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EDUCATION
LEVY

City of Seattle

Office for Education

Families and Education Levy

2007 Mid-Year Report

May 2007



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Families & Education Levy

2007 Mid-Year Report

Introduction & Background on FEL

This is the second Mid-Year Report for the 2004 City of Seattle Families and Education Levy (FEL). In 2004, Seattle voters overwhelmingly approved a \$117 million, seven-year property tax levy to improve academic achievement and reduce the achievement gap for all Seattle students. In order to measure the Levy's impact on achievement, the City committed to tracking indicators of student progress and educational outcomes.

Levy Investments

The FEL 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 Involvement
- Out-of-School Time for Elementary Students
- Middle School Programs
- Support for High-Risk Youth
- Student Health
- School Crossing Guards

The FEL is in effect from September 2005 through August 2012. The Levy is currently in its second school year (2006-07).

Levy Budget

FEL 2006-07 budget is shown on the next page by investment area

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**Families & Education Levy Program Budget
2006-2007 School Year**

Early Learning	\$3,012,858
Family Support	\$2,385,306
Family Involvement	\$500,707
Elementary CLCs	\$483,926
Middle School Programs	\$1,023,627
High Risk Youth	\$1,242,311
Health	\$3,822,192
Crossing Guards	\$526,344
Administration/Evaluation	\$711,922
Total, All Levy Programs:	\$13,709,193

Accountability for Academic Achievement

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

The City implemented new accountability measures to track the Levy's impact on Seattle students. 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.

Levy Outcomes & Targets

In developing the policy framework for the 2004 FEL, the Levy Oversight Committee (LOC) identified three overarching outcomes:

- **School Readiness** (measured by the DIAL-3 kindergarten readiness assessment and the Developmental Reading Assessment [DRA]);
- **Academic Achievement** (measured by the Washington Assessment of Student Learning [WASL] for students in grades 3-10 and the DRA for students in grades K-2); and
- **Reduced Dropout Rate/Increased Graduation Rate** (measured by the dropout rate and the graduation rate¹)

All FEL programs contribute to at least one of the above outcomes.² Targets represent a goal for the number of students in each program who will be ready for kindergarten, achieve academically, stay in school or graduate. Targets are adjusted annually based on data.

¹ The City currently uses annual graduation and dropout rates; as the City builds historical data, it intends to use cohort graduation rates.

The FEL uses the Seattle Public Schools and State of Washington's measure for academic achievement: the WASL. In 2005-06, meeting WASL targets for the FEL meant that students would need to meet the standard in reading and math. Beginning in the 2006-07 school year, meeting WASL targets for the FEL mean students need to meet the standard in reading, math and writing for the grade levels where these assessments are administered.

The 2005 FEL Implementation Plan set targets for all seven years of the Levy, with targets increasing each year. In the spring of 2006, the LOC specified that from that point forward, all targets shall represent additional students meeting academic standards, adding to the base of students who already achieved before participating in the Levy. The additional students who achieve academically after participating in the Levy are the "value added." In the 2005-06 school year, the Levy did not specify that targets were value-added.

Levy Indicators of Progress

In addition to the targets for school readiness, academic achievement and dropout prevention, each program set interim indicators of progress toward targets. Examples of indicators include:

- Students improving attendance
- Reductions in student disciplinary actions
- Four-year-olds who meet curriculum-embedded developmental standards
- Families attending parent/teacher conferences and other school events

The purpose of this document is to report on and analyze mid-year indicator data for Levy investments. Indicator data are disaggregated by race, income³ and language ability.

Key Themes of 2006-07 Mid-Year Indicator Data

As a result of the City's new accountability system implemented in 2005 and 2006, the Levy tracks detailed indicator data on all students receiving services. This is a major accomplishment. Although the City is still improving data systems at the program level, as well as the process for using data to drive decisions, the data available allow for greatly enhanced accountability.

Indicator data in this report show that in most cases, programs appear to be on track to meet targets for this school year. That said, the data also reveal the need to improve data management systems and refine indicator data the Levy collects in order to ensure the most useful indicators are tracked and analyzed frequently and accurately. It is critical for data systems to be fully implemented as soon as possible in order to follow through on the Levy's commitment to greater accountability.

² School Crossing Guards do not have an academic target.

³ Student eligibility for free/reduced price lunch is used as a proxy for low-income status.

At a more detailed level, data show a need to develop standards, or “business rules,” regarding program enrollment, participation, number of hours offered, and other basic program elements. For example, participation levels in Levy preschool and after-school programs varied; there is a need to standardize and increase participation levels in Levy programs to ensure all students receive services often enough to improve academically.

In addition to the overall observations of mid-year data written above, the Office for Education recommends specific course-corrections based on data in each investment area. These are included in each investment area section in this report.

How the City Will Use This Report

This report will show indicator data for the first semester of the 2006-07 school year. The indicator data are important management tools to determine whether Levy programs are on track to meet year-end targets. Program staff have used the data in this report to analyze mid-year how well the Levy is helping students achieve academically, and have already made course-corrections based on data.

Another purpose of this report is to recommend to the Levy Oversight Committee (LOC) course-corrections and program changes for Levy investments and to set targets for the 2007-08 school year. The LOC will consider discuss indicator data and provide input on the recommendations in this report. Course-corrections and targets will be reflected in the Mayor’s proposed 2008 budget.

Outcome data, including school readiness, academic achievement, and dropout and graduation rates, will be available in the summer and fall of 2007; the City will report on outcomes in the 2007 FEL Annual Report.

City-Schools Partnership

The City and Seattle Public Schools mutually believe it is not possible to achieve the outcomes above, or to reduce the achievement gap with respect to the Levy outcomes, without a strong partnership. In 2005, the City and School District created a formal Partnership Agreement outlining the ways in which each partner will contribute to the best outcomes for children and youth in Seattle. The Partnership Agreement is available on the OFE web site: <http://www.seattle.gov/neighborhoods/education/edlevy.htm>. The City and Seattle Public Schools have also created a data sharing agreement to allow the City to track Levy indicators and outcomes. Levy programs benefit from the District’s Community Alignment Initiative, which provides free rent in school buildings for Levy programs.

How This Report is Organized

This report describes and presents indicator data for each FEL investment in the following order: Early Learning; Family Support and Involvement; Elementary School Community Learning Centers; Middle School Programs; High-Risk Youth; and Student Health. Each section briefly describes the investment, presents the 2006-07 budget, compares the 2006-07 targets to the actual progress made so far, analyzes indicator data in detail, and recommends course-corrections and targets for 2007-08.

Early Learning

Program Description

The early learning investment consists of two Early Learning Networks in the southeast and southwest neighborhoods of Seattle, funded from both Levy and non-Levy sources. The goal of the Networks is to prepare all children in the neighborhoods for kindergarten by investing in a comprehensive set of early learning services in those areas. This approach raises the quality of early learning for all children in a geographic area. In addition, the Networks blend funds from multiple sources to maximize early learning investments for students in southeast and southwest Seattle. The Networks invest in the following five areas in order to prepare children for kindergarten:

- 1) **Step Ahead Preschool Programs** serving low-income four-year-old children whose families earn between 110 percent and 300 percent of the federal poverty level. The program focuses on serving children of color, including children who are African-American, East African, Latino, Native American, Vietnamese, Cambodian, Laotian and/or Samoan.
- 2) **Parent-Child Home Program (PCHP)** for low-income families with young children ages two and three who live in Early Learning Network neighborhoods. The program, based on a successful national model, helps parents learn literacy skills to practice with their children.
- 3) **Teacher Training** (e.g., early childhood education, professional development, on-site mentoring and education on curriculum) for early learning teachers serving children ages birth to three in Network neighborhoods.
- 4) **Kindergarten Transition** to ensure successful enrollment in kindergarten for children in home and community preschool programs.
- 5) Increased **compensation** for teachers in early learning programs serving the highest numbers of low-income children in Network neighborhoods. This is a strategy to reduce teacher turnover and reward teacher training and skill building.

Budget

The budget for the Early Learning investments for 2006-07 is shown below.

<u>Early Learning Investments</u>	<u>2006-2007 School Year Allocations</u>
Step Ahead Preschools	\$1,777,392
Pre-Kindergarten Subsidies	\$382,791
Parent-Child Home Program	\$119,583
Teacher Training (Professional Development)	\$246,669
Kindergarten Transition	\$74,000
Compensation	\$171,394
Administration	<u>\$241,029</u>
Total, Early Learning	\$3,012,858

Targets

The table below shows the targets the City set in 2005-06, the actual progress made in that year, the targets set for 2006-07, and the actual progress made so far this year. For 2006-07, the enrollment target was to enroll 388 children in the Levy pre-K program. Of the 388, 194 were Levy-funded Step Ahead slots and 194 were “match” slots funded through other sources. As the table shows, as of January 31, 2007, 420 children were enrolled (188 Step Ahead and 232 match). Step Ahead enrollment was slightly lower than expected and match enrollment was higher than expected.

Enrollment in the Parent-Child Home Program is approximately on-target, with 199 children participating, compared to the target of 200.

Table 1. Early Learning Targets				
	2005-06 School Year		2006-07 School Year	
	Target	Actual	Target	Actual ⁴
Total number of pre-K children enrolled	280	155 ⁵	388	420 ⁶
Four-year-olds in ELN pre-K whose teachers participate in training	280	155	330	420
Number and percent of ELN pre-K 4-year-olds assessed as school ready at the end of the school year ⁷	182 / 65%	77 / 50%	248 / 75%	Avail. Summer '07
Children entering kindergarten that were served by ELN pre-K programs as four-year-olds	238	Not yet avail. ⁸	330	342
Number and percent of ELN students who meet the DRA standard in 2nd grade ⁹	97 / 70%	Avail. 2008-09	193 / 77%	Avail. 2009-10
Number of two- and three-year-olds in ELN child care whose teachers participate in training	131	81	206	239
Number of two- and three-year-olds served through teacher training who progress one level on the child assessment at the end of the school year	84 / 64%	Not assessed	150 / 73%	Avail. Summer '07
Number of birth to three-year-olds whose teachers meet quality standards by the end of the school year				
Two- and three-year-olds served through the Parent-Child Home Program	100	114	200 ¹⁰	199
Number and percent of three-year olds served by the PCHP standards at the end of two years	N/A ¹¹	Avail. Summer '07	64 / 64%	Avail. Summer '08

⁴ As of January 31, 2007

⁵ In addition to the 134 four-year-old children enrolled in Step Ahead, 59 younger children were enrolled early as three year-olds.

⁶ 188 children are enrolled in the Step-Ahead program; 232 are “match” children.

⁷ Assumes 15 percent attrition during the pre-K year.

⁸ The City and School District agreed to assign student identification numbers to Levy preschool children who entered the District in kindergarten. This did not happen for the first group of Levy preschool children. The City and District are working to obtain information on this first group of children and have agreed to assign District ID numbers to future cohorts beginning in fall 2007.

⁹ Assumes 24 percent attrition from kindergarten to 2nd grade.

¹⁰ Includes 100 children continuing in the program from 2005-06.

¹¹ Children participate in PCHP for two years; outcomes are measured at the end of the two years. Children who started in PCHP in 2005-06 will complete the program in June 2007.

Baseline Data

The Levy pre-K program used two child assessments to establish a baseline level for kindergarten readiness at the beginning of the pre-K year: the Curriculum Embedded Assessment, which will be administered three times per year (at the beginning, middle and end of pre-K), and the DIAL-3, which will be administered two times per year (at the beginning and end of pre-K). The purpose of the baseline assessments are to determine how much more children need to learn in order to be ready to enter kindergarten the following year.

Curriculum-Embedded Assessment Baseline

The curriculum-embedded assessment is based on the pre-K curriculum used in the classroom.¹² The assessment measures children's skills in four domains: social/emotional, cognitive, physical, and language. It was expected at the beginning of the pre-K year that 65 percent of all children would score a level 2 out of four possible levels, with 4 being the highest, in each of the four domains of the developmental assessment. Teachers use the student baseline data to develop individualized learning plans for students to ensure they progress to a level 3 or 4 by the end of the pre-K year and are ready to succeed in kindergarten. The goal is for 65 percent of all children to score a level 3 at the end of the pre-K year.

At the time the baseline assessment was administered, 383 children were enrolled in Levy pre-K classrooms (including 188 Levy-funded Step Ahead children and 190 match children). Out of the 383 children, 346 were assessed. Therefore, 90 percent of all children enrolled were assessed, 83 percent of Step Ahead children were assessed, and 97 percent of match children were assessed.

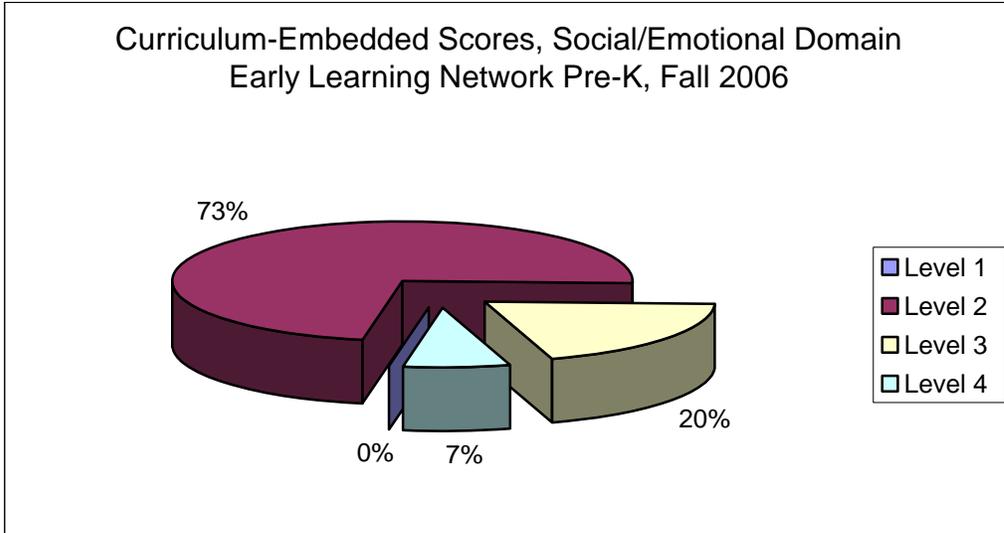
Overall, 204 children (59 percent of those assessed) scored a level 2 in all four domains on the baseline assessment. Thirty-eight children (11 percent) scored a level 3 in all four domains, six children (two percent) scored a level 4 in all four domains, and 12 children (three percent) scored a level 1 in all four domains. Many children scored at different levels in each of the four domains.

The following pie charts show the percentage of children who scored at each level on the baseline curriculum-embedded assessment in each of the four domains. The bar charts show the percentage of children who scored at each level, by race.

Social/Emotional Domain

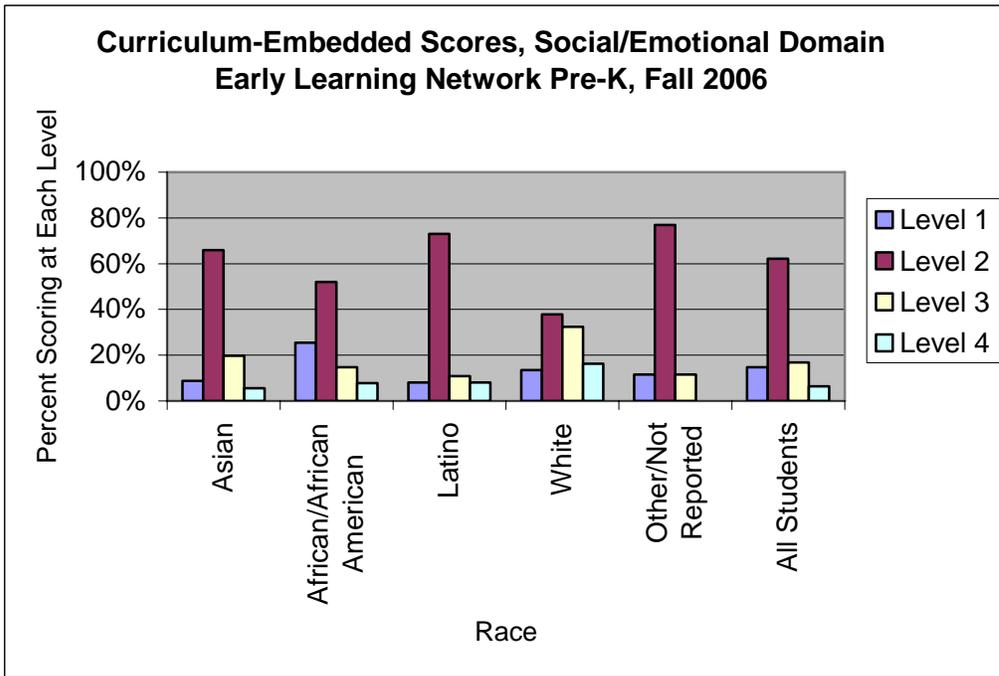
As the social/emotional domain pie chart shows, 62 percent of children scored a level 2. This is close to the expectation that 65 percent of children would score a level 2. Of the children who did not score level 2, 15 percent scored a level 1, 17 percent scored a level 3, and 6 percent scored a level 4. A total of 23 percent scored a level 3 or higher.

¹² Five classrooms use the High/Scope Curriculum and 24 classrooms use the Creative Curriculum.



As of 2/2007

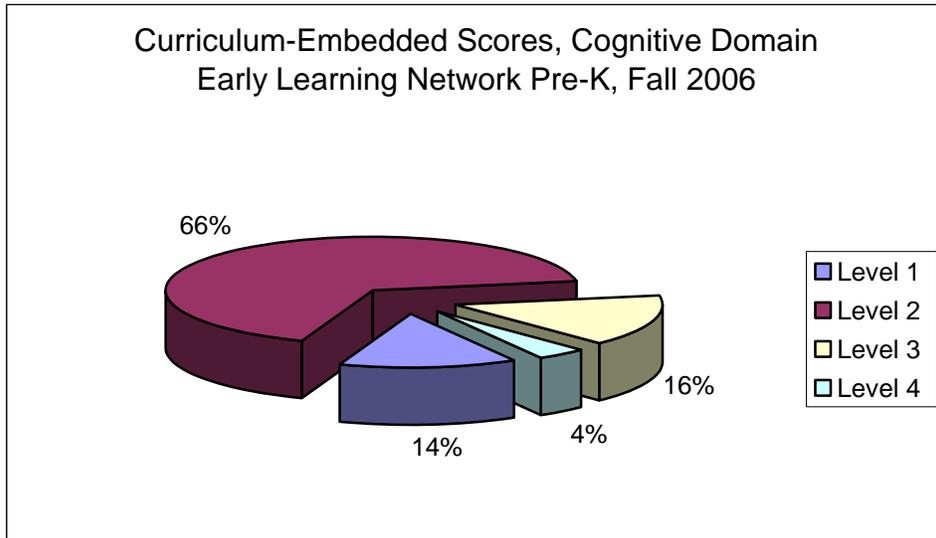
The social/emotional domain bar chart shows the percentage of children who scored at each level, by race. This chart shows how the distribution of scores varies by race. While the majority (62 percent) of all children scored a level 2 on the baseline assessment, with approximately equal percentages of children scoring level 1 and 3 (15-17 percent), the distribution is different for Asian, African/African-American, Latino and white children. For example: a lesser percentage of Asian children scored a level 1 than a level 3; a greater percentage of African/African-American children scored a level 1 than a level 3; scores for Latino children were more greatly concentrated at level 2; and a greater percentage of white children scored at levels 3 and 4 than did children of other races.



Native American scores not included due to small sample number
As of 2/2007

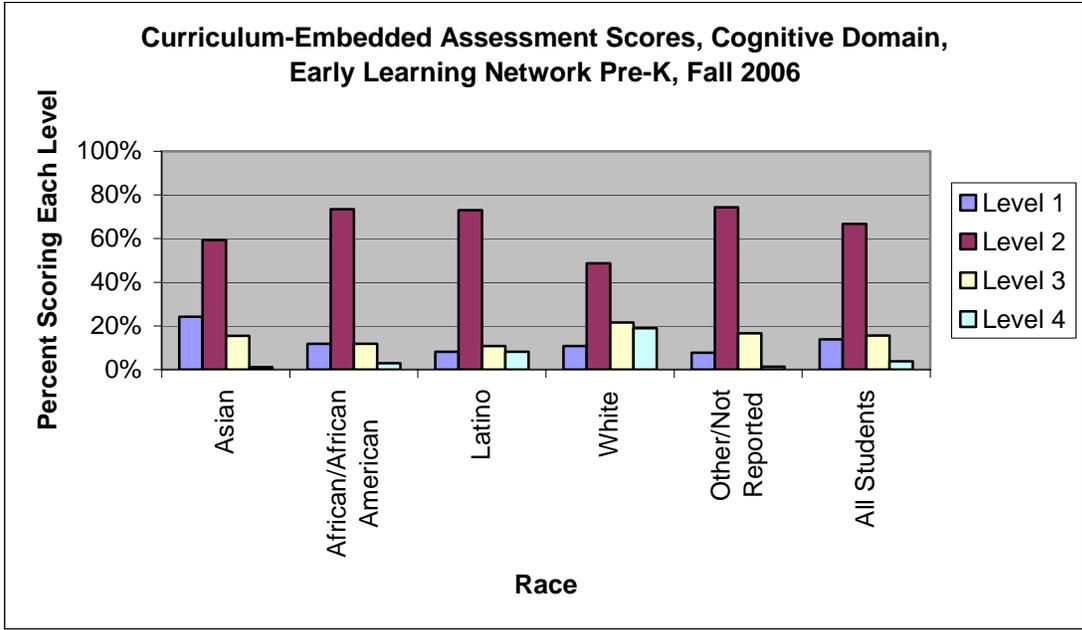
Cognitive Domain

As the cognitive domain baseline chart shows, 66 percent of children scored a level 2. Again, this is close to the expectation that 65 percent of children score a level 2 at the beginning of the year. However, there are slightly fewer students who scored a level 3 or 4 in the cognitive domain, compared to the other three domains. A total of 20 percent scored a level 3 or higher. This suggests an area to focus on to help this year's pre-K students prepare for kindergarten.



As of 2/2007

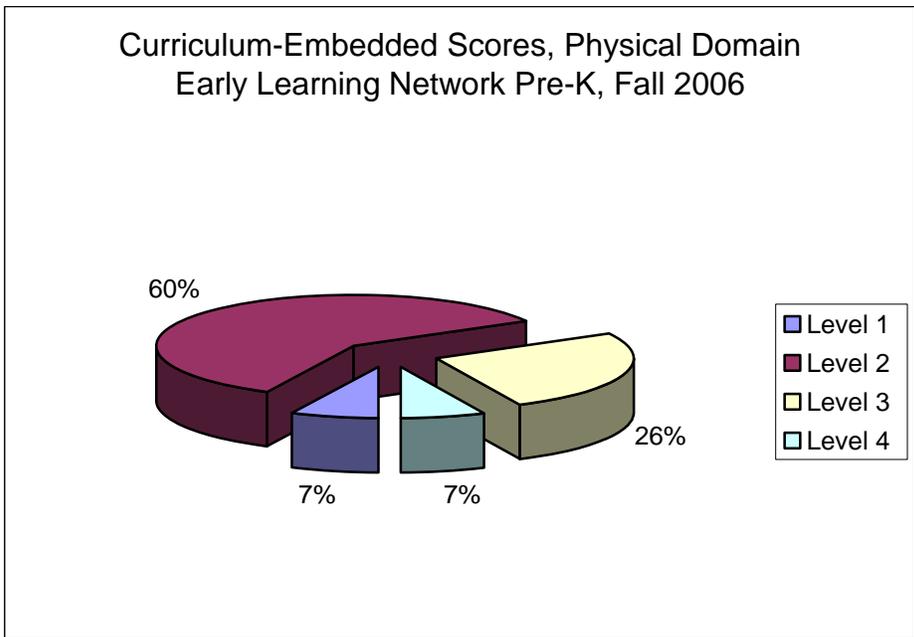
The cognitive bar chart shows children's scores at each level by race. There is less variation in the distribution of scores across race in the cognitive domain, compared to the social/emotional domain. However, it appears a greater percentage of Asian children scored at level 1 than did other children, and a greater percentage of white children scored at levels 3 and 4 than did other children.



