who passed the WASL	<b>9</b> (Target: 16)
High-risk 12 <sup>th</sup> grade youth who graduated	<b>45</b> (Target: 26)

## Observations & Recommendations

- For the 2007-08 school year, STFY is focusing case management services on 8<sup>th</sup> – 10<sup>th</sup> grade youth, to help facilitate a successful transition from middle school to high school, and to help students have academic success earlier in their high school career.
- As noted in the *Dropout Prevention & High School Graduation* section on page 14, the Levy needs a more effective approach to dropout prevention. The Levy and Seattle Public Schools are collaborating to develop a new strategy for future years.

## Connecting At-Risk Youth with Academic Support: A.O.'s Story

STFY case managers work with youth to help them accomplish specific goals, such as increasing their attendance rates and improving their GPA. STFY participant A.O.'s story shows how support from a case manager helped in setting and achieving such goals.

A.O., an immigrant from Somalia, was referred to STFY by her assistant principal. She was having issues with truancy, a low GPA, poor attendance and was behind in course credits. Her case manager started by working with her to improve her attendance. Within four weeks, she was attending class almost every day and coming to class on time.

With the help of her case manager, A.O. enrolled in the Center for Career Alternatives Summer Youth Employment and Education Program. She completed the program successfully, gaining full course credits. In addition, she participated in the Youth Leadership Program where she built on her public speaking ability. Last summer she was invited to speak at the Washington State Human Rights Public Hearing on youth employment and discrimination.

A.O. has worked hard to increase her credits and will be graduating on time, despite being behind in credits only one year ago. She is very happy to have STFY supporting her and is looking forward to graduating this coming spring.

Excerpt from STFY Files, 2006-07

# 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	<b>5,118</b> (Target: 5,000)
K-12 students brought into compliance with required childhood immunizations	<b>4,911</b> (Target: 4,000)
Students assisted in managing asthma, depression, and other chronic conditions	<b>1,814</b> (Target: 1,800)
High-risk students identified and served through interventions that support academic achievement	<b>1,793</b> (Target: 800)
Value-added students served by school-based health centers who passed the WASL	<b>474</b> (Target: 150)

## Observations & Recommendations

- Continue and increase emphasis on connecting mental health services with academic interventions.
- Facilitate better linkages with other Levy programs at the middle and high school level.
- Explore ways to measure and evaluate connections between student health services and academic outcomes.

## Connecting Mental Health Services with Academic Intervention Strategies

By January of the 2006-07 school year, Seattle's school-based health centers (SBHCs) identified 744 students who were assessed as at risk of not succeeding in school and experiencing health concerns that could be barriers to their success. Of these identified students, over 70% received direct service from an SBHC mental health counselor.

Addressing mental health concerns may be one of the most effective ways that SBHCs can contribute to students' succeeding in school. The greatest challenge that SBHC counselors face in supporting students to succeed in school is the lack of a school staff or school program with which they can partner to coordinate and lead academic-related interventions and support. With legal restrictions that limit access to school records, and an obligation to provide clinical mental health care and case management services, SBHC counselors cannot take on this body of work at the desirable level.

Additional work needs to be done to identify and partner with school staff and programs that can lead academic-oriented interventions. Public Health and sponsor organizations will work with SBHC staff, school administrations, and district leadership to assure that organizational and systemic improvements lead to successful partnerships.

From "Mental Health Services Quality Review: Supporting School Success." Public Health – Seattle & King County, 06/12/07

# Summary of Findings & Next Steps

## Summary of Findings

Outcomes from the second year of the 2004 Families and Education Levy demonstrate numerous accomplishments and highlight positive academic progress. Almost all Levy programs met or exceeded their targets for 2006-07. These outcomes demonstrate academic achievement gains for many students in Seattle Public Schools and important developmental gains for young children preparing to enter school. But there is still much work to be done. Targets need to increase as programs become more efficient and effective in helping students achieve academic success.

While the Levy's efforts have been successful in increasing academic progress for many students, these efforts have not been enough to reduce the gap in students meeting academic standards. Exceptions to the persistent achievement gap can be found in the progress of low-performing math students. While not uniform, these gains are more equally distributed across student groups, indicating Levy programs are making great strides toward meeting the needs of all students struggling in math. In the coming years, the Levy will continue to serve these low-performing students, providing them with the skills necessary to meet academic standards.

## Next Steps

- The Levy programs will continue to explore and use more time-sensitive and aligned assessments to help identify students in need, develop appropriate intervention strategies, and measure progress toward academic goals. The Levy will track the progress of students over time to determine if academic gains are sustained and/or improved upon.
- The Office for Education will collaborate with Levy programs to disaggregate data to better understand and address the persistent achievement gap. Particular attention will be given to differences in student outcomes across program sites.
- The City will work to develop a quality rating system and comprehensive professional development plan for the early learning networks. The City will also collaborate with Seattle Public Schools and the early learning community to select a school readiness measure that will inform the success of the Levy's preschool programs.
- The Levy will continue to collaborate with Seattle Public Schools to develop an academic achievement and dropout prevention strategy focusing on the academic needs of 9<sup>th</sup> grade students. This program will utilize multiple academic indicators to assess the progress of students toward on-time graduation and to develop programs that will address academic problems before they become intractable.
- The Office for Education will facilitate collaboration: 1) **between** Levy programs, to maximize services for students, and 2) **within** Levy programs, to ensure best practices are shared across program sites. Both efforts will enhance opportunities to improve academic achievement for all students.