Native American scores not included due to small sample number
As of 2/2007

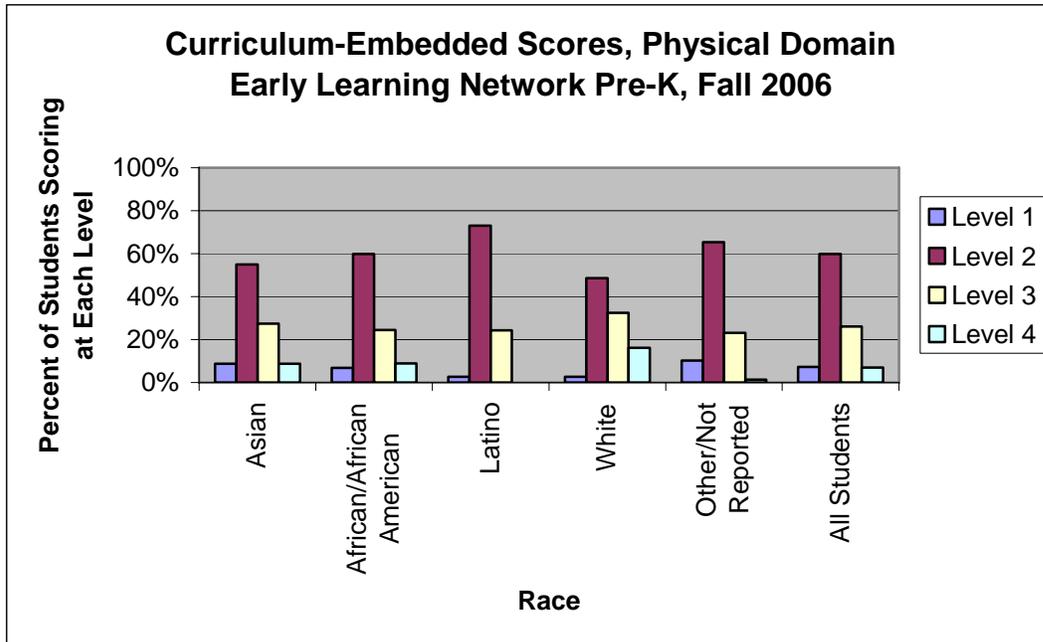
Physical Domain

As the physical domain pie chart shows, 60 percent of children scored a level 2. The physical domain scores were higher overall than scores in other domains. While approximately 14 to 15 percent of children scored a level 1 (the lowest score) in the social/emotional, cognitive and language domains, only seven percent of children scored a level 1 in the physical domain. Thirty-four percent of children scored a level 3 or higher.



As of 2/2007

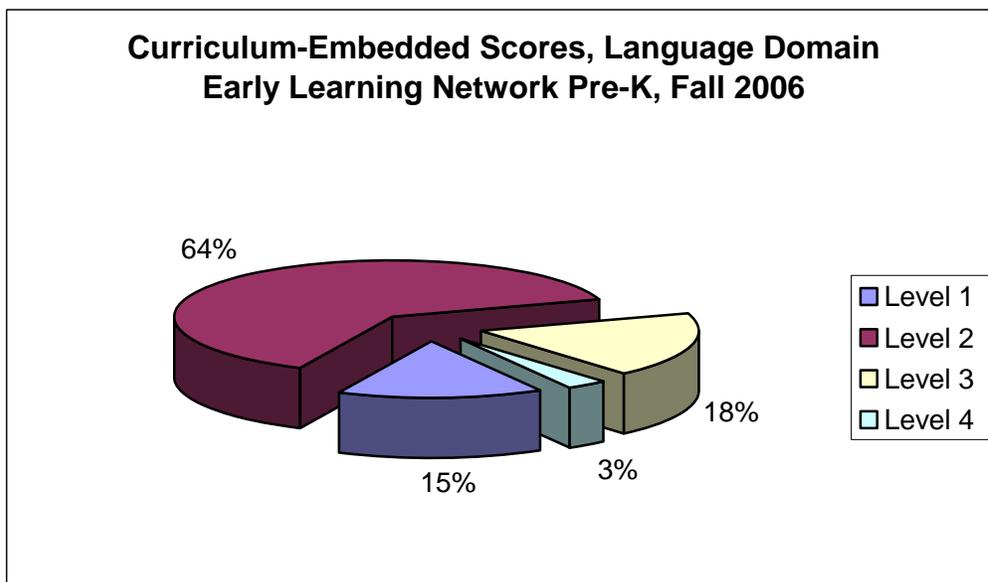
The physical bar chart shows the distribution of children's scores by race. A greater percentage of Latino children scored a level 2 than did other children. In addition, a greater percentage of white children scored levels 3 and 4 than did other children.



Native American scores not included due to small sample number
As of 2/2007

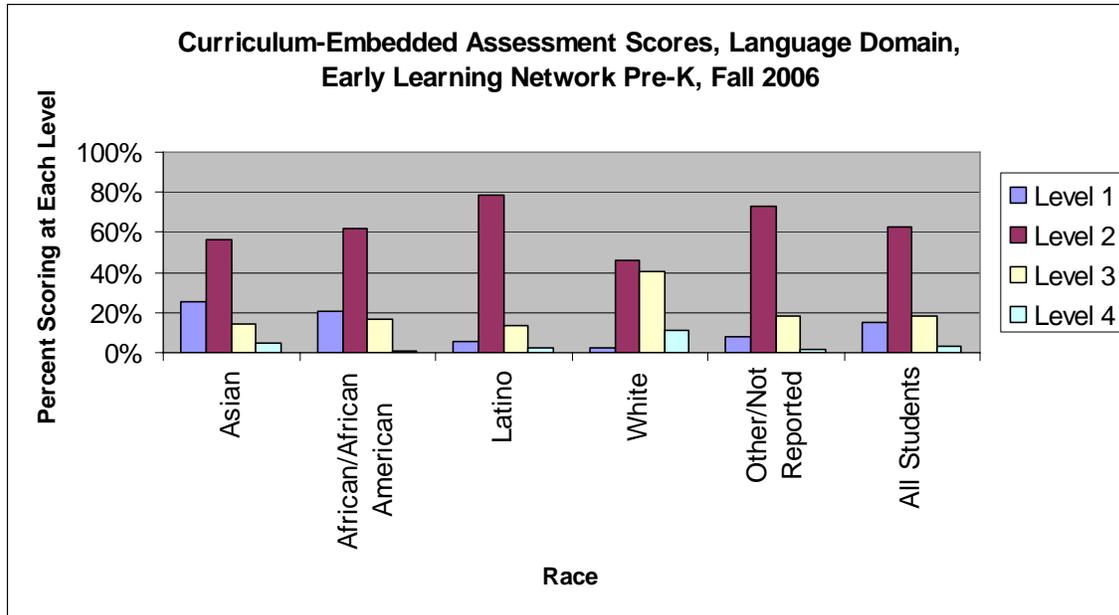
Language Domain

Finally, the language domain chart shows 64 percent of children scored a level 2. A total of 21 percent scored a level 3 or higher.



As of 2/2007

The bar chart for language scores by race shows variation among the student groups. While 15 percent of all children scored a level 1 and 64 percent scored a level 2, 25 percent of Asian children scored a level 1 and 56 percent scored a level 2. African/African-American children also appeared to have a slightly higher percentage of children scoring at level 1 (21 percent), compared to all children. White children appear to have a lower percentage of children scoring at level 1 (3 percent) and a higher percentage of children scoring at levels 3 (41 percent) and 4 (11 percent).

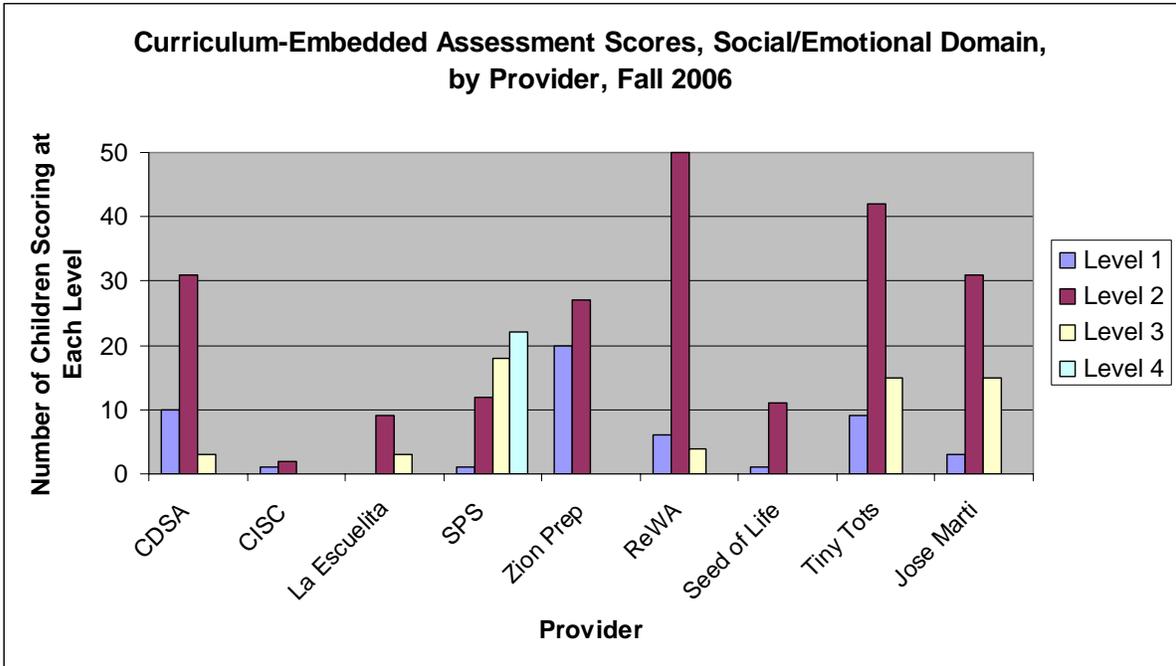


Native American scores not included due to small sample number
As of 2/2007

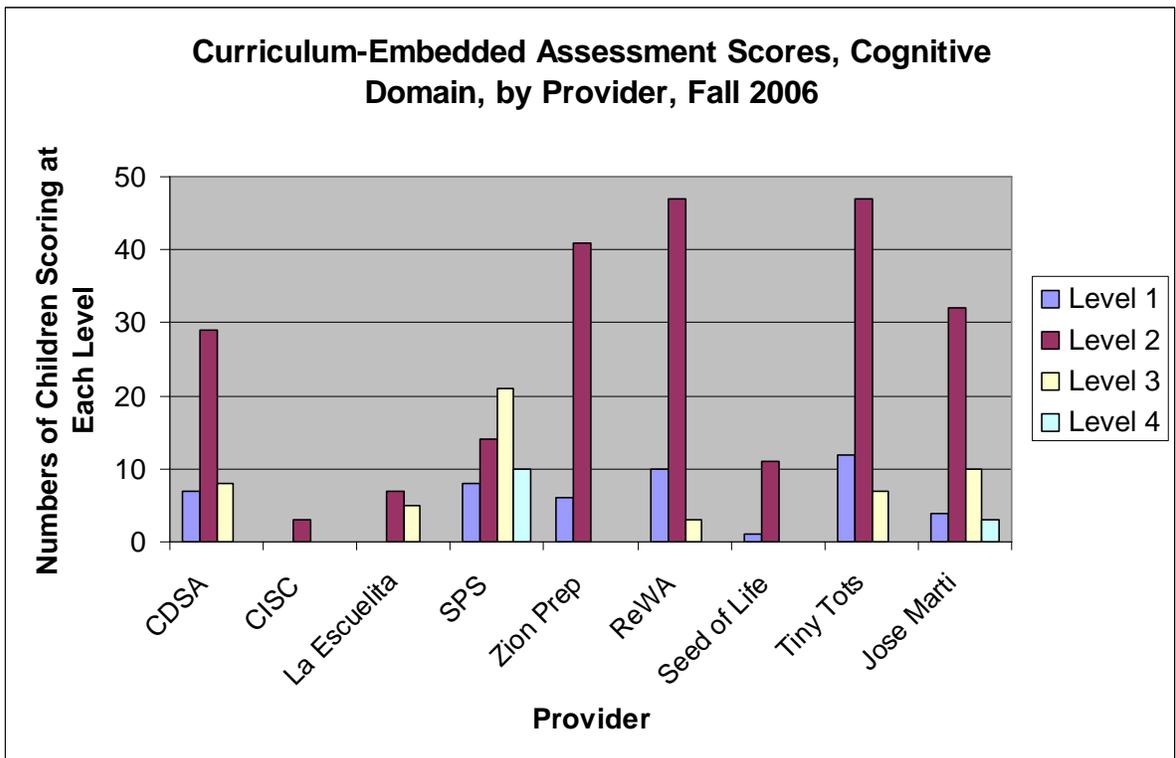
Curriculum-Embedded Assessment Baseline Scores by Provider

In addition to tracking assessment scores by race, the Levy tracks assessment scores by classroom and provider. These data serve two purposes: to identify high- and low-performing sites, thereby ensuring high quality at all sites; and, to direct teacher training and other resources to sites serving children who are starting out further behind.

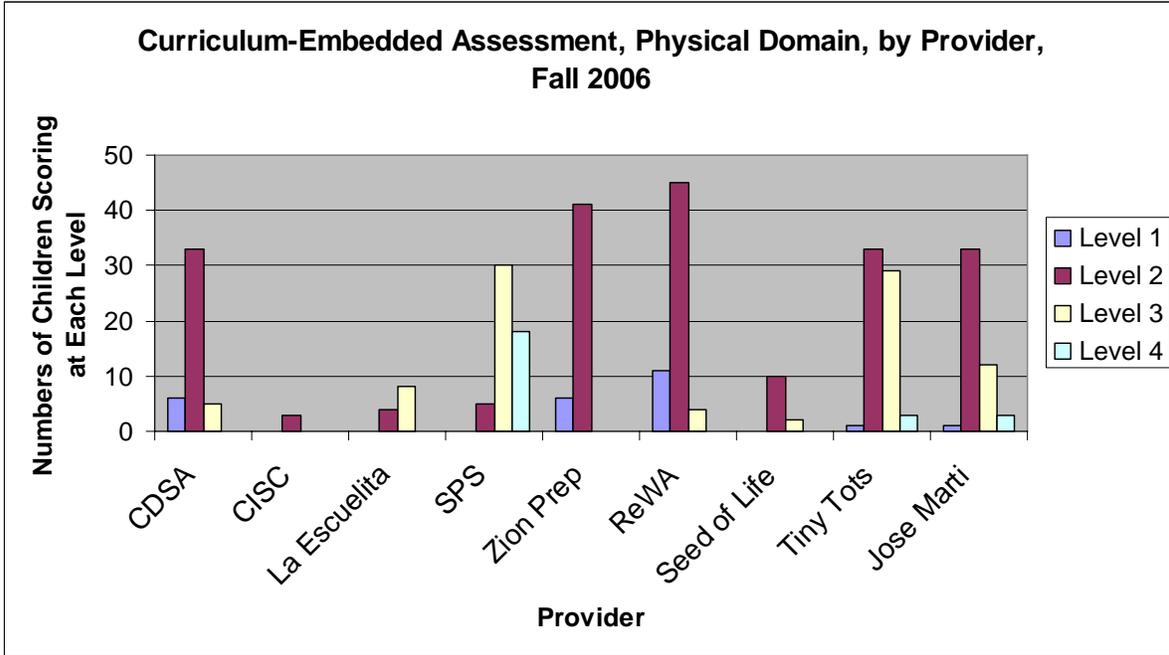
The following charts show the numbers of children who scored at each level, by provider. Scores are included for all classrooms except Seattle Public Schools at T.T. Minor, which did not perform a baseline curriculum-embedded assessment. There are four charts, one for each domain of the curriculum-embedded assessment. The scores differ by provider. For example, The New School scores are consistently higher, including greater numbers of children scoring levels 3 and 4, than scores for other providers. In contrast, Zion Prep scores are consistently lower, including greater numbers of children scoring levels 1 and 2; no children in Zion Prep classrooms scored above a level 2 in any of the four domains.



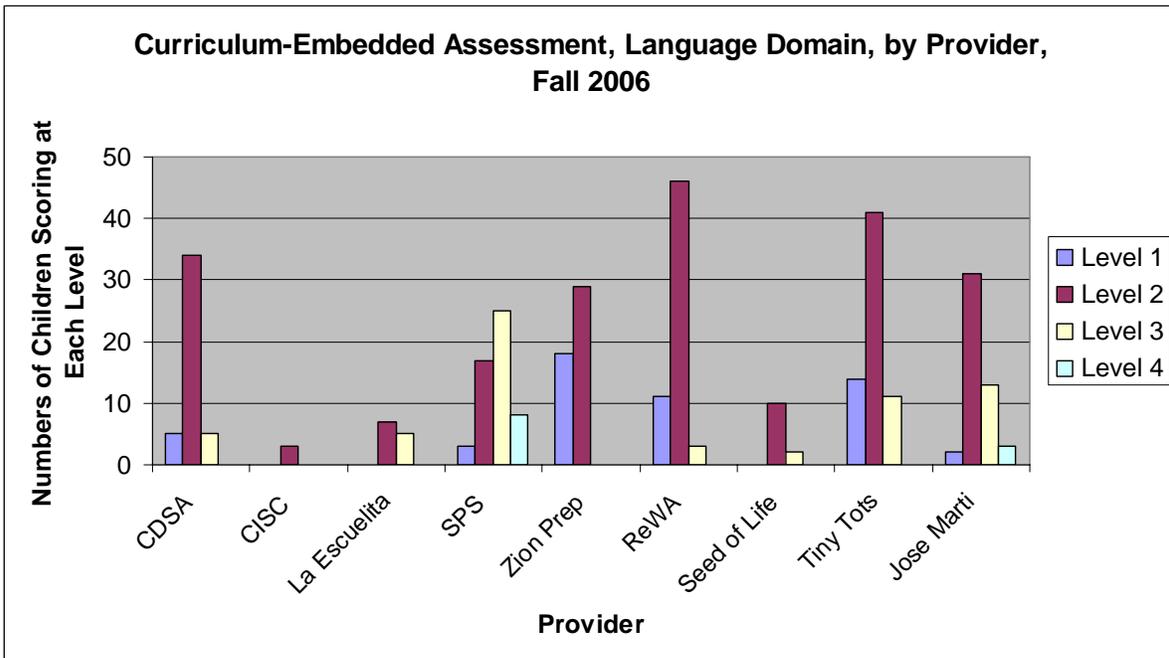
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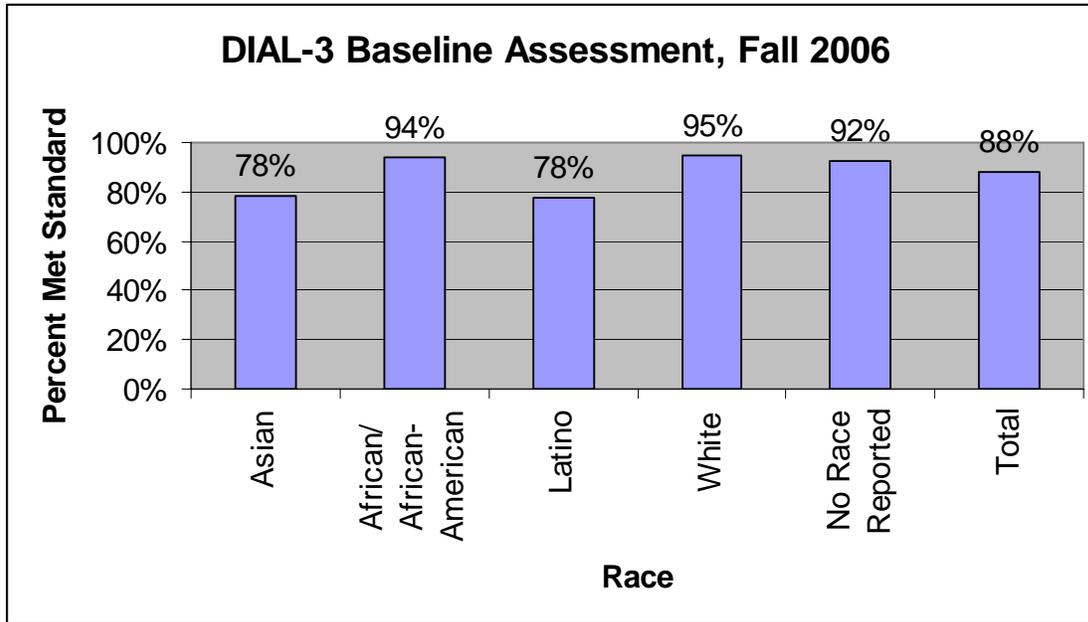
DIAL-3 Baseline

The DIAL-3 is a developmental screening tool. The Levy uses it for two reasons: to identify children with potential developmental delays, and to measure whether children are ready for kindergarten. It is administered at the beginning of the pre-K year to establish a baseline for kindergarten readiness and to identify the areas in which children need to enhance their skills, and it is administered again at the end of the pre-K year to measure kindergarten readiness. Children are assessed based on the standard developmental skills they should have according to their age. Therefore, the baseline DIAL-3 uses different criteria than does the final DIAL-3 administered at the end of the year, when the children are nine months older. The intended Levy outcome is for 75 percent of children to meet the DIAL-3 standard at the end of the pre-K year. The baseline scores show children are well on-track to meeting this goal. In fact, assuming Levy pre-K children progress on-time developmentally, the program will surpass the goal of 75 percent meeting the standard.

At the time of the baseline DIAL-3 assessment, 383 children were enrolled in the Levy pre-K program. Out of the 383, 330 (86 percent) were assessed using the DIAL-3. Overall, 88 percent of children met the DIAL-3 standard. The overall mean standard score was 102.68, which is above the national average mean score of 100. Groups with higher percentages of children meeting the standard included students with no race specified (92 percent), African American children (94 percent) and white children (95 percent). Groups with lower percentages of students meeting the standard included Asian (78 percent) and Hispanic (78 percent) children. It should be noted the DIAL-3 is administered in English, which may have contributed to the high percentage of Hispanic and Asian students not meeting the standard. Twelve percent of all children were identified by the assessment as having a “potential delay.”¹³

The chart below shows the percentages of students who met the DIAL-3 standard, by race. All student groups already surpassed the year-end target of 75 percent meeting the kindergarten readiness standard.

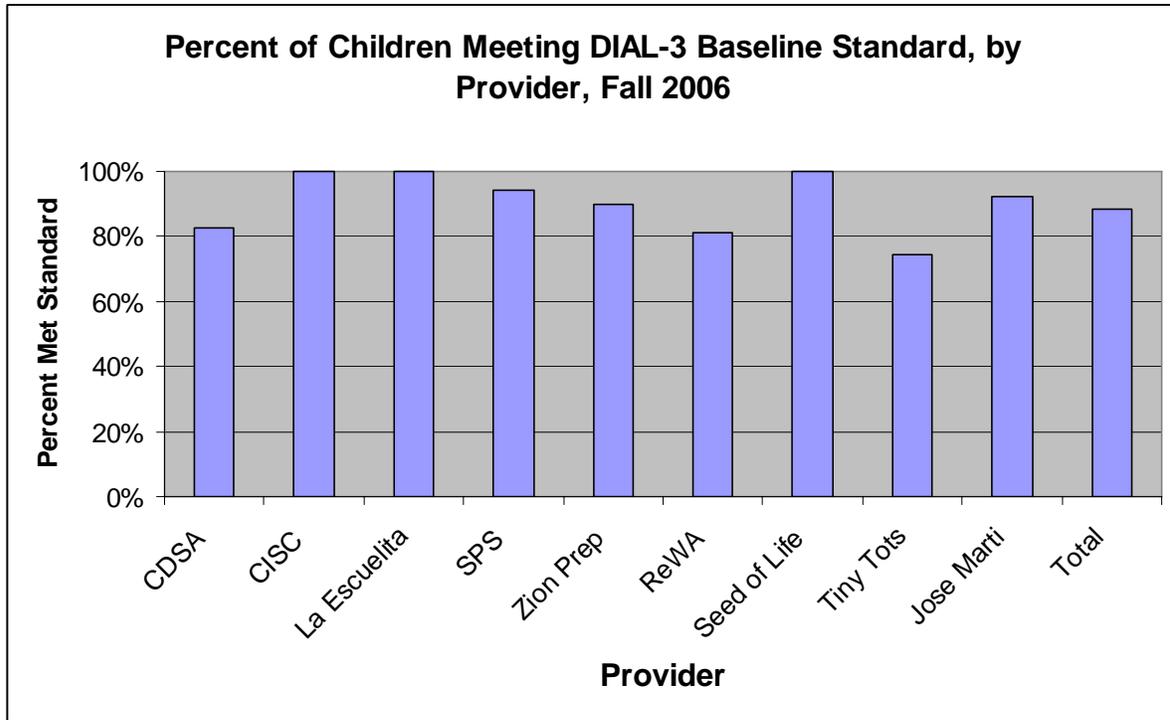
¹³ Children whose performance is below the average range of scores (mean) indicate a potential learning delay. The number of negative deviations from the mean score indicates the severity of the delay. In the fall, all Levy children identified with a potential delay received further evaluation and as a result, one child was transferred to SPS and is now being served by the district preschool program.



Native American scores not included due to small sample number
As of 2/2007

The following chart shows the percentages of students who met the DIAL-3 standard, by provider. There was some variation in scores among providers, with 100 percent of children at Chinese Information Service Center, La Escuelita and Seed of Life meeting the standard, and lower percentages of children at Tiny Tots, ReWA and CDSA meeting the standard.

Scores are included for all classrooms except for CDSA at Leschi, which did not perform a baseline DIAL-3 assessment in fall 2006. In addition, Tiny Tots assessed a small sample of children served (35 children were assessed, compared to 53 assessed with the curriculum-embedded baseline assessment).



As of 2/2007

Indicator Data

Attendance

As an indicator of program performance, the Levy measures how often children attend the pre-K program. It is assumed that children require a certain participation, or “dosage,” level in order to benefit from pre-K and be prepared for kindergarten. The Levy standard is to offer 32 weeks per year of instruction. The following table shows the total number and percent of days attended for Step Ahead and match children from September 25 through December 31, 2006, on average.

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

The number of days of pre-K offered varied by classroom during the fall of 2006. The average number of days offered for all pre-K classrooms was 56 days from October through December 2006. The following table shows the number of days offered by each provider during this time period.

Table 3. Early Learning Network Pre-K Number of Days Offered, Sept. – Dec. 2006	
Provider	Number of Days Offered
CDSA	62
ReWA	62
Seed of Life	62
Zion Prep	61
Jose Marti	58
La Escuelita	56
SPS	56
<i>Average (All Providers)</i>	<i>56</i>
CISC	49
Tiny Tots	41

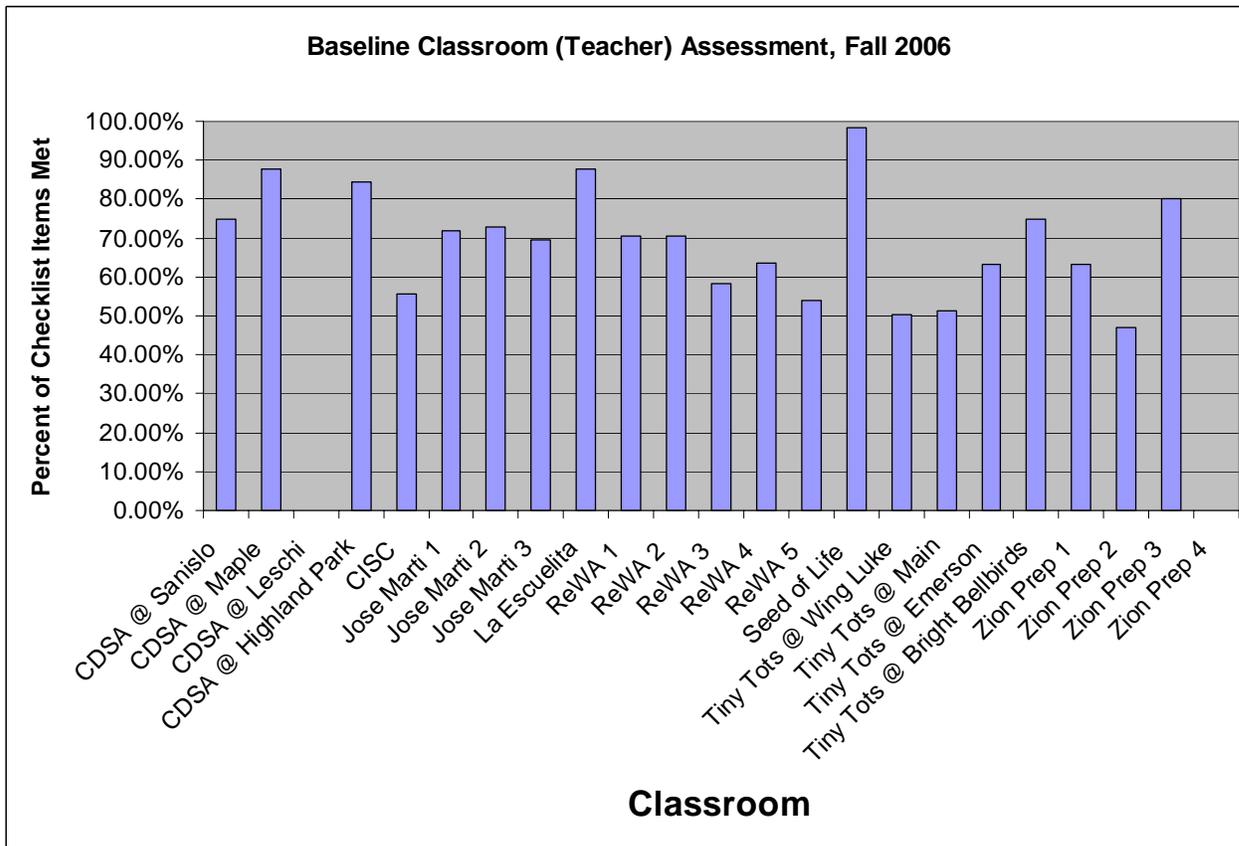
Classroom (Teacher) Assessment Scores

The City administered the Creative Curriculum for Preschool Implementation Checklist tool and the High/Scope tool to assess how well classroom teachers are implementing the curricula. The target is for Creative Curriculum classroom teachers to meet 65 percent of the core standards on the teacher practice components of the checklist by the end of the pre-K year; the target is for High/Scope classroom teachers to score a 4.5 out of 5 on the assessment by the end of the pre-K year. The core standards include standards for the learning environment (e.g., adequate materials that are organized properly), standards for teacher-child interaction, as well as standards for the daily routine (e.g., offering both child- and teacher-initiated activities). The classroom assessment is conducted two times per year. In addition, there is one annual program assessment.

To help teachers become and remain high-quality, Early Learning Networks provide college credit hours to teachers aspiring to earn B.A. degrees on a voluntary basis, curriculum training, and classroom coaching. As of December 31, 2006: 36 teachers had taken 453 college credits; 34 teachers had received a total of 453 hours of curriculum training; and 75 teachers had received 3,239 total hours of coaching. It should be noted that the number of hours of college credits, curriculum training and coaching varied considerably by provider. For example, the number of hours of curriculum training for each provider varied from 0 to 12.5 hours, and the majority of college credit funding is spent on one high-quality agency.

The following chart shows the baseline (fall) classroom assessment scores for teachers of Creative Curriculum. As the chart shows, teacher quality varied among classrooms. Teachers in 12 classrooms met at least 65 percent of the classroom checklist items, and teachers in 9 classrooms did not. Teachers in two classrooms (CDSA at Leschi and one Zion Prep

classroom) were not assessed and do not have scores. This assessment helps identify teachers who need assistance.



As of 2/2007

Conclusions and Course-Corrections for 2007-08 Based on Mid-Year Data

The DIAL-3 is not an accurate predictor of kindergarten readiness.

- Use a more precise assessment to measure kindergarten readiness. For 2007-08, OFE recommends using the curriculum-embedded assessment, which Levy preschool classrooms currently use to track children’s skills as an indicator of progress toward kindergarten readiness.
- Administer the DIAL-3 assessment to all preschool children at the beginning of the school year in order to screen children for potential developmental delays and ensure they are connected to appropriate services.

Pre-K attendance varies and is low for some providers.

- Require providers to ensure all children attend at least 85 percent of required days every month. This should be a provider contract requirement and performance commitment.

- Establish business rules for management of all early learning programs. Business rules should include the definition of enrollment, a coherent system for tracking attendance, a standard number of preschool days per year offered, a standard number of preschool days attended for students, a standard number of preschool children assessed, and other rules as necessary.
- Change attendance performance commitment to pay for attendance based on the number of days required, instead of the number of days offered.

The number of days of pre-K offered varies by provider; there is no required standard.

- Require a standard number of days offered each month by preschool program providers. Tie this standard to a monthly performance commitment.

Not all teachers in need of professional development are accessing these resources.

- Redistribute professional development to teachers scoring lower on the classroom quality assessment.
- Teachers at low-performing sites should be given priority for college credit hours.
- Create baseline standards for teacher quality.
- Based on teachers' performance, develop required levels of professional development according to need.
- Specify the number of hours of training required for all teachers and additional training required for teachers who need more help.
- At least 60 percent of credit hours should be reserved for teachers at low-performing sites with the least amount of education.
- HSD should develop a five-year plan for ongoing teacher training for all Step Ahead teachers and teachers of match children that:

Increases the amount and sets standards for curriculum training;

Provides a deeper understanding of curriculum and how to teach; and,

Focuses intensive curriculum training and follow-up coaching on low-performing sites.

The Early Learning data collection and analysis process needs improvement. Implementation of the Early Learning Network Information System (ELNIS) is behind schedule.

- HSD should fully implement ELNIS to ensure improved data collection and analysis:

All providers should receive training by summer 2007.

All systems should be installed at provider locations by summer 2007.

All providers should be ready to successfully use the system upon fall 2007 enrollment.

The City and District need a process for identifying and tracking pre-K children who enter kindergarten in SPS.

- The City and SPS have agreed to issue student identification numbers to Levy preschool children entering kindergarten beginning in fall 2007.
- SPS will retroactively identify Levy preschool children who entered kindergarten in fall 2006 to allow the City to track their academic performance.
- The City and SPS have also agreed on a process for identifying children who participate in the Parent-Child Home Program (PCHP).

Additional Recommended Early Learning Course-Corrections for 2007-08

- Train preschool managers in the basics of small business management, including financial, personnel and data management, curriculum and assessment, and child development. The management curriculum should be included in the 2007 RFI for Levy professional development. At a minimum, the management curriculum should include:

The identification, development and implementation of program systems (e.g., fiscal, planning, record-keeping, monitoring).

The development and implementation of a professional development process with clear goals, outcomes and targets.

Participation in Washington State's Quality Rating and Improvement System (QRIS).

- HSD should require Levy preschool providers, through contracts, to assess 95 percent of children three times per year. This should be a financial performance commitment.
- HSD should develop a written plan to transition PCHP children to Levy preschool.

Recommended 2007-08 Early Learning Targets

Table 4. Recommended Early Learning Targets					
	2005-06 School Year		2006-07 School Year		2007-08 School Year
	Target	Actual	Target	Actual ¹⁴	Target
Total number of pre-K children enrolled	280	155 ¹⁵	388	420 ¹⁶	Up to 560
Four-year-olds in ELN pre-K whose teachers participate in training	280	155	330	420	560
Number and percent of ELN pre-K 4-year-olds assessed as school ready at the end of the school year ¹⁷	182 / 65%	77 / 50%	248 / 75%	Avail. Summer '07	405 / 85%
Children entering kindergarten that were served by ELN pre-K programs as four-year-olds	238	Not yet avail. ¹⁸	330	342	476
Number and percent of ELN students who meet the DRA standard in 2nd grade ¹⁹	97 / 70%	Avail. 2008-09	193 / 77%	Avail. 2009-10	77% / 279
Number of two- and three-year-olds in ELN child care whose teachers participate in training	131	81	206	239	206
Number of two- and three-year-olds served through teacher training who progress one level on the child assessment at the end of the school year	84 / 64%	Not assessed	150 / 73%	Avail. Summer '07	
Number of birth to three-year-olds whose teachers meet quality standards by the end of the school year					134 / 65%
Two- and three-year-olds served through the Parent-Child Home Program	100	114	200 ²⁰	199	200 ²¹
Number and percent of three-year-olds served by the PCHP standards at the end of two years	N/A ²²	Avail. Summer '07	64 / 64%	Avail. Summer '08	75 / 75%

¹⁴ As of January 31, 2007

¹⁵ In addition to the 134 four-year-old children enrolled in Step Ahead, 59 younger children were enrolled early as three-year-olds.

¹⁶ 188 children are enrolled in the Step-Ahead program; 232 are “match” children.

¹⁷ Assumes 15 percent attrition during the pre-K year.

¹⁸ The City and School District agreed to assign student identification numbers to Levy preschool children who entered the District in kindergarten. This did not happen for the first group of Levy preschool children. The City and District are working to obtain information on this first group of children and have agreed to assign District ID numbers to future cohorts.

¹⁹ Assumes 24 percent attrition from kindergarten to 2nd grade.

²⁰ Includes 100 children continuing in the program from 2005-06.

²¹ Assumes 100 children continuing in the program from 2006-07.

²² Children participate in PCHP for two years; outcomes are measured at the end of the two years. Children who started in PCHP in 2005-06 will complete the program in June 2007.

Family Support & Involvement

Program Description

The Families and Education Levy invests in two programs to support families: Family Support, which helps individual students to achieve academically and their families to be involved in the education process; and Family Involvement, which creates partnerships between schools, families and community-based organizations on a systemic level. The two programs work together at the school level and, in many cases, students participate in both programs.

The Family Support program helps elementary school children succeed academically by providing resources to help families overcome barriers to their social, emotional and physical well-being. The program invests in Family Support Workers (FSWs) who work directly in elementary and K-8 schools to link students and their families with resources needed to achieve academically. FSWs team up with parents and other professionals—including educators, social service workers, businesses and community members—so that students can succeed in school. FSWs lead an intensive student selection process in order to focus on students and families who are most academically at-risk.

The Family Involvement investment, called Family & Community Partnerships (FCP), is a research-based program that aims to strengthen the capacity of schools to partner with families and communities to improve academic achievement and reduce the achievement gap. The program grants FEL funds to elementary schools and community-based organizations to work together in supporting family involvement to increase academic achievement. Ten Seattle elementary schools and four community-based organizations (CBOs) have received FCP grants to reach out to diverse families and involve them in the education of their children.

Budget

The budget for Family Support and Family & Community Involvement for 2006-07 is shown below.

	2006-2007 School Year
Family Support & Involvement Investments	Allocations
Family Support	\$2,385,306
Family Involvement	\$500,707

Targets

The Family Support and Family Involvement tables below show the 2004-05 baseline data, targets the City set in 2005-06 and actual progress made in that year, the targets set for 2006-07, and the actual progress made so far this year.

For 2006-07, the participation target for the Family Support program was to intensively serve 2,000 students who had not previously met DRA or WASL standards to help them achieve

academically. These students are called “focus” students. The Family Support program also had a goal to serve additional children to help meet their basic needs. This year, Family Support Workers (FSWs) have served 1,404 focus students and 1,792 non-focus students. The overall number of focus students has increased by 73 children, from 1,331 last year. FSWs made a decision at the beginning of the year to serve 1,500 focus students, fewer than the original enrollment target of 2,000, while maintaining the academic achievement target of 200. The academic target is for 200 focus students, or 13 percent of the 1,500 served, to achieve academically by meeting the DRA or WASL standards.

Table 5. Family Support Targets					
	2004-05 School Year	2005-06 School Year		2006-07 School Year	
	Baseline	Target	Actual	Target	Actual ²³
Number of students served	N/A	2,000	1,331 ²⁴	2,000 (who have not met standards)	1,404 ²⁵
Number and percent of students served who meet DRA or WASL standard	Total: 405 / 46% DRA: 301 / 66% WASL: 104 / 25%	160 / 8%	326 / 25%	200 / 13%	

The Family & Community Partnerships (FCP) targets and progress made so far in 2006-07 are shown in the following table. The participation target was to serve 400 students, assuming some students would also be served by the Family Support program. The FCP program has served 447 students so far this year. Out of the 447 students served, 270 are also FSW focus students. The FCP academic target is for 50 students, or 13 percent, of students to achieve academically by meeting the DRA or WASL standards. The academic achievement targets for the FSW and FCP programs are unduplicated; the total academic target for both programs is 250 (200 from the FSW program and 50 from the FCI program).

Table 6. Family & Community Involvement Targets					
	2004-05 School Year	2005-06 School Year		2006-07 School Year	
	Baseline	Target	Actual	Target	Actual ²⁶
Number of students served	N/A	150	293	400	447
Number and percent of students served who meet the 3rd, 4th, or 5th grade WASL standard, or meet the 1 st and 2nd grade DRA standard.	Total: 36 / 29% DRA: 24 / 44% WASL: 12 / 17%	16 / 11%	67 / 23%	50 / 13%	

²³ As of February 28, 2007

²⁴ In 2005-06 the FSW program served a total of 4,382 students, of which 1,331 were focus students with academic targets.

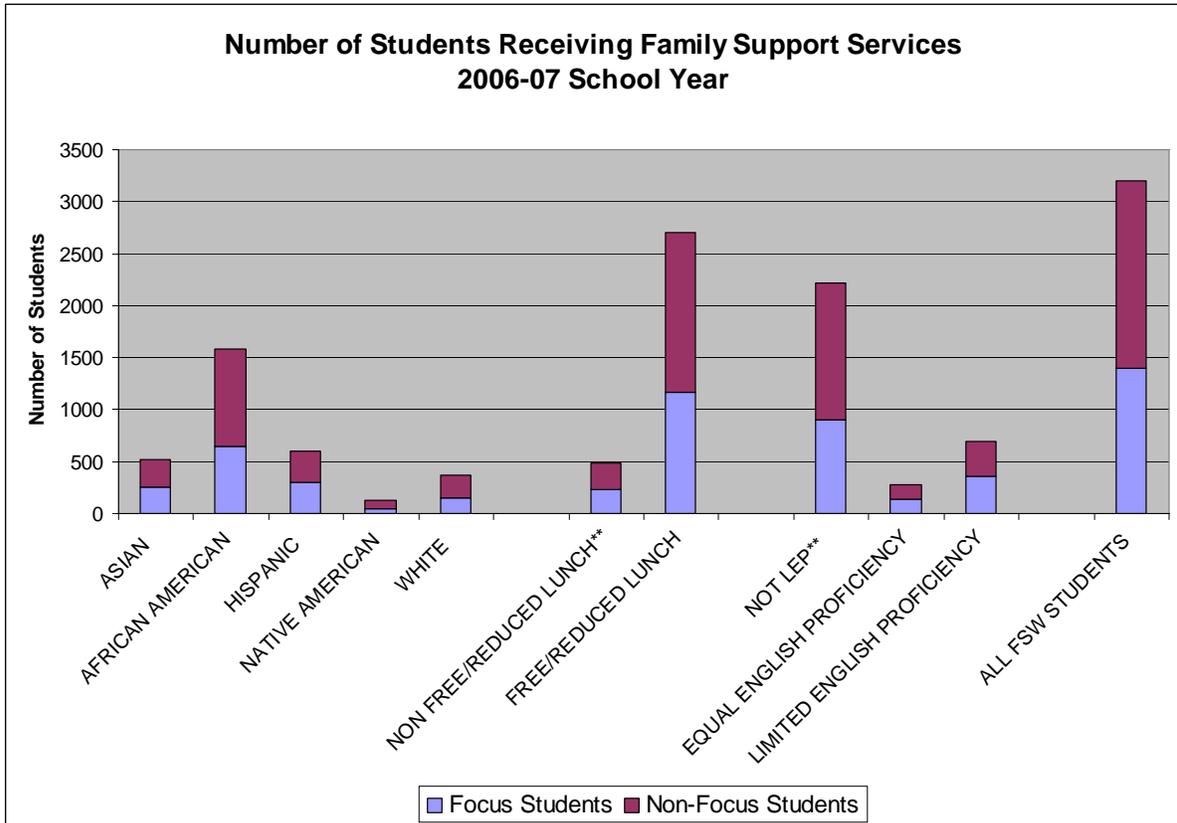
²⁵ In 2006-07 the FSW program has served a total of 3,196 students, of which 1,404 are focus students with academic targets.

²⁶ As of January 31, 2007

Who is the Levy serving with this program?

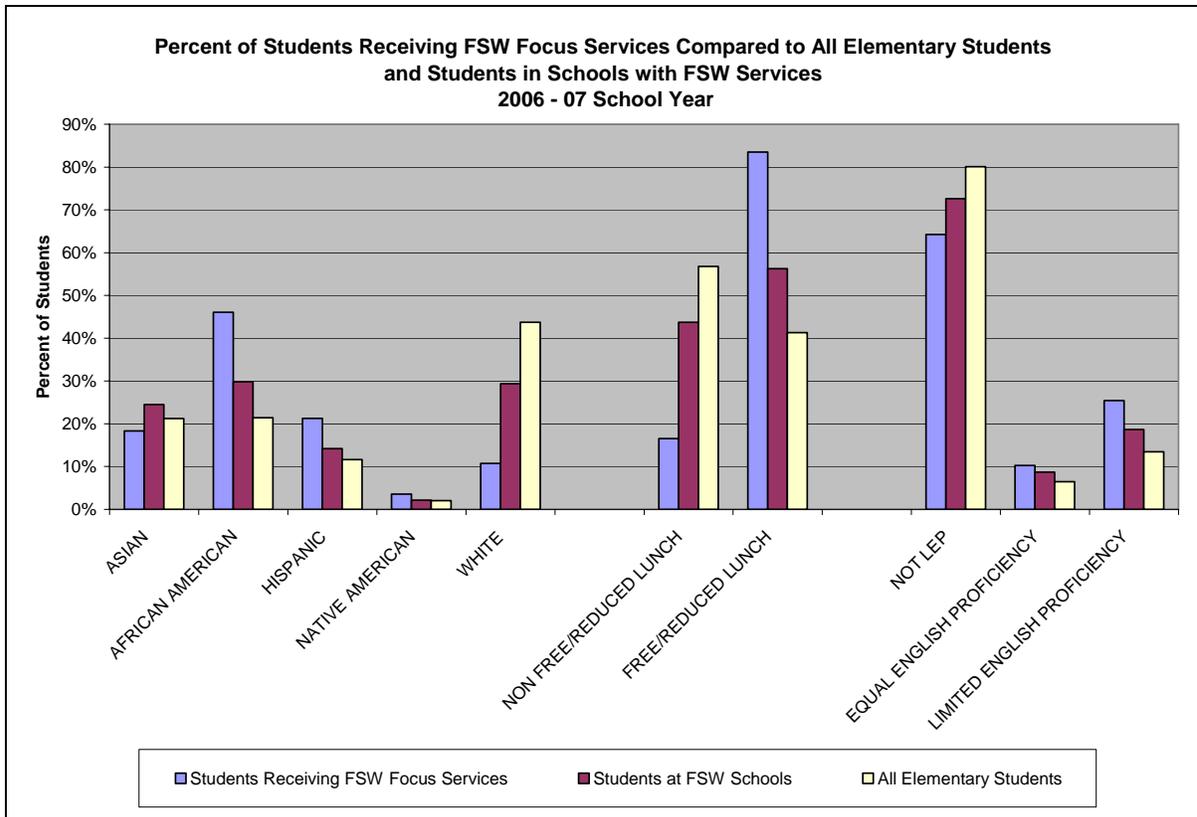
Demographic Baseline Data

The chart below shows the number of students in each race, income and language category who are participating in the FSW programs this year. The first chart shows the number of focus students and non-focus students served this year in the FSW program. FSWs have served 1,401 focus students and 1,793 non-focus students.



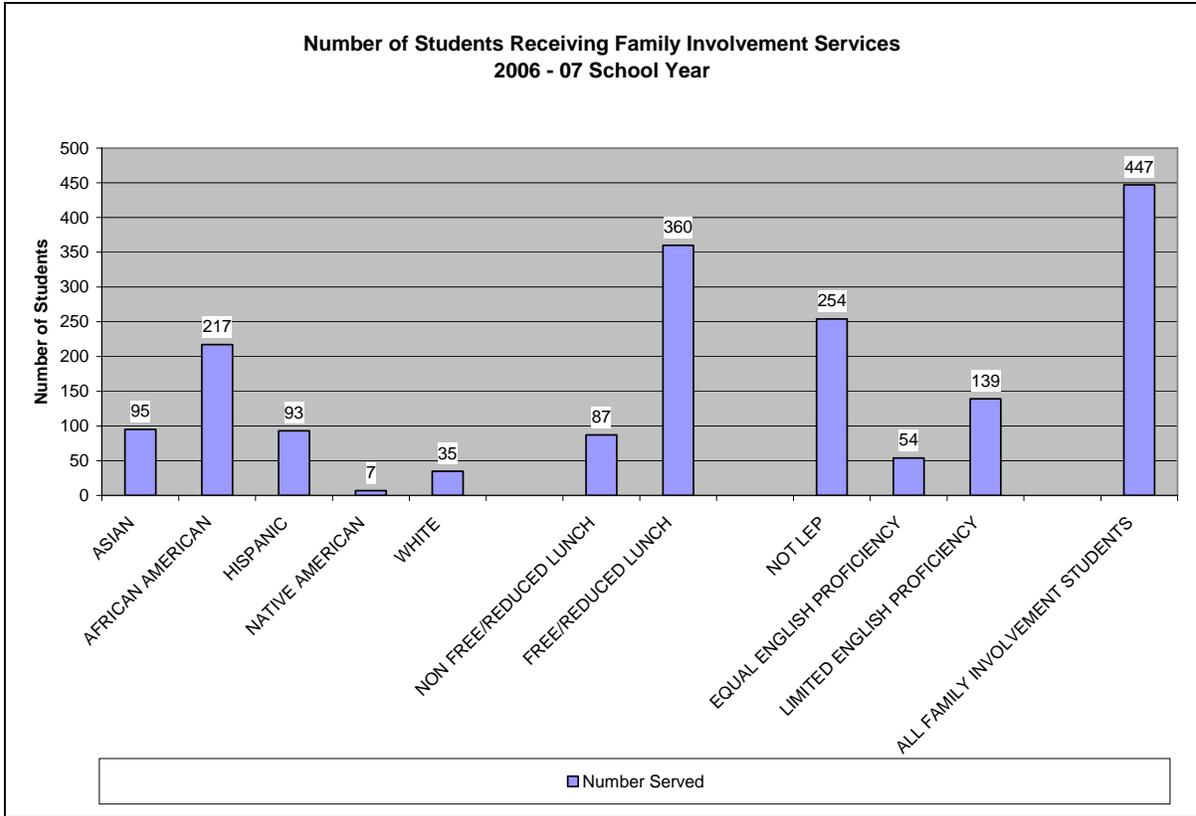
As of 2/28/07

The next chart compares the percentage of FSW focus students in each category with the percentage of students in schools with FSWs and the percentage of students in all district elementary schools in each category. For example, 84 percent of FSW focus students are low-income (as defined by participation in free and reduced-price lunch), 56 percent of students in schools with FSWs are low-income, and 41 percent of all district elementary students are low-income. In addition to serving much higher percentages of low-income students than these schools and the district serve, FSWs are serving greater percentages of African American, Hispanic and Limited English Proficiency (LEP) students.

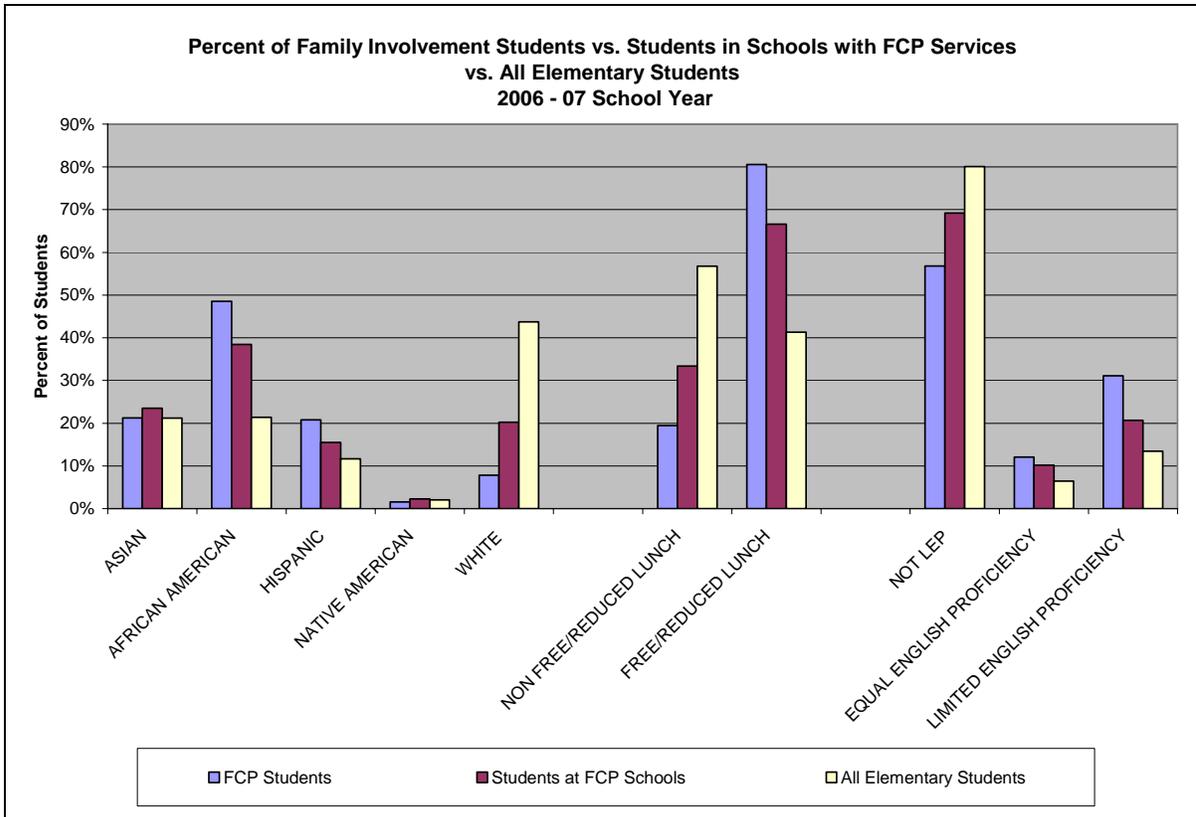


As of 2/28/07

The next two charts show the students who are participating this year in the FCP program. The first chart shows the number of FCP students in each category, and the second chart compares the percentage of FCP students in each category to the percentage of students in the ten FCP schools and in all district elementary schools. Like the FSW program, FCP also appears to be serving greater percentages of African American, Hispanic, free/reduced lunch-eligible and LEP students. It should be noted the two programs serve some of the same students.



As of 1/31/2007



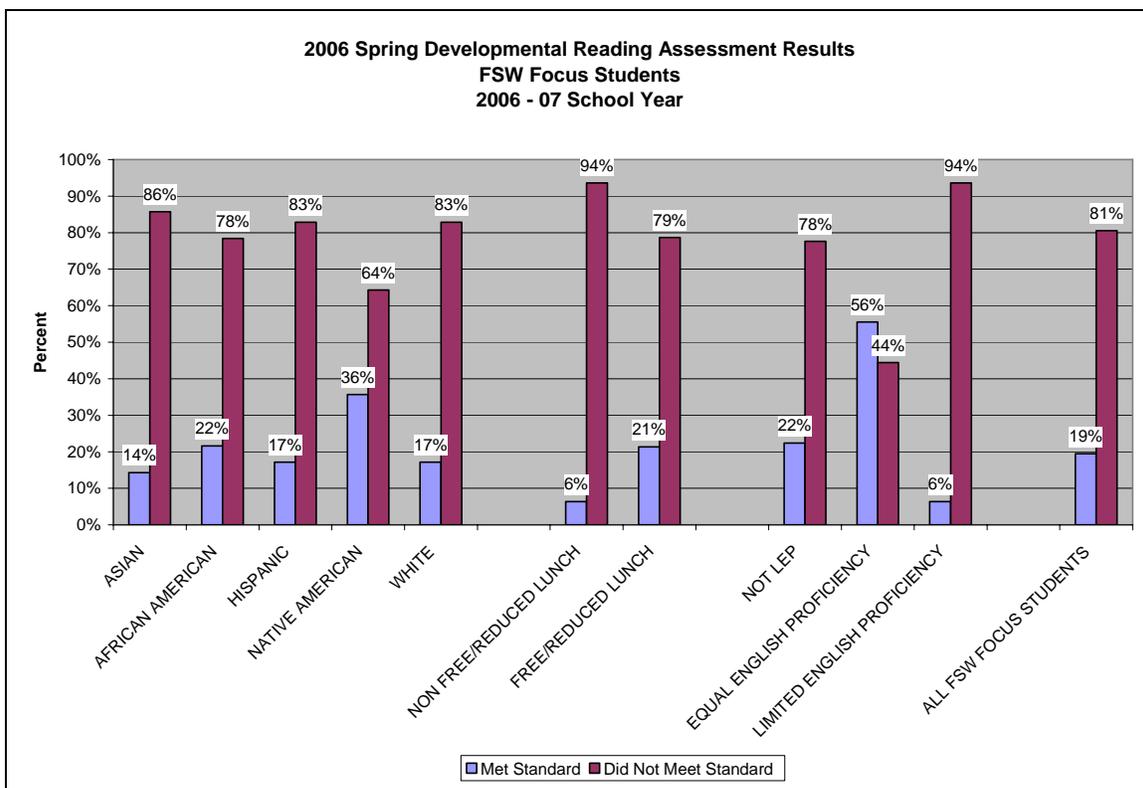
As of 1/31/2007

Academic Baseline Data

Developmental Reading Assessment

To measure academic achievement, the FSW and FCP programs use the Developmental Reading Assessment (DRA) for students in grades 1 and 2, and the Washington Assessment of Student Learning (WASL) for students in grades 3-8. The Levy collects baseline data on students served at the beginning of the school year to determine how many of the students being served are academically challenged. The data also help staff target services to groups of students who are further behind.

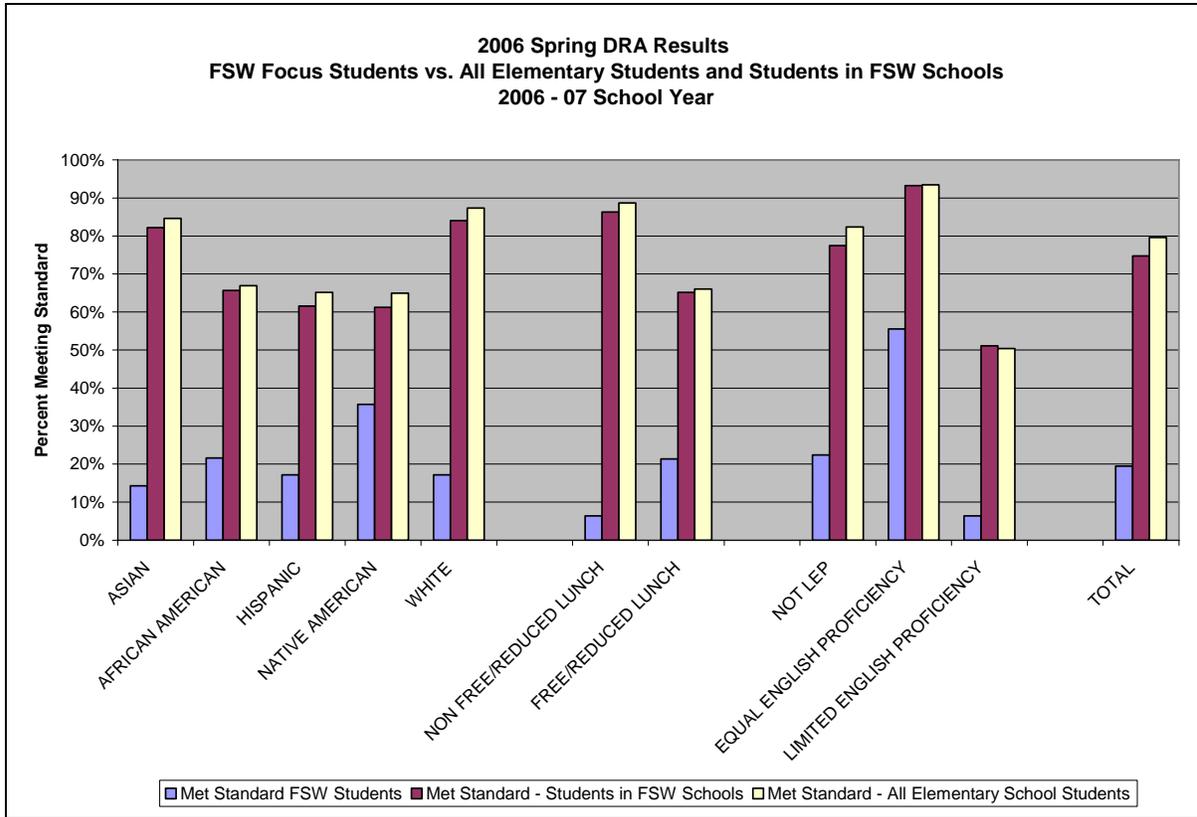
The DRA baseline data in the chart below show that 19 percent of all FSW focus students who are being served in the current school year (2006-07) and who took the DRA last year (2005-06) met the standard last year. The vast majority of these students (81 percent) did not meet the DRA standard; FSWs appear to be identifying and serving students who are academically challenged. The baseline data show that an even smaller percentage of LEP students (6 percent) met the DRA standard last year.



As of 2/28/07

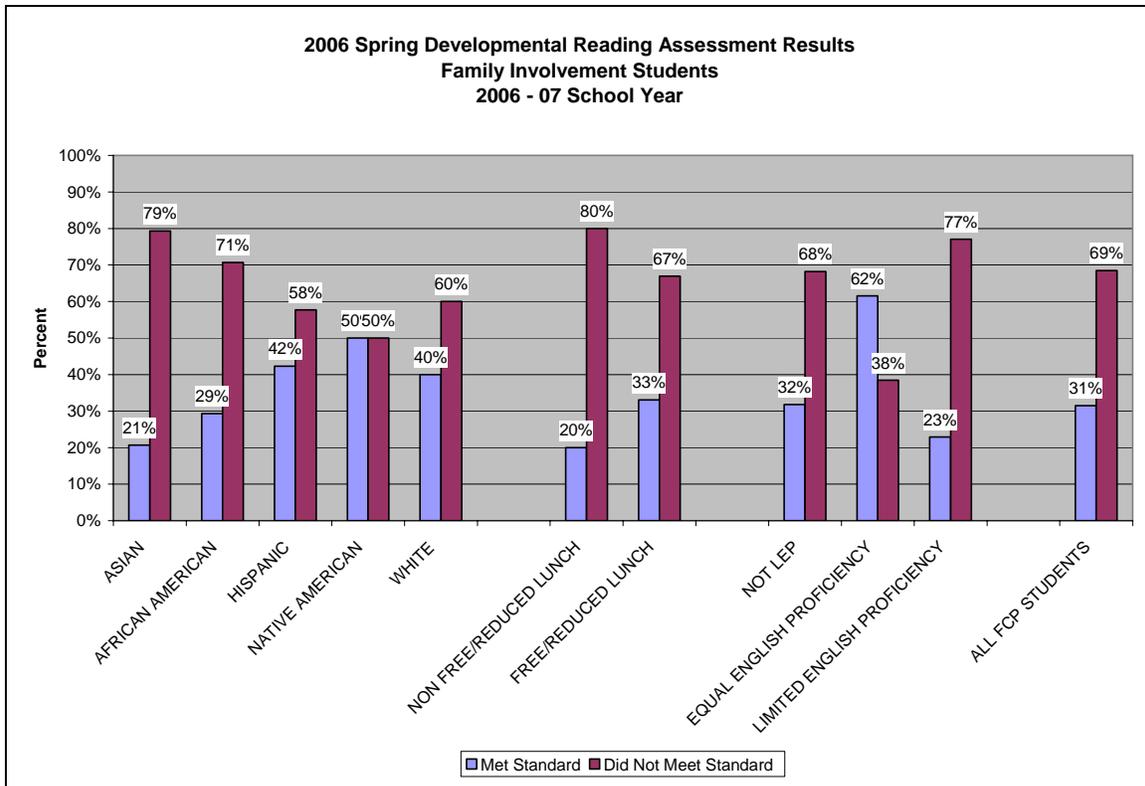
The next chart compares the percentage of FSW focus students who met the DRA standard last year with the percentage of students in FSW schools and the percentage of all district elementary school students who met the standard. Clearly, FSWs are serving students who are achieving at disproportionately lower levels than their peers. This disproportionality spans all student categories. While 19 percent of FSW focus students being served this year met the

DRA standard last year, 75 percent of students in schools with FSWs met the standard, and 80 percent of all district elementary students met the standard.



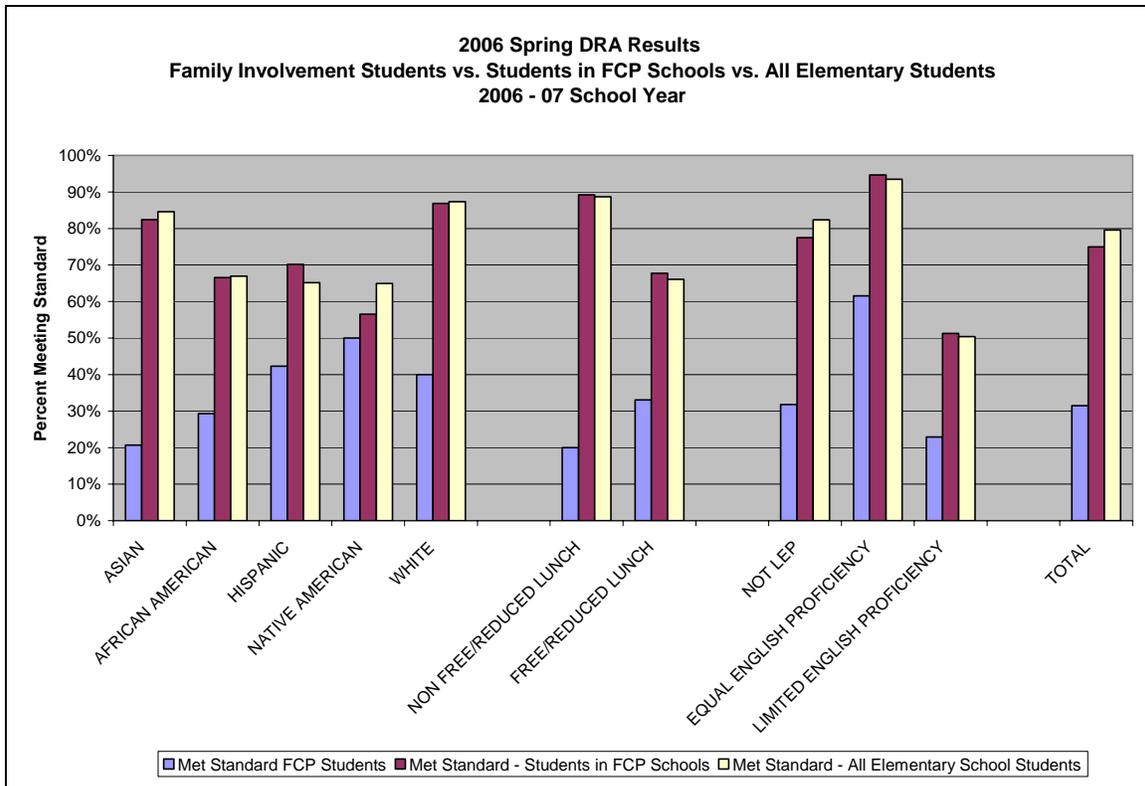
As of 2/28/07

The baseline DRA data tell a similar story for students participating in the FCP program. As the chart on the next page shows, 31 percent of FCP students who are being served in the current school year (2006-07) and who took the DRA last year (2005-06), met the standard. The percentages were even lower for Asian (21 percent), African American (29 percent), non free/reduced lunch eligible students (20 percent) and LEP (23 percent) students.



As of 1/31/07

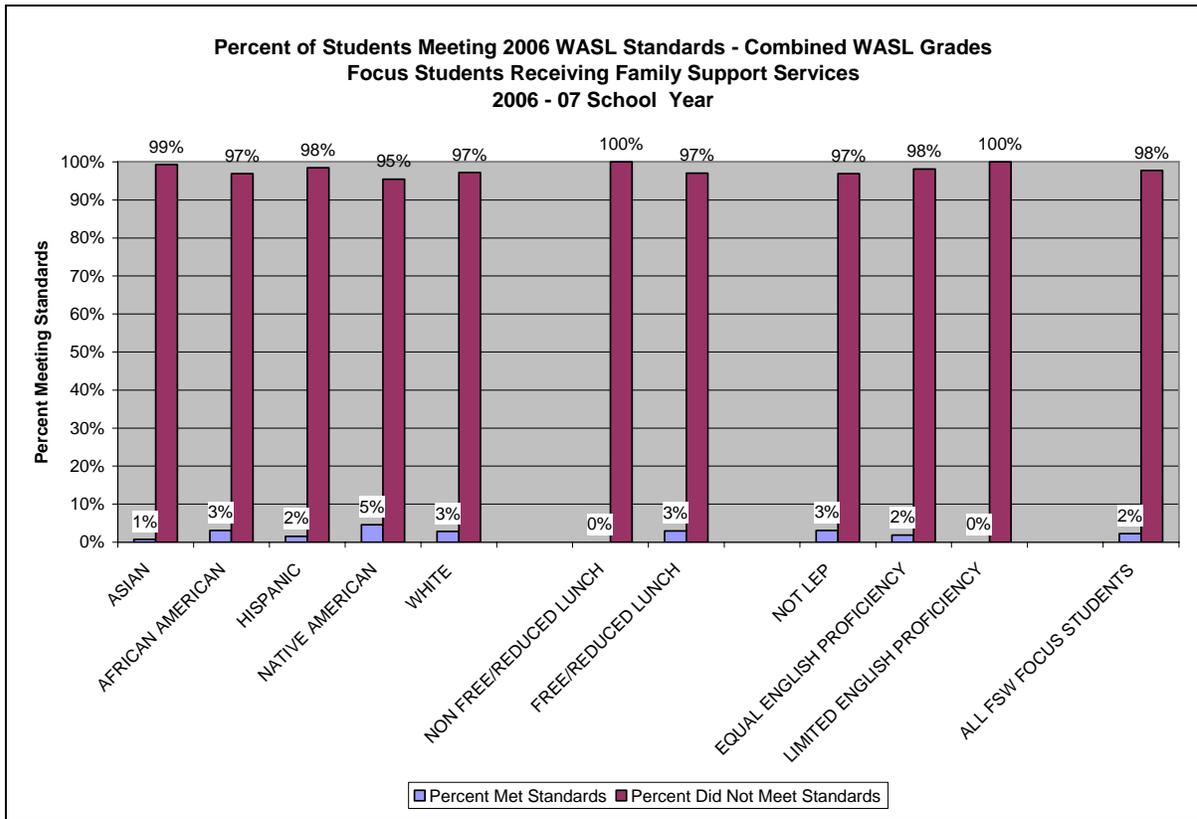
The chart on the next page compares the percentage of FCP students being served this year (2006-07) who met the DRA standard last year (2005-06), with the percentage of students in the ten FCP schools who met the standard and the percentage of all district elementary students who met the standard. While 31 percent of FCI students met the standard, 75 percent of students in FCP schools met the standard, and 80 percent of all district elementary students met the standard.



As of 1/31/07

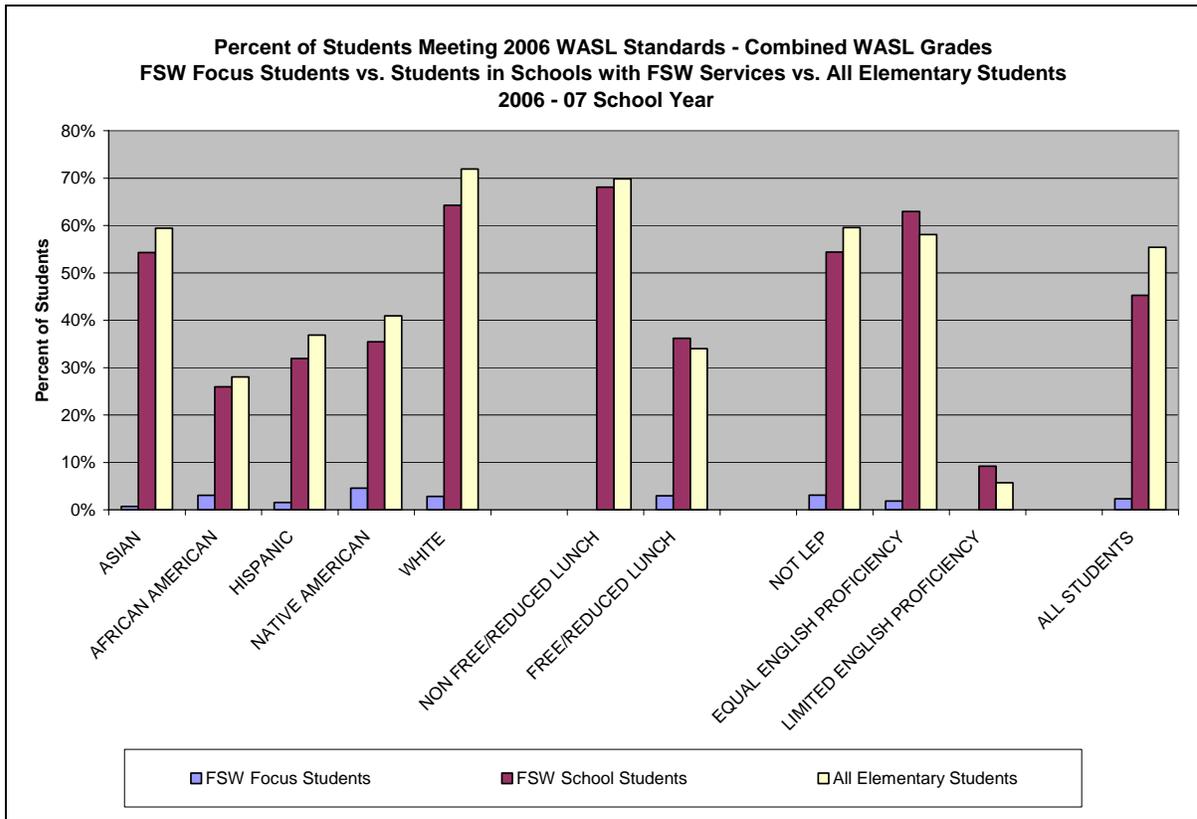
WASL

The WASL baseline data for the FSW and FCI programs corroborate the pattern of data above; the programs are clearly serving students who have achieved at lower levels than other students in the past. As the chart on the next page shows, just two percent of FSW focus students who are being served this year (2006-07) met the WASL standard last year (2005-06).



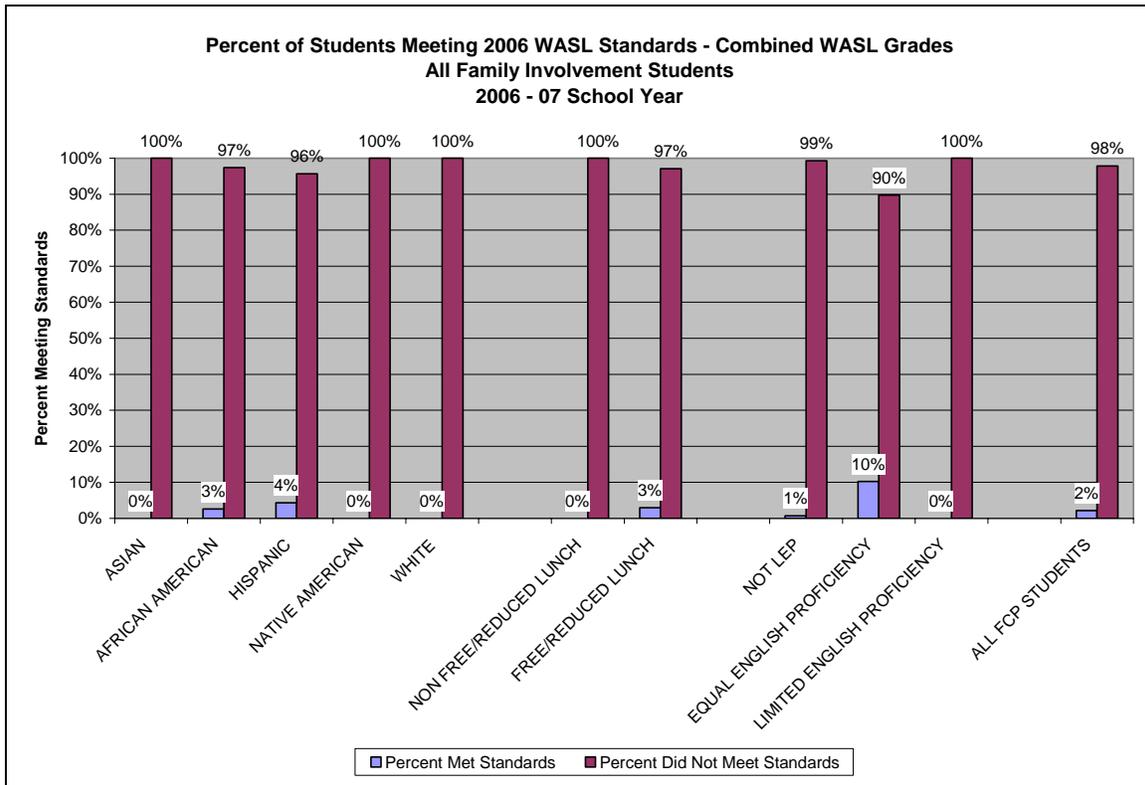
As of 2/28/07

The chart on the next page shows the number of current FSW focus students in each category who met and did not meet the 2006 WASL standard.



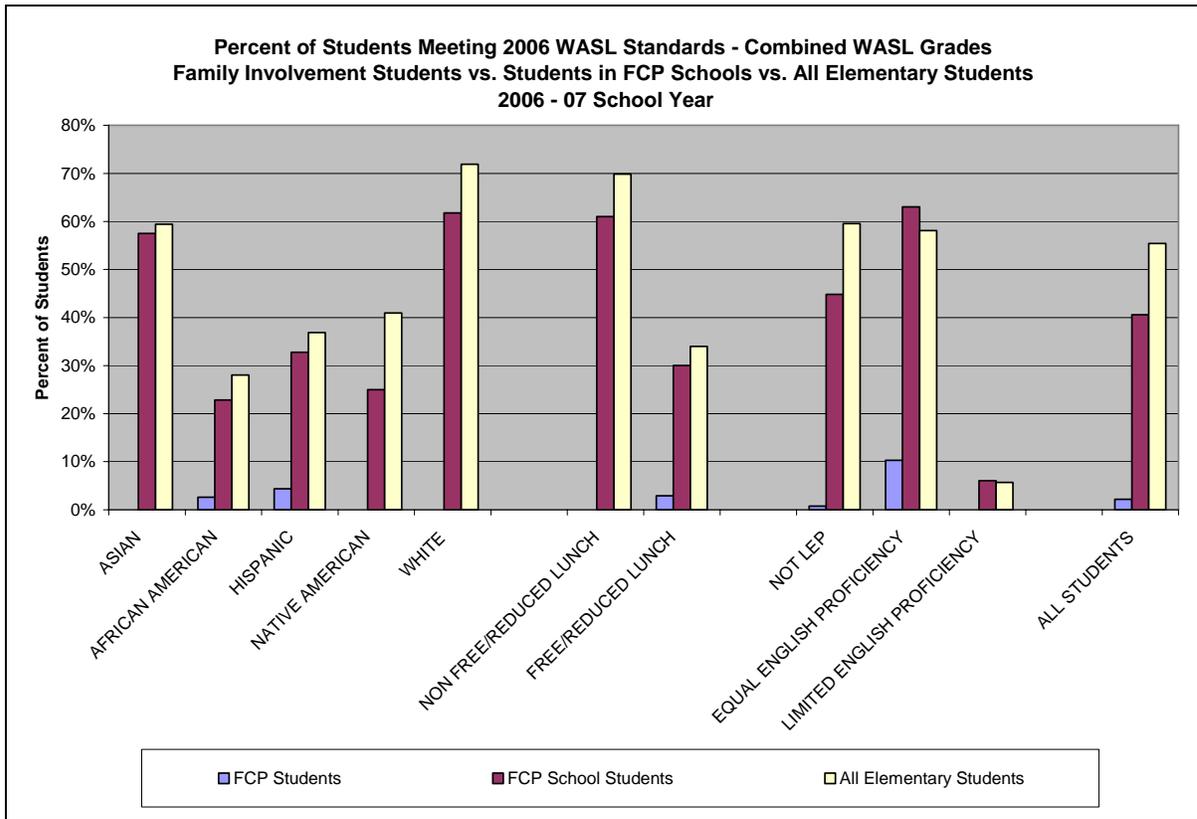
As of 2/28/07

The data tell the same story for students in the FCP program. Two percent of students met the WASL standard last year, as shown in the chart on the following page.



As of 1/31/07

The chart on the following page shows how FCP baseline data compare to FCP schools and the district. Like the FSW program, the FCP program is serving the most academically challenged students in every category.



As of 1/31/07

In addition to analyzing the percent of Family Support and Involvement students who have met WASL standards previously, the Levy also analyzes the level at which students scored on the WASL. Students must score a level 3 or 4 in order to meet the WASL standard. Students who score at different levels on the WASL require different academic achievement strategies. The following table shows the percentage of FSW and FCP students who scored at each level on the 2006 math, reading and writing WASL. The majority of students in both programs scored at levels 1 and 2 on the WASL, with a greater percentage of students scoring at level 2 than level 1 in most cases.

Table 7. Percent of 2006-07 FSW and FCP Students Scoring at Each WASL Level 2006 WASL						
	Math		Reading		Writing	
	FSW Students	FCP Students	FSW Students	FCP Students	FSW Students	FCP Students
Level 0 ²⁷	2%	1%	2%	0%	2%	0%
Level 1	36%	46%	11%	12%	18%	18%
Level 2	40%	39%	47%	49%	43%	41%
Level 3	20%	12%	34%	30%	35%	38%
Level 4	2%	2%	6%	8%	3%	3%

FSW data as of 2/28/07; FCP data as of 1/31/2007

Indicator Data

What has this investment bought so far in 2006-07?

Is the Levy on-track to meet 2006-07 targets?

The Family Support and Involvement programs use multiple indicators to determine whether students are on-track to achieve academically. This report shows data for the following indicators:

- The number of times families have been involved in school;
- The types of ways families have been involved in school;
- Progress on individual student goals;
- Change in DRA scores;
- School attendance rates²⁸, and
- Disciplinary rates.

Number and Type of Family Involvement

Both the Family Support and Family Involvement programs seek to increase family involvement as a strategy to help students succeed academically. As an indicator of progress, the Levy tracks the numbers and types of family involvement activities FSW and FCP staff facilitate. As the table below shows, FSWs involved 973 focus students and families to participate in 1,442 unduplicated activities between September 2006 and February 2007. The most common type of family involvement has been attending events, such as family math and literacy nights and PTA meetings.

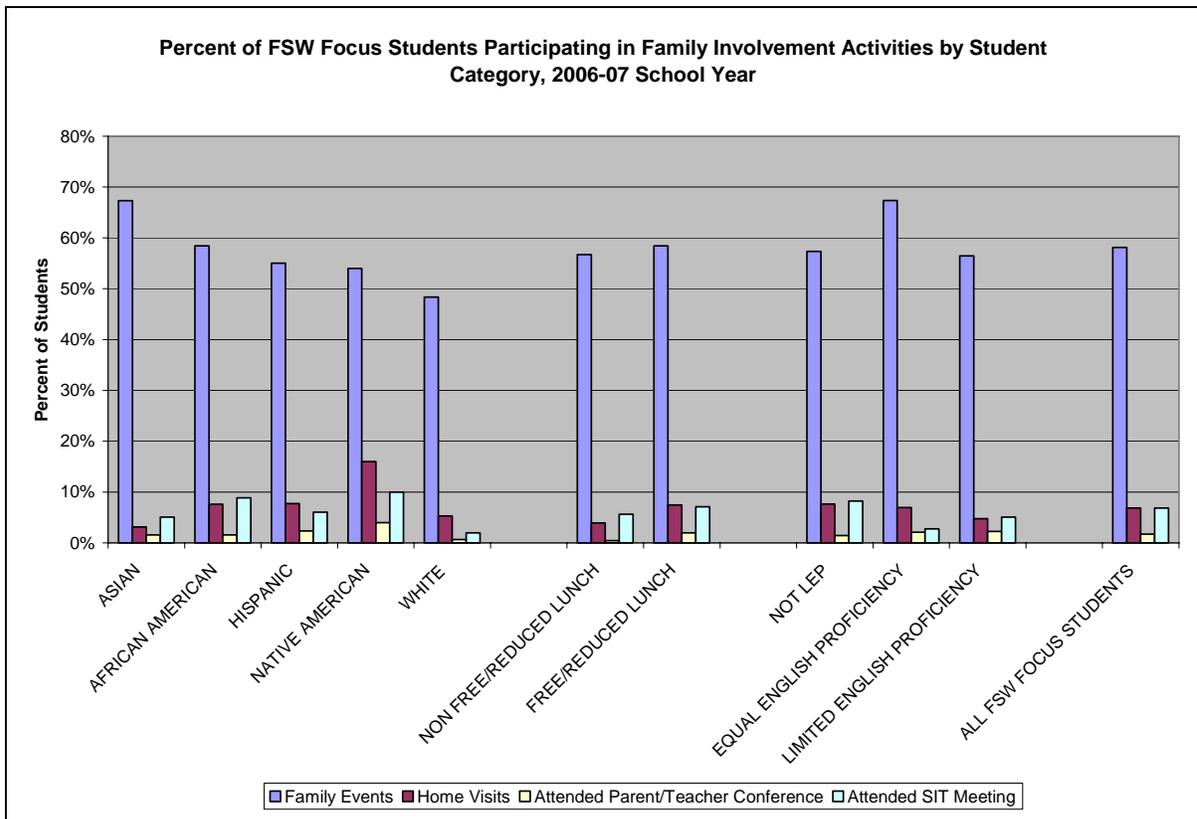
²⁷ Level 0 represents students who did not complete the WASL.

²⁸ Absences include days missed due to suspension.

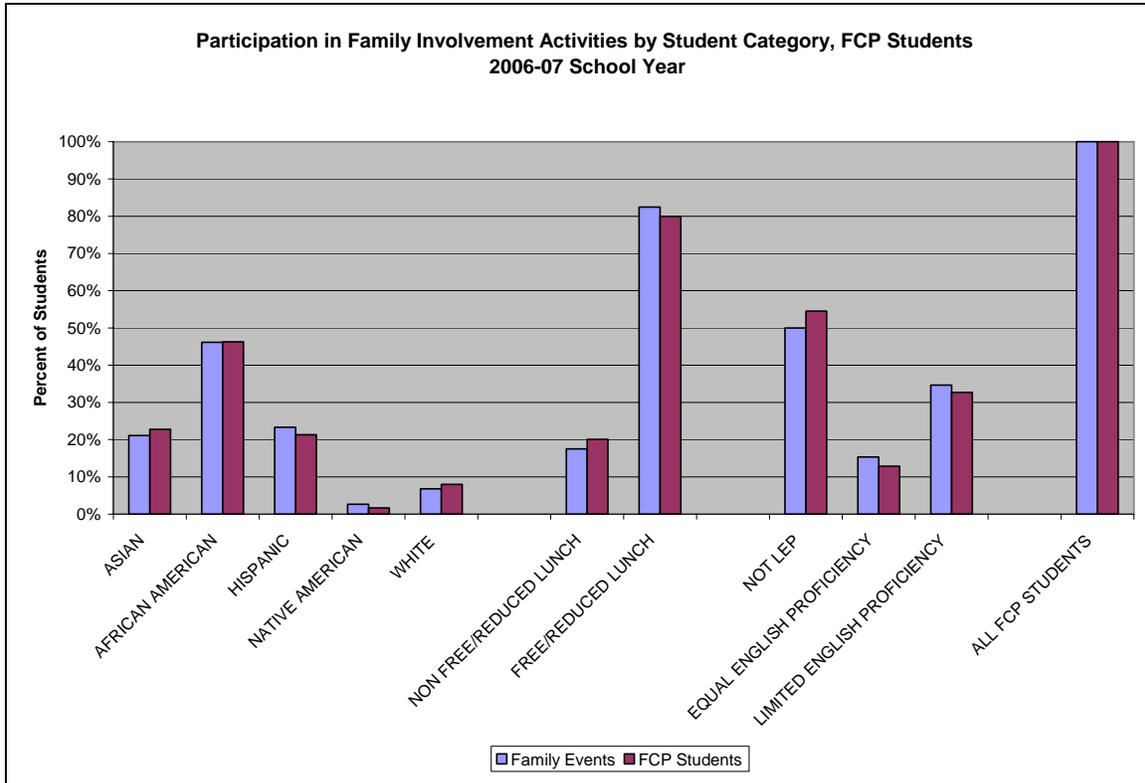
**Table 8.
Focus Students Served by Family Support Workers
Family Involvement Activities, Sept. 2006 – Feb. 2007**

	Number of Students	Number of Activities 2006 – 07 SY
Family Involvement Events	815	1213
Home Visits	96	103
Families Attending Parent/Teacher Conference	24	25
Families Attending Student Intervention Team Meeting	96	101
Unduplicated Number of Students With Participating Families and Total Number of Activities	973	1442

The next chart shows the types of involvement families participated in, by student category, from September 2006 through February 2007. For example, of all families of LEP focus students served by FSWs, 56 percent attended a family event, five percent received a home visit from an FSW, two percent attended a parent-teacher conference, and five percent attended a Student Intervention Team (SIT) meeting with school staff. There are some differences in types of family involvement across student categories. For example, it appears a greater percentage of Asian and Equal English Proficient (EEP) students' families attended family events than did other students' families.



The primary focus of the FCP program is also to involve families in their children’s education. From September 2006 through February 2007, the FCP program involved 413 families in 678 events. This information is displayed in the chart on the following page.



Progress on Student Goals

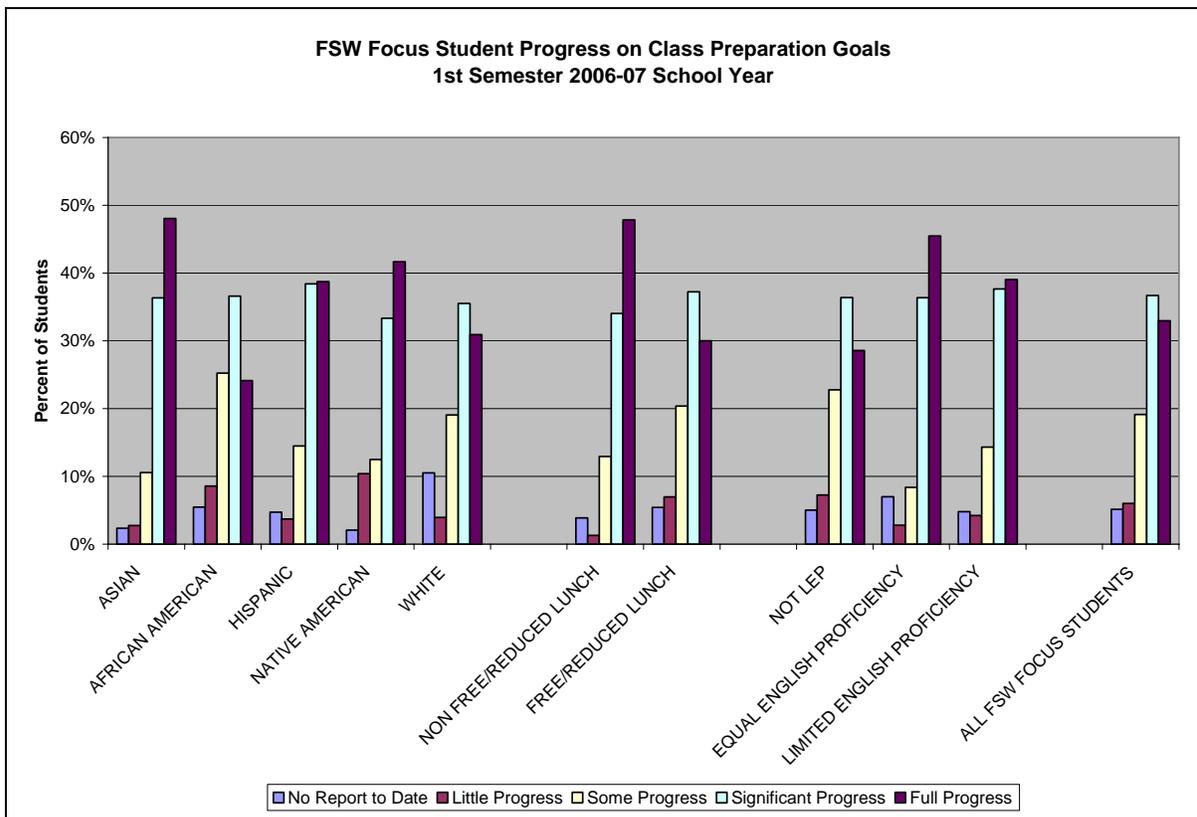
FSWs set goals for each student to help them achieve academically, based on individual needs. The table on the following page shows the progress focus students have made on each goal this school year, through February 2007. For example, 1,417 students have set a goal of improving class preparation. As of February 2007, 80 students had not reported progress yet, 85 had made little progress, 272 had made some progress, 515 had made significant progress, and 465 had made full progress. The goal is for 800 students to make significant or full progress by the end of the school year. The total in the last row of the table includes some duplication, as each student may have more than one goal. Despite the duplication, it appears the FSW program has already met or will likely meet its goal.

**Table 9.
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	

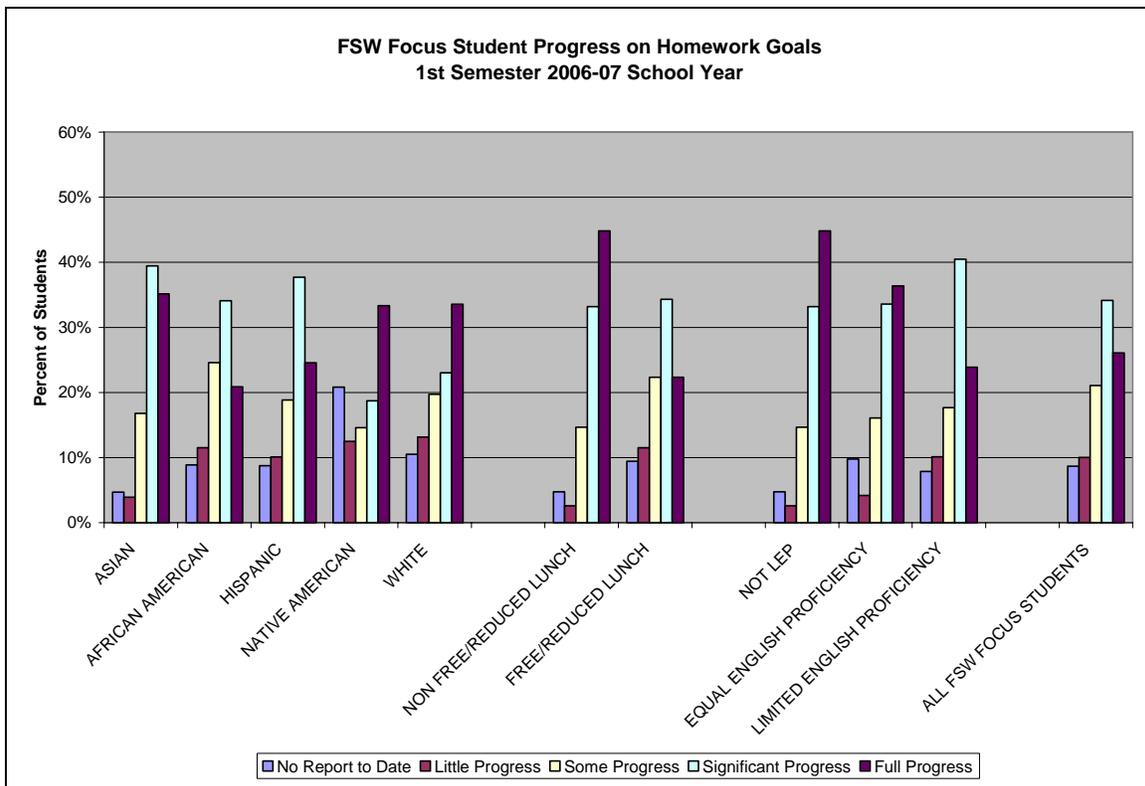
As of 2/28/07

The next chart shows how much progress students have made on class preparation goal, by student category. Although there are some differences in the percentages of students in each category who have made progress, the majority of students in each category have made significant or full progress.



As of 2/28/07

The following chart shows how much progress students have made on their homework goals, by student category.



As of 2/28/07

Progress on Developmental Reading Assessment

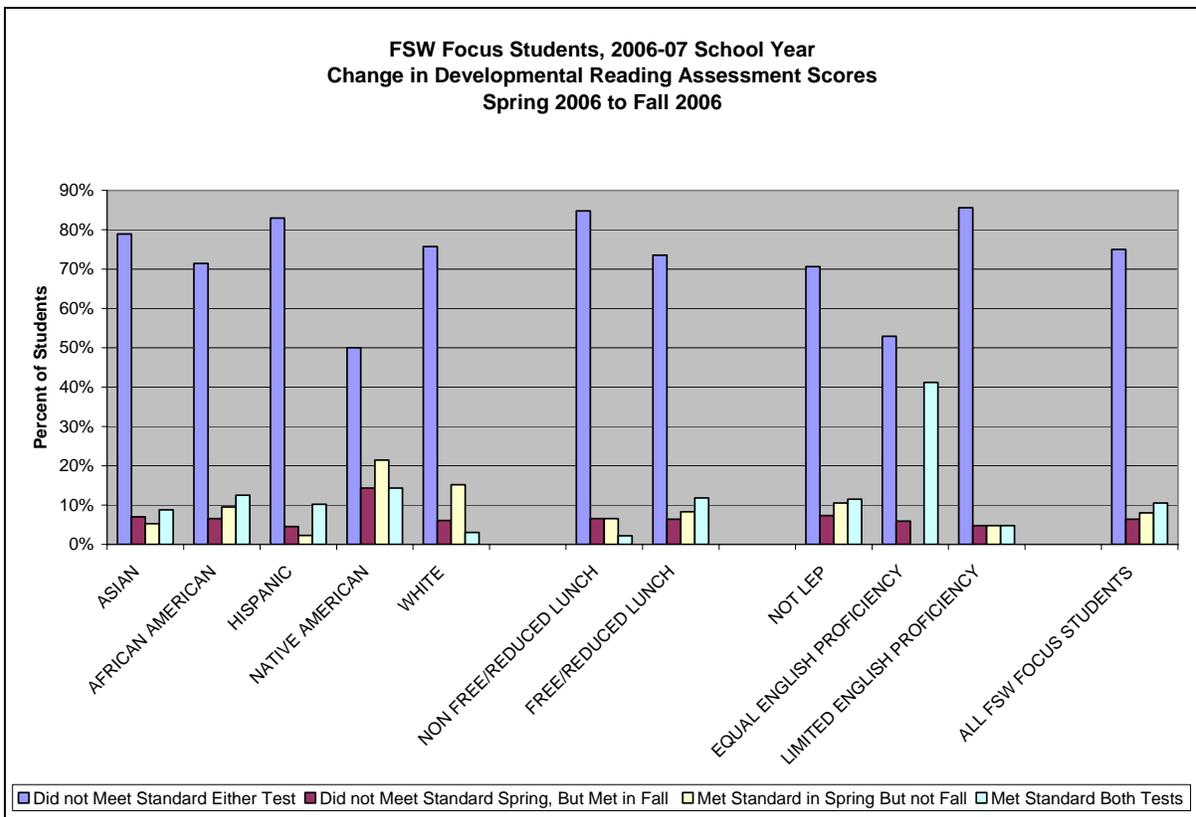
Another indicator of academic achievement the Levy tracks is the progress students make on the DRA, which is administered two times per year, in the fall and spring. The Levy tracks the fall DRA scores of students who also took the DRA in the previous spring. The table below shows the majority of FSW focus students (75 percent) did not meet the DRA standard last spring or this fall. Twenty-three students, or six percent of all FSW focus students who took the test in both spring and fall 2006, improved their score to meet the standard. Twenty-nine students (eight percent) declined their score from the spring to the fall.

Table 10.
Focus Students Served by Family Support Workers, 2006-07 School Year
Change in Developmental Reading Assessment Scores, Spring 2006 to Fall 2006

	Number of Students
FSW focus students not meeting DRA standard in either Spring '06 or Fall '06	270 / 75%
FSW focus students not meeting DRA standard Spring '06, but met standard in Fall '06	23 / 6%
FSW focus students meeting DRA standard Spring '06, but not in Fall '06	29 / 8%
FSW focus students meeting DRA standard in both Spring '06 and Fall '06	38 / 11%
Total number of focus students taking DRA test in both Spring '06 and Fall'06	360 / 100%

As of 2/28/07

The next chart shows the change in DRA scores from spring to fall 2006 by student category.



As of 2/28/07

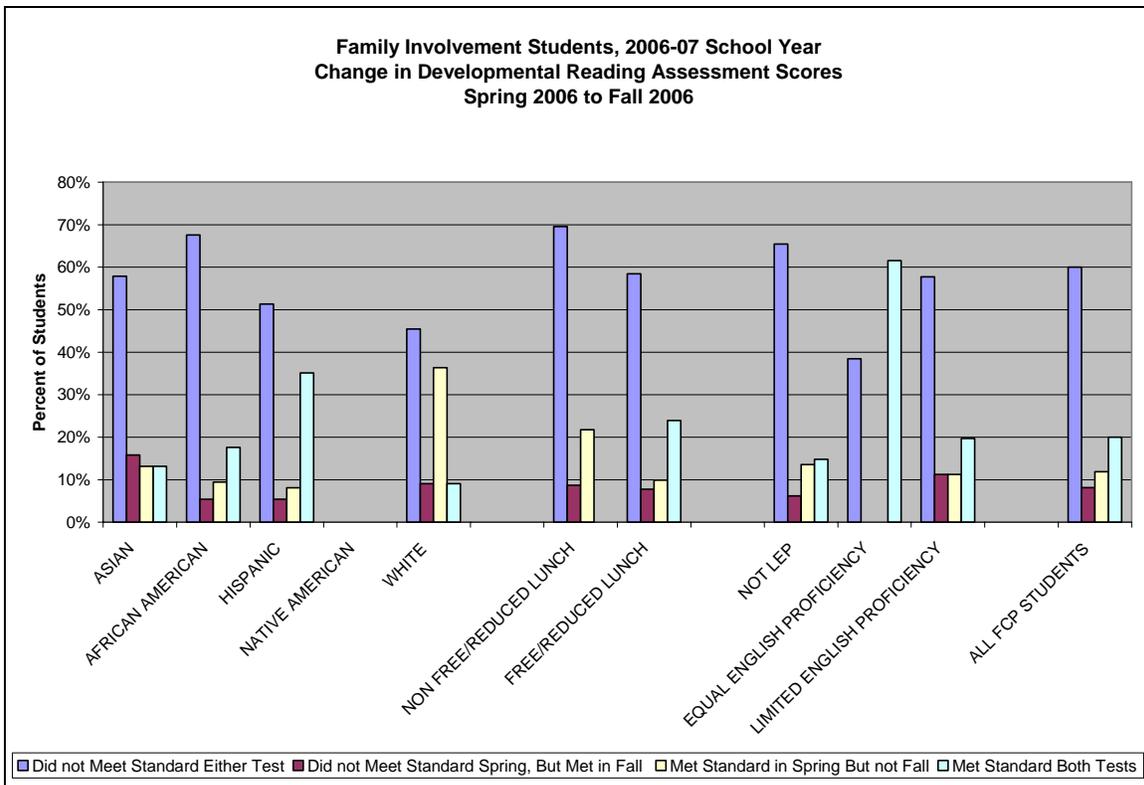
The table on the next page shows the change in family involvement students' DRA scores from spring to fall 2006. Eight percent of FCP students improved their DRA score to meet the standard, and 11 percent declined their score.

**Table 11.
Students Served by Family & Community Partnerships, 2006-07 SY
Change in Developmental Reading Assessment Scores, Spring 2006 to Fall 2006**

	Number of Students
FI students not meeting DRA standard in either Spring '06 or Fall '06	75 / 60%
FI students not meeting DRA standard Spring '06, but met standard in Fall '06	10 / 8%
FI students meeting DRA standard Spring '06, but not in Fall '06	14 / 11%
FCP students meeting DRA standard in both Spring '05 and Fall '05	25 / 20%
Total number of FI students taking DRA test in both Spring '06 and Fall '06	124 / 100%

As of 1/31/07

The chart below shows the change in FCP students' DRA scores from spring to fall 2006 by student category. There are some differences across categories. For example, a greater percentage of Asian FCP students (16 percent) improved their DRA score than did all FCP students (eight percent).



As of 1/31/07

School Attendance

Student attendance in school is another indicator of academic achievement that is important to the Levy. It is assumed that if students are present in school more often, they have a greater likelihood of achieving academically. Although only one FSW focus student set an attendance

goal from September 2006 through February 2007, the Levy tracks attendance for all FSW students. The attendance data in this report are for students who are participating in Levy programs in the current school year (2006-07). In many cases, the report compares data from 2005-06 for the current cohort of students to 2006-07 data for the same cohort. The 2005-06 data represent a baseline and the 2006-07 data represent progress made as a result of the Levy's impact.

As the table below shows, attendance for FSW focus students improved a slight amount from the 2005-06 school year to the first semester of 2006-07. In 2005-06, average attendance for FSW focus students was 94.4 percent, and for the first semester of 2006-07, their average attendance was 94.7 percent. Attendance also increased slightly for all students in FSW schools.

Table 12.			
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 ²⁹	N/A	N/A
All FSW Focus Students With Attendance Measure Recorded ³⁰	1,313	94.4%	94.7%
All Students in School with FSW Focus Students	16,015	94.8%	95.1%

As of 2/28/07

Another method of calculating attendance is to compare the number of students in Levy programs whose attendance improved, remained the same, or declined from one year to the next. The table below shows 638 FSW focus students improved their attendance, 92 students' attendance maintained the same attendance, and 583 students declined their attendance from the 2005-06 school year to the first semester of 2006-07.

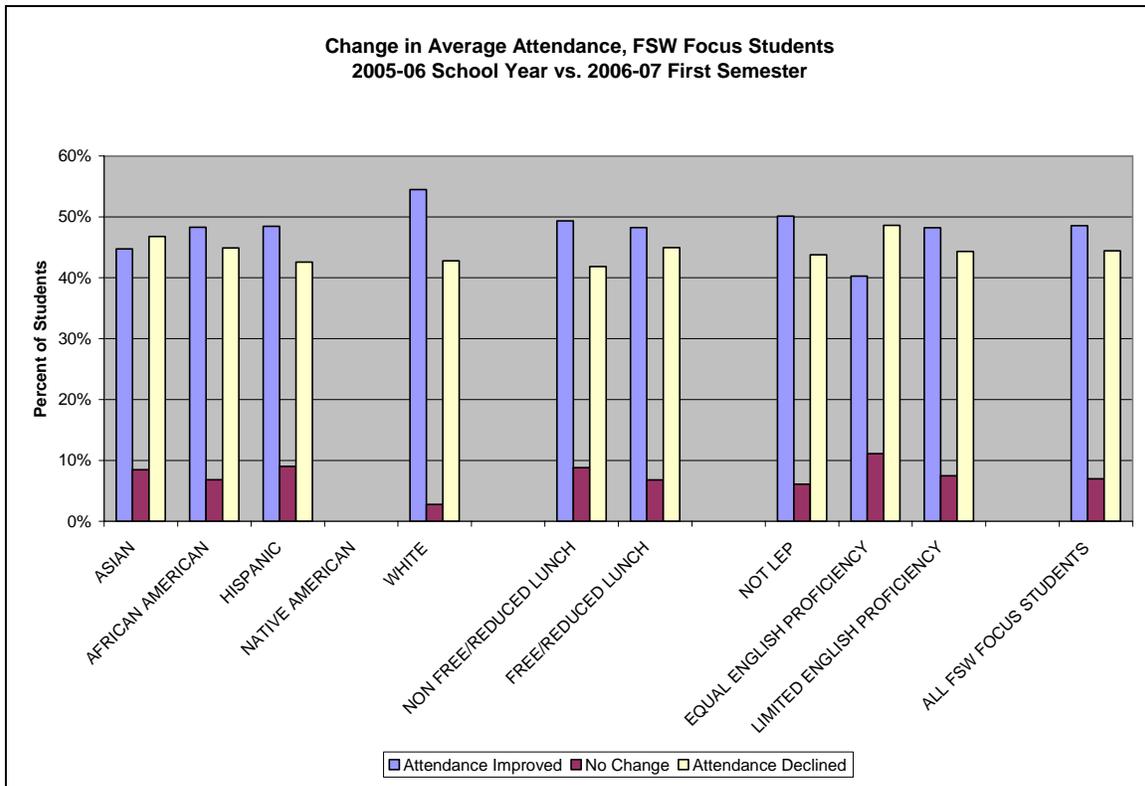
Table 13.			
Focus Students Served by Family Support Workers, 2006-07 School Year			
Change in Average Attendance, 2005-06 School Year vs. 2006-07 First Semester			
	Number of Students		
	Attendance Improved	No Change	Attendance Declined
All FSW Focus Students With Attendance Measure Recorded Both Years	638	92	583

As of 2/28/07

²⁹ Only one student assigned an attendance goal through Feb. 2007

³⁰ Includes only students who had attendance records both school years.

The next chart shows the percentage of FSW focus students in each category whose attendance improved, remained the same, or improved from the 2005-06 school year to the first semester of 2006-07.



As of 2/28/07

For students currently in the family involvement program, average attendance improved from 94.7 percent in the 2005-06 school year to 95.5 percent in the first semester of 2006-07.

Table 14. Students Served by Family & Community Partnerships, 2006-07 School Year 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 FIP Students With Attendance Measure Recorded ³¹	420	94.7%	95.5%
All Students In Family Involvement Schools With An Attendance Measure Recorded	3,102 ³²	94.6%	95.1%

As of 1/31/07

³¹ Includes only students who had attendance records both school years.

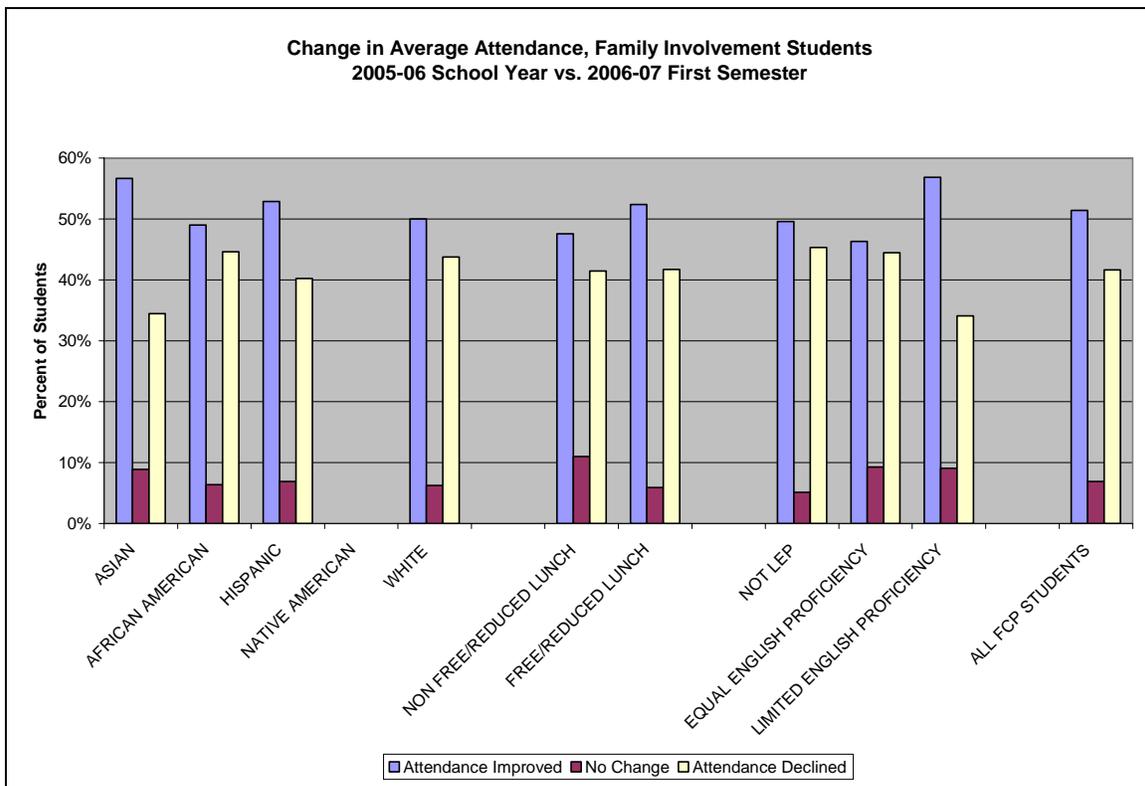
³² Number of students at these schools Feb. 2007

As the next table shows, attendance improved for 216 FCP students, remained the same for 29 students, and declined for 175 students from the 2005-06 school year to the first semester of 2006-07.

Table 15. Students Served by Family & Community Partnerships, 2006-07 School Year Change in Average Attendance, 2005-06 SY vs. 2006-07 First Semester			
	Number of Students		
	Attendance Improved	No Change	Attendance Declined
All Family Involvement Students With Attendance Measure Recorded	216	29	175

As of 1/31/07

The following chart shows the change in attendance for students in the family involvement program from the 2005-06 school year to the first semester of 2006-07. There are some differences across student categories. For example, a greater percentage of Asian and LEP students in the FCP program improved their attendance than did all FCP students.



As of 1/31/07

Another approach to tracking attendance is to identify students who have missed a “significant” number of school days. The Levy defines “significant” as 10 or more days, as students absent 10 or more days in the first semester of the year have missed more than 10 percent of available school days. Of 176 FSW focus students who missed 10 or more days in the first semester of last school year, 98 improved by missing fewer than 10 days this year,

while 78 continued to miss more than 10 days. An additional 90 students were absent for 10 or more days in the first semester of this year, and were not last year. The following table displays this information.

Table 16. Focus Students Served by Family Support Workers, 2006-07 School Year Change in Number of Absent Days, 2005-06 First Semester vs. 2006-07 First Semester	
Of 176 FSW Focus Students With 10 or More Days Absent 1 st Semester 2005 – 06 SY	78 Still Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 1114 FSW Focus Students With Fewer Than 10 Days Absent 1 st Semester 2005 – 06 SY	90 Had 10 or More Days Absent 1 st Semester 2006 – 07 SY

As of 2/28/07

As the next table shows, 47 FCP students were absent 10 or more days in 2005-06. Of those 47 students, 32 improved by missing fewer than 10 days in the first semester of this year. Fifteen FCP students continued to be absent more than 10 days per semester, and an additional 27 students missing 10 days or more, and had not done so last year.

Table 17. Students Served by Family & Community Partnerships, 2006-07 School Year Change in Number of Absent Days, 2005-06 First Semester vs. 2006-07 First Semester	
Of 47 FI Focus Students With 10 or More Days Absent 1 st Semester 2005 – 06 SY	15 Still Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 368 FI Focus Students With Fewer Than 10 Days Absent 1 st Semester 2005 – 06 SY	27 Had 10 or More Days Absent 1 st Semester 2006 – 07 SY

As of 1/31/07

When analyzing indicators of Levy progress, it can be useful to compare data for Levy students to data for other district students. The table below shows that 13 percent of FSW focus students had 10 or more absences in the first semester of 2006-07, while nine percent of all district elementary students had 10 or more absences.

Table 18. Students Served by Family Support Workers in 2006-07 School Year Number and Percent of Students Absent 10 or More Days, 1st Semester 2006-07		
	Number of Students Absent 10 or More Days	Percent of Students With 10 or More Absences
FSW Focus Students	187	13%
All Elementary School Students	1993	9%

As of 2/28/07

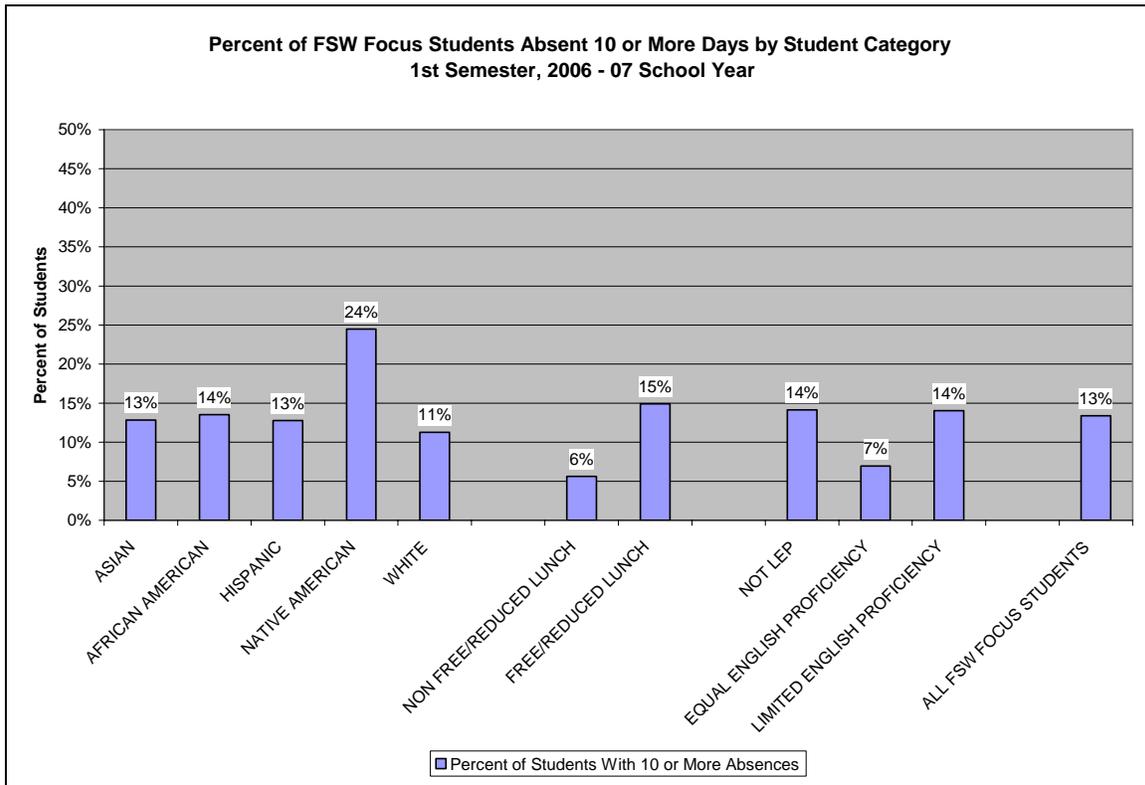
This information is displayed in the table on the next page for students in the FCP program. Although slightly lower percentage of FCP students (11 percent) had 10 or more absences than FSW students (13 percent), the overall percentage of FCP students with absences is still higher than the percentage for all district elementary school students.

**Table 19.
Students Served by Family & Community Partnerships in 2006-07 School Year
Number and Percent of Students Absent 10 or More Days, 1st Semester 2006-07**

	Number of Students Absent 10 or More Days	Percent of Students With 10 or More Absences
Family Involvement Students	50	11%
All Elementary School Students	1993	9%

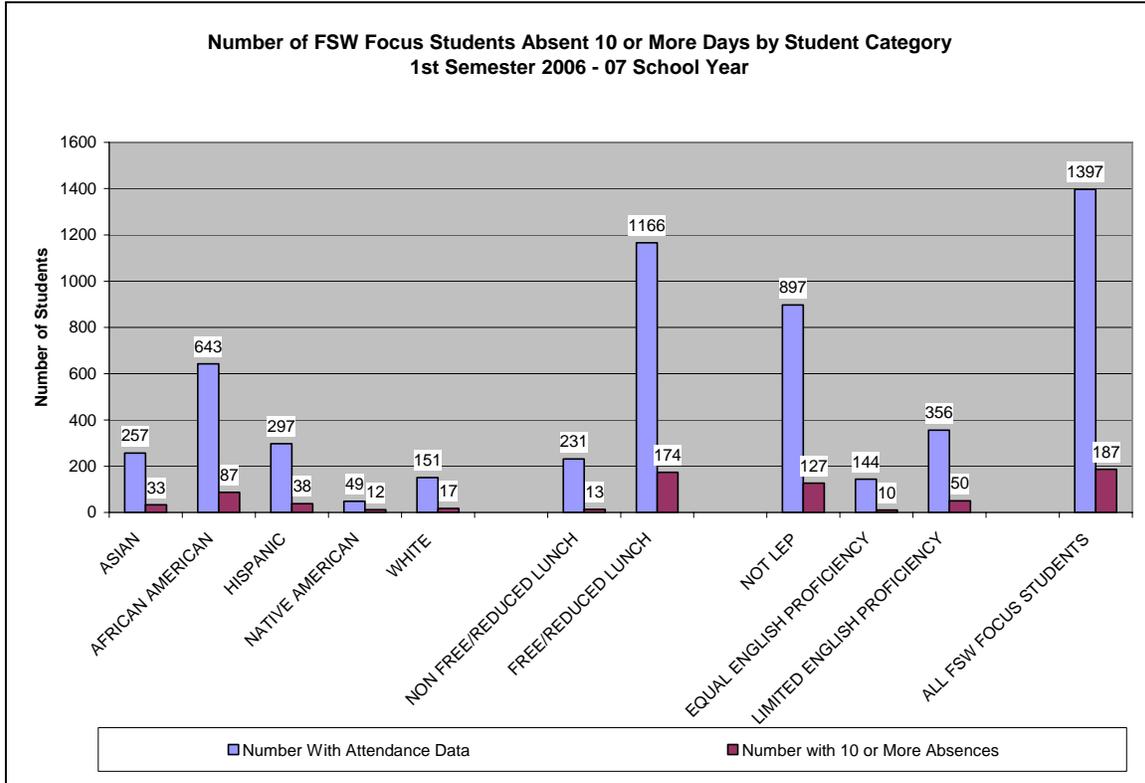
As of 1/31/07

The percentage of FSW focus students absent 10 or more days did not vary much by student category, with the exception of non-free/reduced lunch eligible students and EEP students. There were lower percentages of students in these categories absent 10 or more days (six and seven percent, respectively) than for all FSW focus students (13 percent).



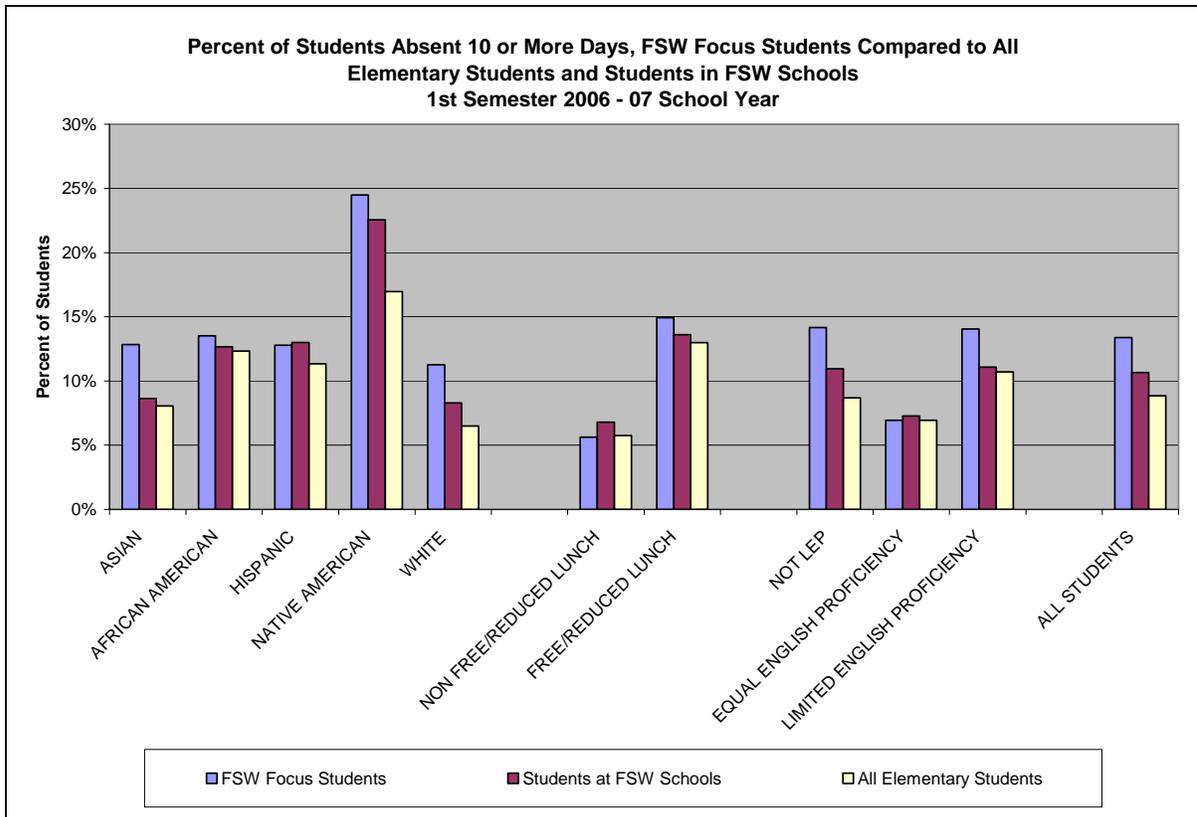
As of 2/28/07

The numbers of FSW focus students in each category who were absent 10 or more days, correlating with the numbers in the chart above, are shown below.



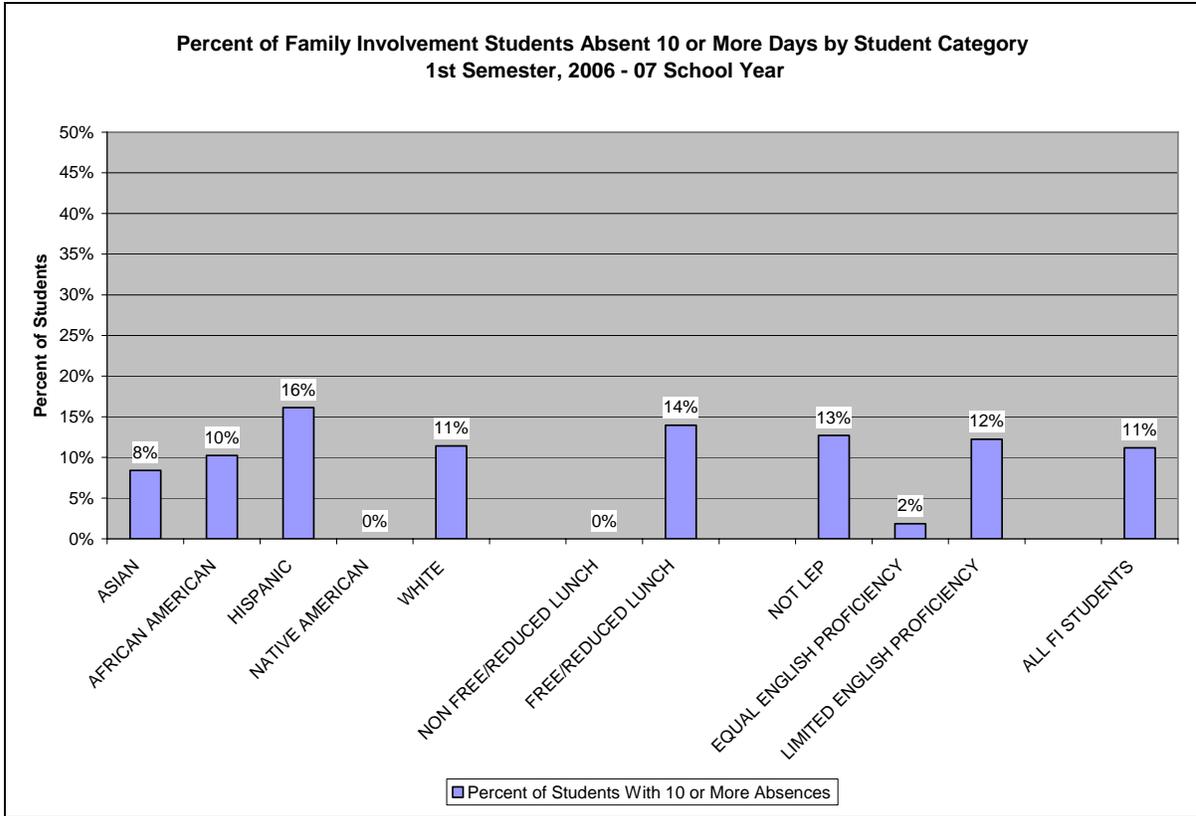
As of 2/28/07

As the chart on the next page shows, FSWs are serving students who are absent at higher rates than are students in schools with FSWs and all district elementary students.

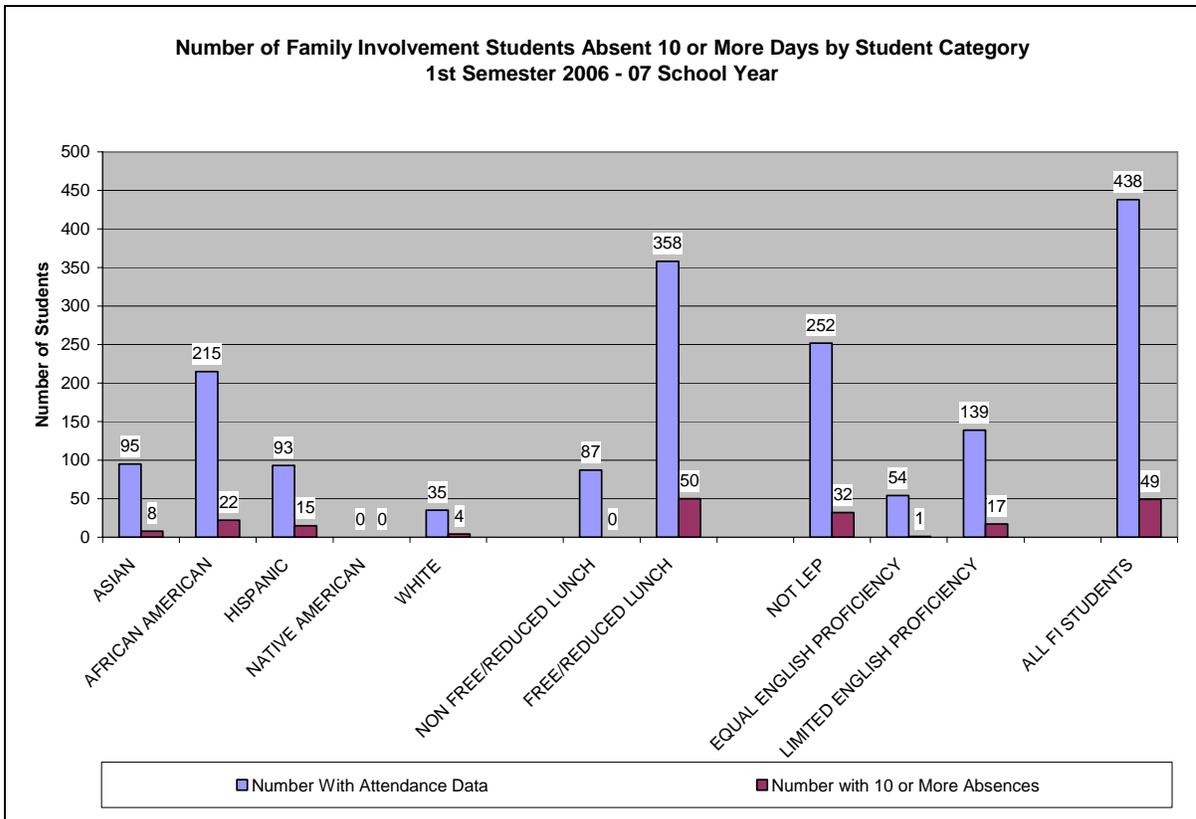


As of 2/28/07

The next two charts show the percentage and number of family involvement students in each category who were absent 10 or more days in the first semester of this school year. There was some variation across student categories. While 11 percent of all FCP students were absent 10 or more days, 16 percent of Hispanic students and eight percent of Asian students were absent 10 or more days.

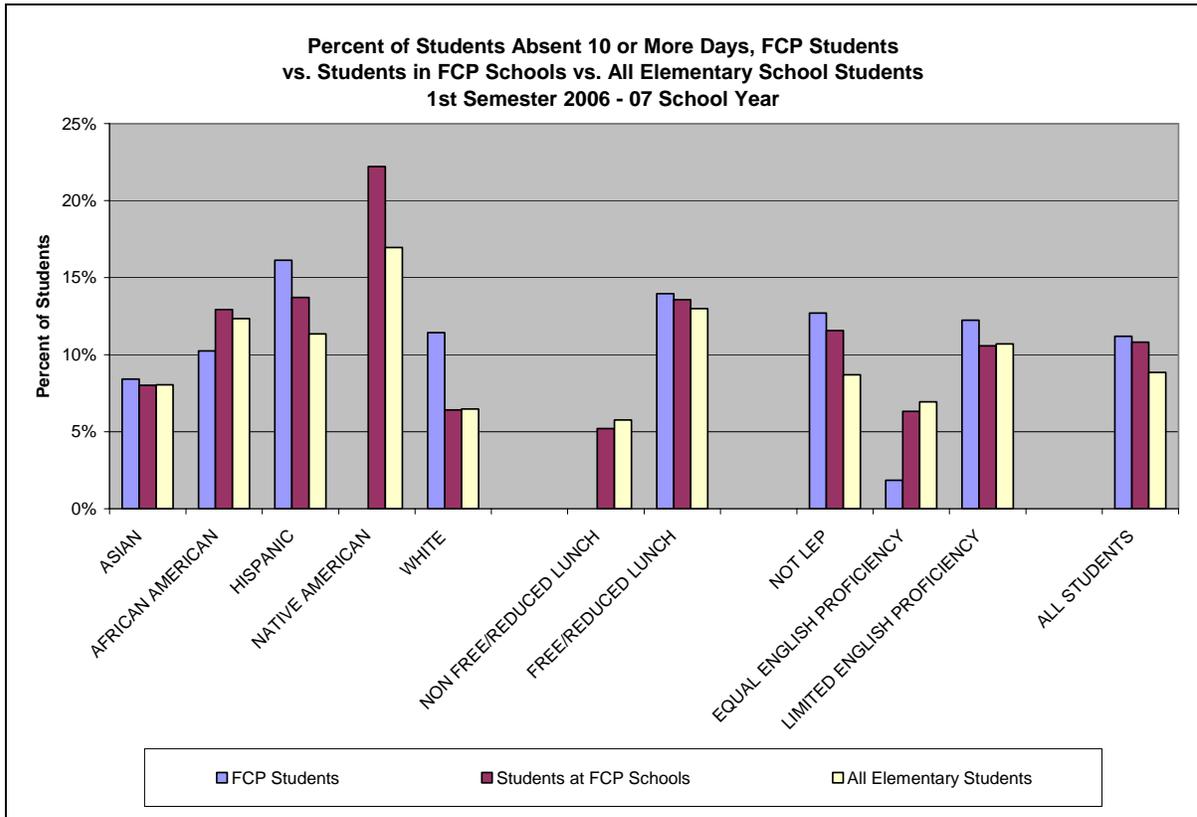


As of 1/31/07



As of 1/31/07

As the following chart shows, overall the FCP program appears to be serving students with lower attendance rates than students in the FCP schools and all elementary schools, with the exception of African American students. It is interesting to note that Hispanic FCP students and all Hispanic students in FCP schools have the highest percentage of students missing 10 or more days.



As of 1/31/07

Disciplinary Rates

Disciplinary rates are another indicator of academic achievement. If a student faces disciplinary action, he or she often misses school as a result of being suspended or expelled. Although no FSW students have set the goal of reducing disciplinary actions so far this year, the Levy tracks disciplinary actions for all FSW students. Disciplinary actions have increased for FSW focus students, compared to last year. Of all current FSW focus students with disciplinary records in both 2005-06 and 2006-07, 11 students faced disciplinary actions last year, and 27 faced disciplinary actions in the first semester of this year. The average number of disciplinary actions for the current cohort of FSW focus students has increased from 1.18 in 2005-06 to 1.22 in the first semester of 2006-07. This information is displayed in the following table.

Table 20. Focus Students Served by Family Support Workers, 2006-07 School Year Average Disciplinary Rates, 1st Semester 2005-06 vs. 1st Semester 2006-07				
	1st Semester 2005 – 06 SY		1st Semester 2006 – 07 SY	
	Number of Students	Average Disciplinary Actions Per Student	Number of Students	Average Disciplinary Actions Per Student
All FSW Focus Students Who Had a Disciplinary Action	11	1.18	27	1.22
All Students Grade K-5	129	1.25	148	1.17

As of 2/28/07

The FSW program is serving focus students with higher disciplinary rates compared to all district elementary school students, as shown in the table below.

Table 21. Focus Students Served by Family Support Workers, 2006-07 School Year Percent of Students With Disciplinary Actions, 1st Semester 2006-07		
	1st Semester 2006 – 07 SY	
	Number of Students With A Disciplinary Action	Percent of Students With a Disciplinary Action
All FSW Focus Students	27	1.9%
All Students Grade K-5	148	0.6%

As of 2/28/07

Another way of displaying disciplinary action data is to report the number of students whose disciplinary actions decreased, remained the same or increased. As the next table shows, disciplinary actions decreased for nine FSW focus students, remained the same for one student, and increased for 26 students.

Table 22. Focus Students Served by Family Support Workers, 2006-07 School Year Change in Disciplinary Actions: 1st Semester 2005-06 vs. 1st Semester 2006-07			
	Number of Students		
	Disciplinary Actions Decreased ³³	No Change ³⁴	Disciplinary Actions Increased ³⁵
All FSW Focus Students with Disciplinary Actions	9	1	26

As of 2/28/07

There were too few disciplinary actions to report for the FCIP program.

³³ “Disciplinary actions decreased” denotes FSW focus students who had a disciplinary action in the first semester of 2005-06 and had fewer or none in first semester of 2006-07.

³⁴ “No change” denotes FSW focus students who had the same number of disciplinary actions in both the first semester of 2005-06 and in the first semester of 2006-07.

³⁵ “Disciplinary actions increased” denotes FSW focus students who did not have a disciplinary action in the first semester of 2005-06 but did have a disciplinary action in the first semester of 2006-07 or had fewer disciplinary actions in the previous year’s first semester.

Observations and Recommended 2007-08 Course-Corrections Based on Mid-Year Data

Family Support and Involvement are clearly targeting the most academically challenged students.

These programs are serving students with higher numbers of absences and higher disciplinary rates.

The Family Support program has capacity to serve both “focus” and “non-focus” students.

More families are participating in family events than parent-teacher conferences or Student Intervention Team meetings.

- Encourage multiple forms of family involvement.
- FSWs will set multiple family involvement goals for all FSW students and their families.
- Focus more heavily on increasing school attendance for FSW focus students.

Student goals do not always match student needs as evidenced in the data (e.g., attendance).

- Set criteria for assigning student goals (e.g., set attendance goals for focus students with 5% absences).
- Set quantitative milestones for student goals in FSW improvement plans.
- FSWs will set attendance goals for students with five or more absences in a given semester.
- FSWs will set attendance goals for students arriving late or leaving early at least 10 times in a given semester.
- FSWs will set quantitative milestones for goals in student plans.

Additional Recommended Family Support & Involvement Course-Corrections for 2007-08

Develop a multi-year strategy to help FSW and FCP students meet academic standards.

Set an indicator of 200 students passing at least one section of the WASL which they had previously failed, moving from level 1 to level 2 in a WASL section, or increasing their DRA score.

Set an indicator of 175 students maintaining passage of the DRA or WASL.

Table 23. Recommended Family Support & Involvement Targets for 2007-08	
Number of students served	1,500 ³⁶
Number and percent of students served who meet the WASL or DRA standard	275 / 18%

³⁶ Although many students will participate in both the FSW and FCP programs, the participation and academic targets for 2007-08 are unduplicated.

Elementary Community Learning Centers

Program Description

The FEL invests in three elementary school Community Learning Centers (CLCs). They include YMCA at Cooper, YMCA at Concord 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. Services include homework and tutoring support focused on math and literacy, English as a Second Language instruction, project-based learning, technology activities and numerous other developmentally appropriate learning opportunities. CLC staff coordinate out-of school time activities at the selected sites with school staff to maximize learning by connecting after-school activities to the material students are learning during the school day. CLC programs engage families and provide community resource and referral information as well as parent and family activities during out-of-school time that promote academic achievement.

Budget

The budget for Elementary CLCs for 2006-07 is shown below.

Elementary Community Learning Centers Investment	2006-2007 School Year Allocations
Community Learning Centers	\$445,212
Administration	\$38,714
Total:	\$483,926

Targets

The table below shows the 2004-05 baseline for students served in Elementary CLCs, the targets and actual progress made in 2005-06, and the targets and actual progress made so far in 2006-07. The Levy participation target was to serve 210 elementary school students in CLCs this school year; the participation target has been surpassed, with 220 students enrolled as of December 31, 2006³⁷.

³⁷ The Elementary CLC program has served 268 students in the 2006-07 school year; only 220 are in the school district's demographic files.

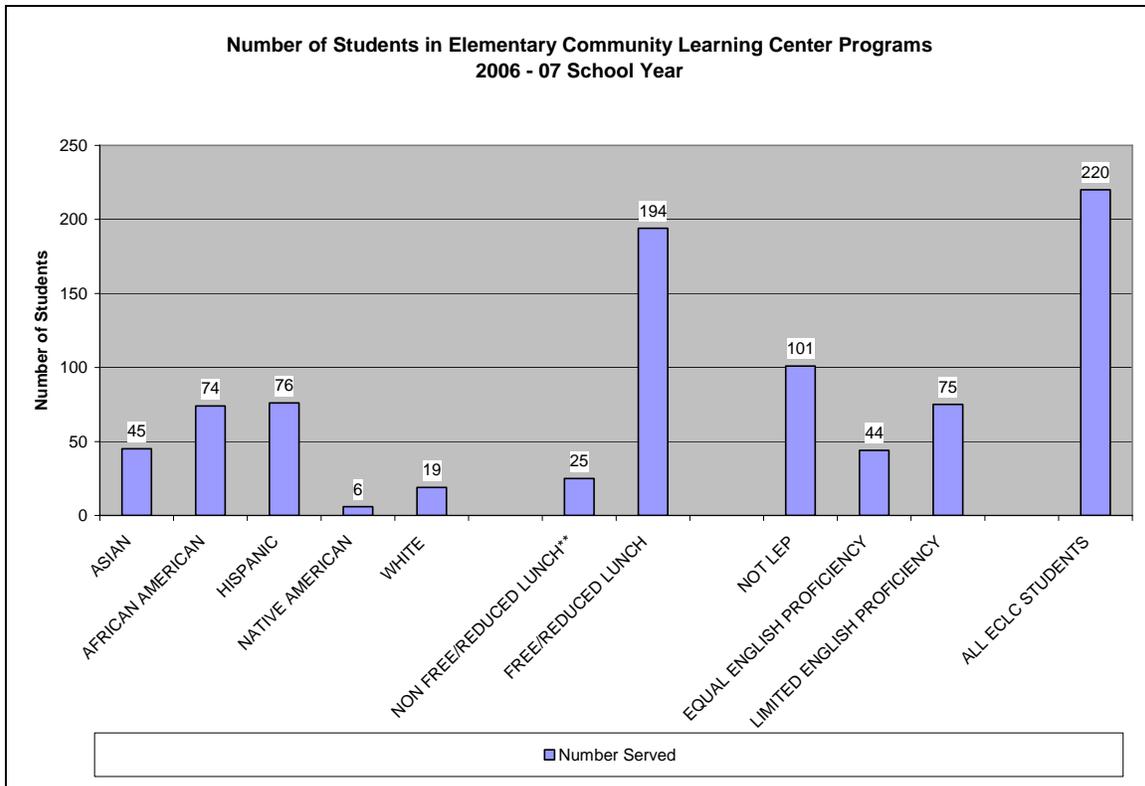
Table 24. Elementary School Community Learning Centers Targets					
	2004-05 School Year	2005-06 School Year		2006-07 School Year	
	Baseline	Target	Actual	Target ³⁸	Actual
Elementary students served	N/A	200	227	210	220
Number and percent of students served who meet the WASL or DRA standard	Total: 36 / 38% 2 nd Gr. DRA: 24 / 51% 4 th Gr. WASL: 9 / 17% ³⁹	14 / 7%	76 / 34%	30 / 14%	

Demographic Data

The chart on the following page shows the characteristics of students enrolled in Elementary CLCs. As the chart shows, the majority of elementary students participating in CLCs (194) are free/reduced lunch eligible. The race categories show the highest number of students representing one race are Hispanic students (75), followed by African American (74), Asian (45), white (19), and Native American (6). The majority of students served are English proficient (not LEP) and 75 students are LEP.

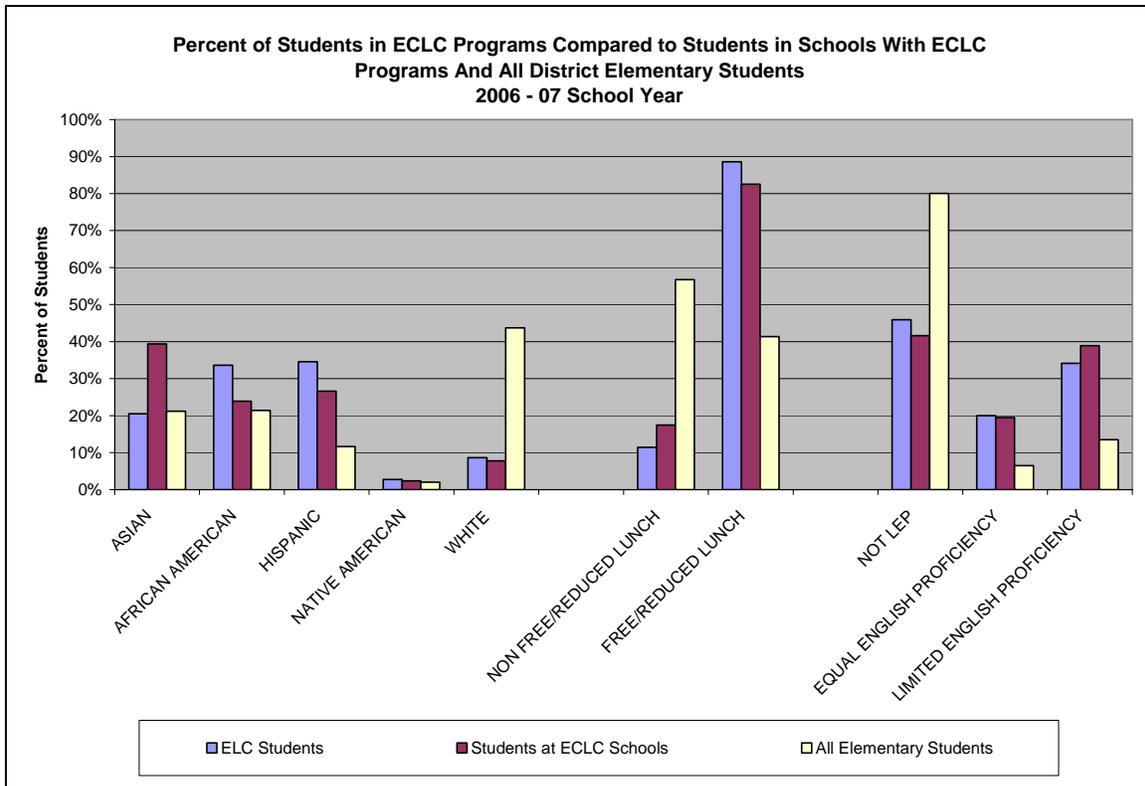
³⁸ It is assumed no more than 10% of all Elementary School CLC participants will be in 2nd grade; at least 90% of the target will comprise WASL scores.

³⁹ The 4th grade WASL baseline for Elementary School Community Learning Centers represents students who passed the reading, math and writing WASL assessments. All other baselines represent students who passed the reading and math assessments only.



As of 1/31/2007

The next chart compares the percentage of students in each category who are served by Elementary CLCs with the percentages of students in each category in those schools and in all district elementary schools. Clearly, Elementary CLCs are serving higher percentages of African American, Hispanic, and free/reduced lunch-eligible students than are enrolled in the three schools where the CLCs are located, and the district as a whole. For example, African American students represent 34 percent of students participating in Elementary CLCs, 24 percent of students in those schools, and 21 percent of all district elementary students.



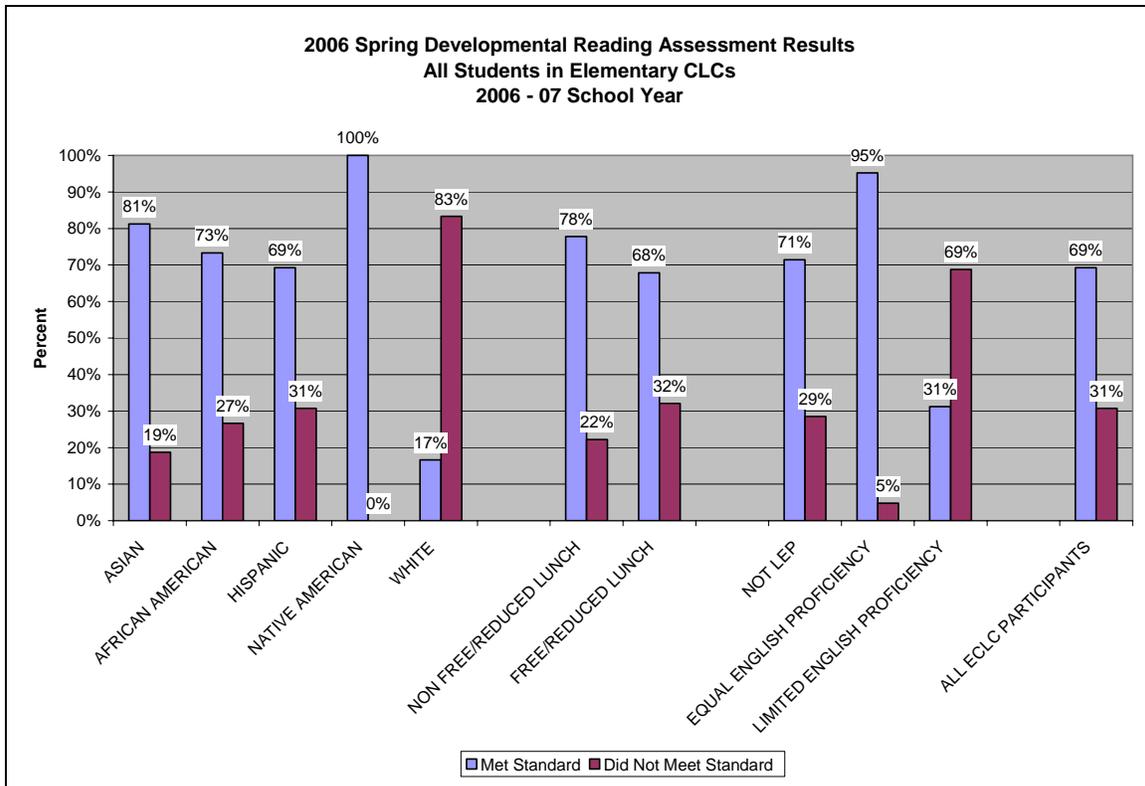
As of 1/31/2007

Academic Baseline Data

As the table at the beginning of this section showed, the target for Elementary CLCs is for 30 students, or 14 percent of students served, to achieve academically by meeting the DRA or WASL standard.

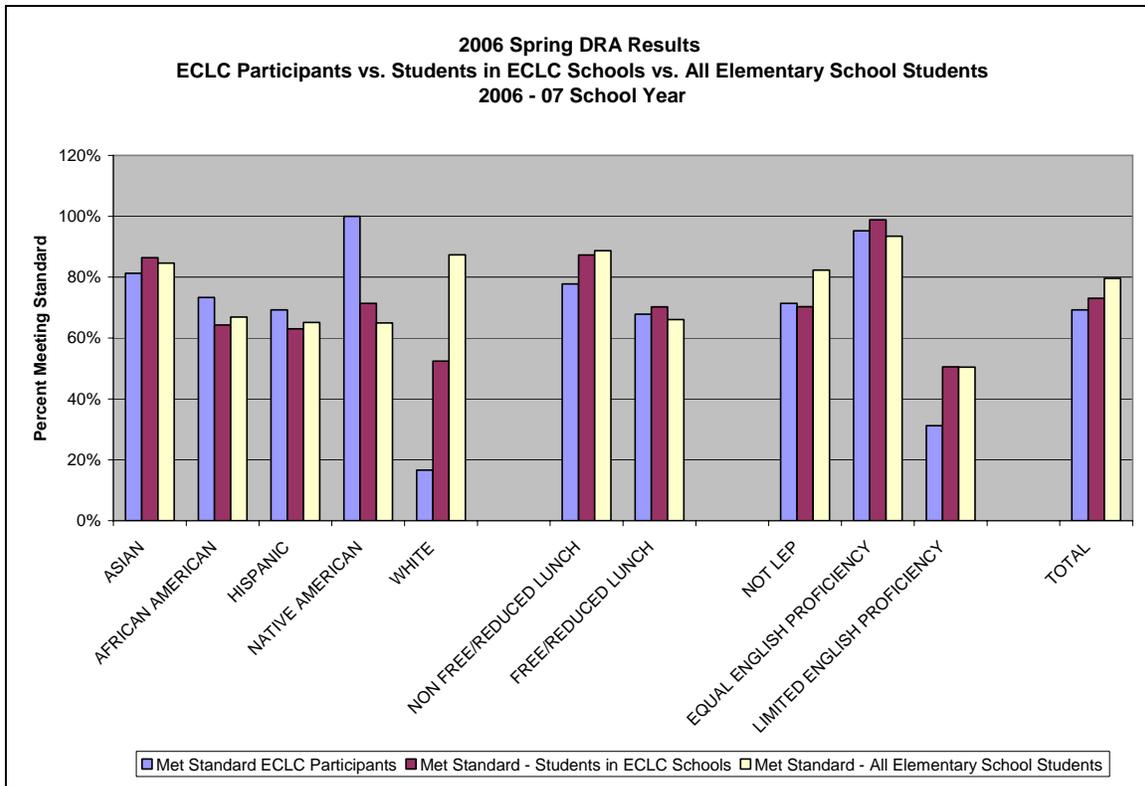
Developmental Reading Assessment

Sixty-nine percent of students in Elementary CLCs this year (2006-07) who took the DRA last year (2005-06), met the standard last year; 31 percent did not meet the standard. The chart on the following page shows the percentage of students who met and did not meet the DRA, by student category.



As of 1/31/2007

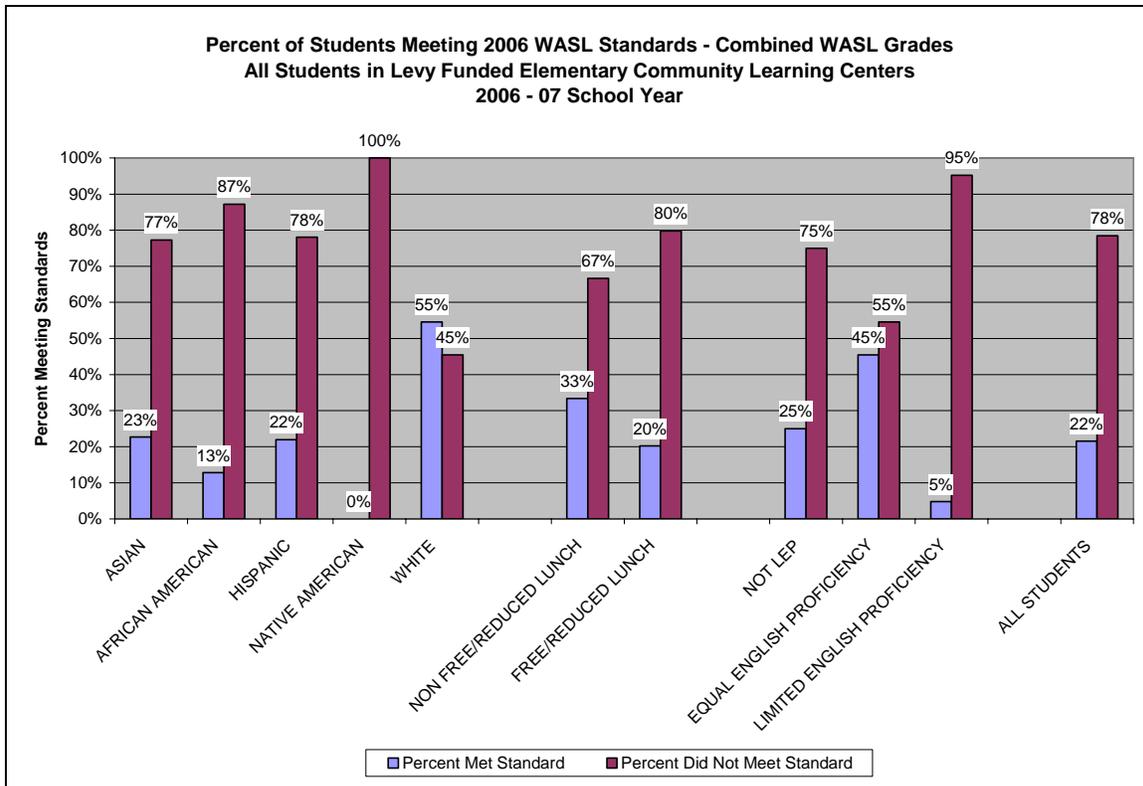
The next chart compares the percentage of Elementary CLC students who met the DRA standard last year, to the percentages of students in the three schools where CLCs are located, and to the percentages of students in all district elementary schools, who met the standard. Overall, while 69 percent of Elementary CLC students met the DRA standard last year, a slightly higher percentage of students (73 percent) in the CLC schools met the standard, and an even higher percentage of students (80 percent) in all district elementary schools met the standard.



As of 1/31/2007

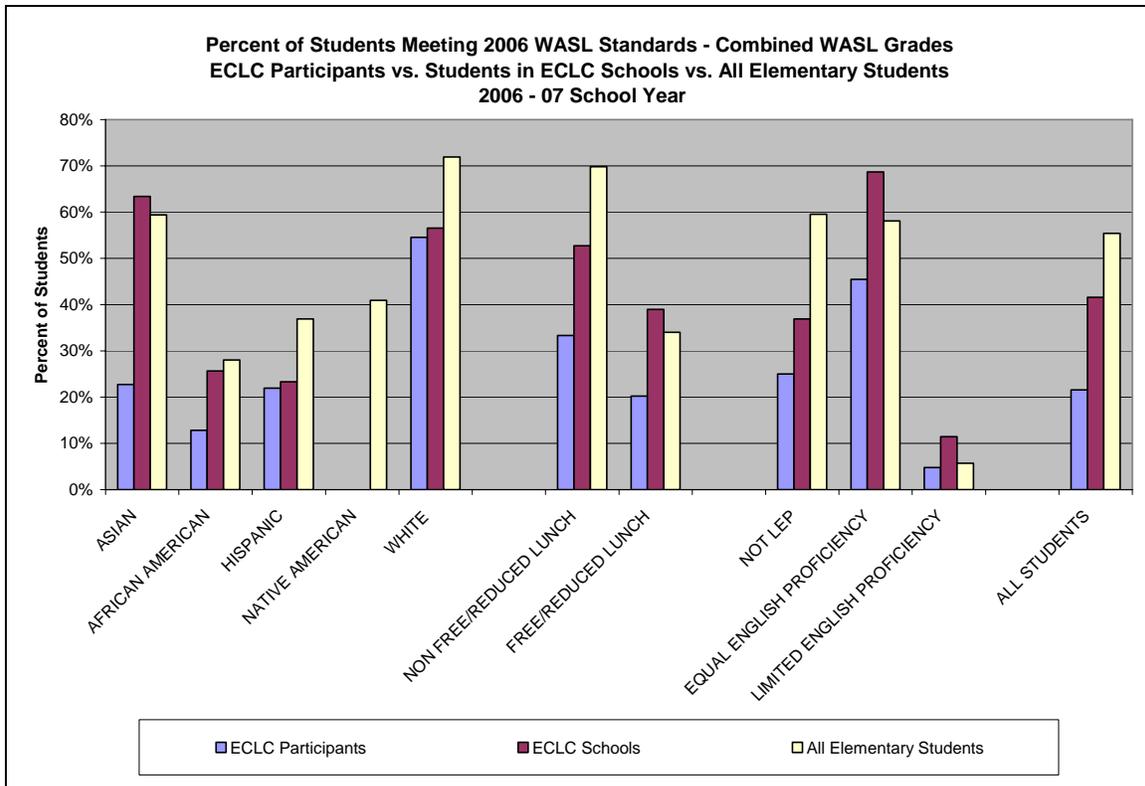
WASL

Twenty-two percent of students participating in Elementary CLCs this year (2006-07) met the WASL standards last year (2005-06); 78 percent did not meet the standards. The baseline numbers are lower for African American students (13 percent), Native American students (no students met the standard), free/reduced lunch-eligible (FRL) students (20 percent) and LEP students (5 percent). These data suggest elementary CLCs should focus academic strategies more intensively on students in the groups with lower percentages of students meeting standard.



As of 1/31/2007

The following chart compares the baseline percentage of Elementary CLC students who met the WASL standard with the baseline percentages of all students in the CLC schools, and all district elementary students. As the chart shows, Elementary CLCs are serving students who are more academically challenged than other students at their schools and other students in the district. While 22 percent of Elementary CLC students met the WASL standards, 42 percent of students in the CLC schools, and 55 percent of all district elementary students, met the standards. Within every student category, the Elementary CLCs are targeting students who are starting out the year further behind.



As of 1/31/2007

In addition to analyzing how many Levy students met WASL standards, the Levy analyzes students' WASL scores in more detail. The following three tables show the percentage of Elementary CLC students who scored at each level on the 2006 math, reading and writing WASL. In every subject, a greater percentage of Elementary CLC students scored at level 1 and 2 than did students in those schools and all elementary school students. This shows the Elementary CLCs are serving students who are further behind academically.

	ECLC Participants	Students in ECLC Schools	All Elementary School Students
Level 0 ⁴⁰	2%	3%	3%
Level 1	37%	24%	16%
Level 2	28%	21%	18%
Level 3	24%	32%	33%
Level 4	9%	20%	30%

⁴⁰ Level 0 represents students who did not complete the WASL test.

Table 26. Elementary CLC, 2006-07 2006 Reading WASL Levels			
	ECLC Participants	Students in ECLC Schools	All Elementary School Students
Level 0 ⁴¹	1%	3%	3%
Level 1	14%	10%	6%
Level 2	41%	26%	17%
Level 3	35%	39%	37%
Level 4	10%	23%	37%

Table 27. Elementary CLC, 2006-07 2006 Writing WASL Levels			
	ECLC Participants	Students in ECLC Schools	All Elementary School Students
Level 0 ⁴²	2%	2%	4%
Level 1	26%	15%	11%
Level 2	37%	24%	23%
Level 3	24%	47%	44%
Level 4	11%	12%	19%

Indicator Data

What has this investment bought so far in 2006-07?

Is the Levy on-track to meet targets?

The Levy tracks several student indicators throughout the school year to determine whether Elementary CLCs are on track to meet targets. Indicators in this report include:

Number of days students participate in the program

School attendance rates⁴³

The number of families participating in CLC events and classes

⁴¹ Level 0 represents students who did not complete the WASL test.

⁴² Level 0 represents students who did not complete the WASL test.

⁴³ Student absences include days missed due to suspensions.

Student Participation

It was assumed that students would need to participate in elementary CLCs for a certain number of days throughout the year in order for the program to help students achieve academically. As the table below shows, 37 percent of students attended 50 days or more during the first semester of the current school year. The average number of days offered across all three sites was 70.

Table 28. Students Participating in Elementary Community Learning Centers, 2006-07 Days Participating in CLC Program, Sept. 2006 – Jan. 2007		
Range of CLC Days Attended	Number of Students	Percent in this range
1 - 9	28	13%
10 - 19	28	13%
20 - 29	33	15%
30 - 39	31	14%
40 - 49	19	9%
>= 50	82	37%

As of 1/31/2007

The next table shows the number and percent of students who attended two times per week or more and the number of months for which they sustained this attendance level. The majority of students (54 percent) participated two times per week or more for four months.

Table 29. Students Participating in Elementary Community Learning Centers, 2006-07 Students Participating Two Times Per Week, Sept. 2006 – Jan. 2007		
Number of Months With 2x Week Attendance	Number of Students	Percent in this Range
1	25	12%
2	42	19%
3	22	10%
4	118	54%
5	11	5%

As of 1/31/2007

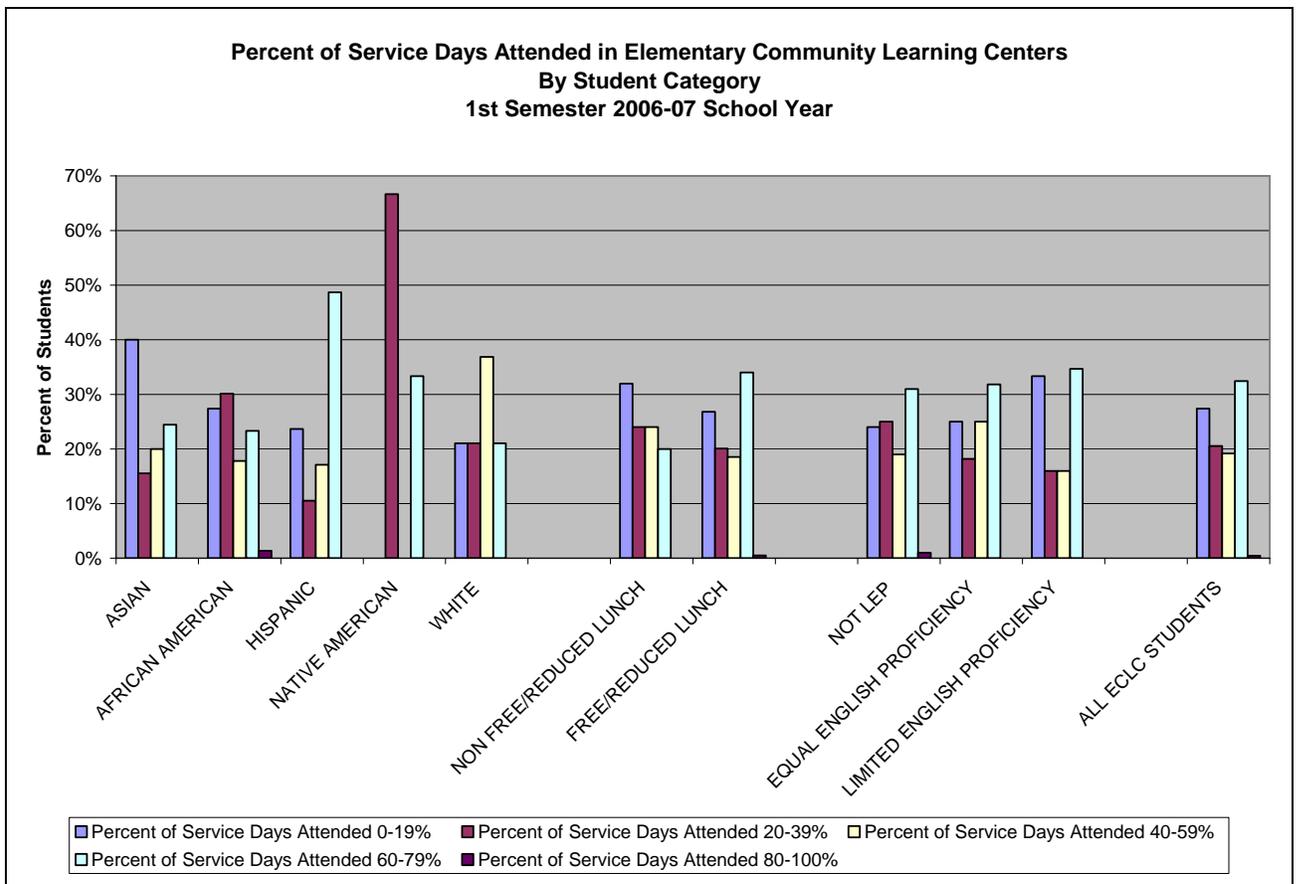
The table on the following page shows the percentage of days students attended each CLC site. The Elementary CLC goal was for students to participate at least two out of five days per week (40 percent). Approximately 40 percent of students met that goal, and approximately 60 percent of students attended less than 40 percent of days. The Concord site appears to have a greater percentage of students attending more often, with 58 percent attending between 60 and 79 percent of days.

Table 30.
Students Participating in Elementary Community Learning Centers, 2006-07
Percent of CLC Days Participating, Sept. 2006 – Jan. 2007

Percent of Service Days Attended	Percent of Students Attending Within the Range of Service Days			
	Concord	Cooper	Van Asselt	Total
0 - 19%	11%	25%	47%	27%
20 - 39%	10%	21%	29%	19%
40 - 59%	21%	28%	11%	20%
60 - 79%	58%	25%	13%	33%
80 - 100%	0%	2%	0%	1%
Service Days Available	76	71	63	

As of 1/31/2007

Since one of the Levy's intended outcomes is to reduce the achievement gap, the Levy tracks student indicators by race, income and language status in order to identify the needs of specific groups of students. The chart below shows the percent of service days attended by student category. As noted earlier in this report, the Elementary CLC program goal is for students to attend 40 percent of available days. The data show a large percent of Hispanic students participated 60 to 79 percent of available days, and a large percent of African American and free/reduced lunch-eligible students participated 0-19 percent or 20-39 percent of available days.



As of 1/31/2007

School Attendance

As an indicator of academic achievement, the Levy monitors school attendance for students who participate in programs. The table on the next page compares attendance rates from the previous school year (2005-06) with the first semester of the current school year (2006-07) for the current Elementary CLC cohort of students. While the attendance rate has slightly increased from 95.0 percent to 95.5 percent for all students in kindergarten through 5th grade, the attendance rate decreased slightly for students in Elementary CLCs, from 95.0 percent to 94.5 percent. Attendance also decreased by a very small amount for students in CLC schools.

Table 31. Students Participating in Elementary Community Learning Centers, 2006-07 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 Students in Elementary CLC Programs ⁴⁴	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%

As of 1/31/2007

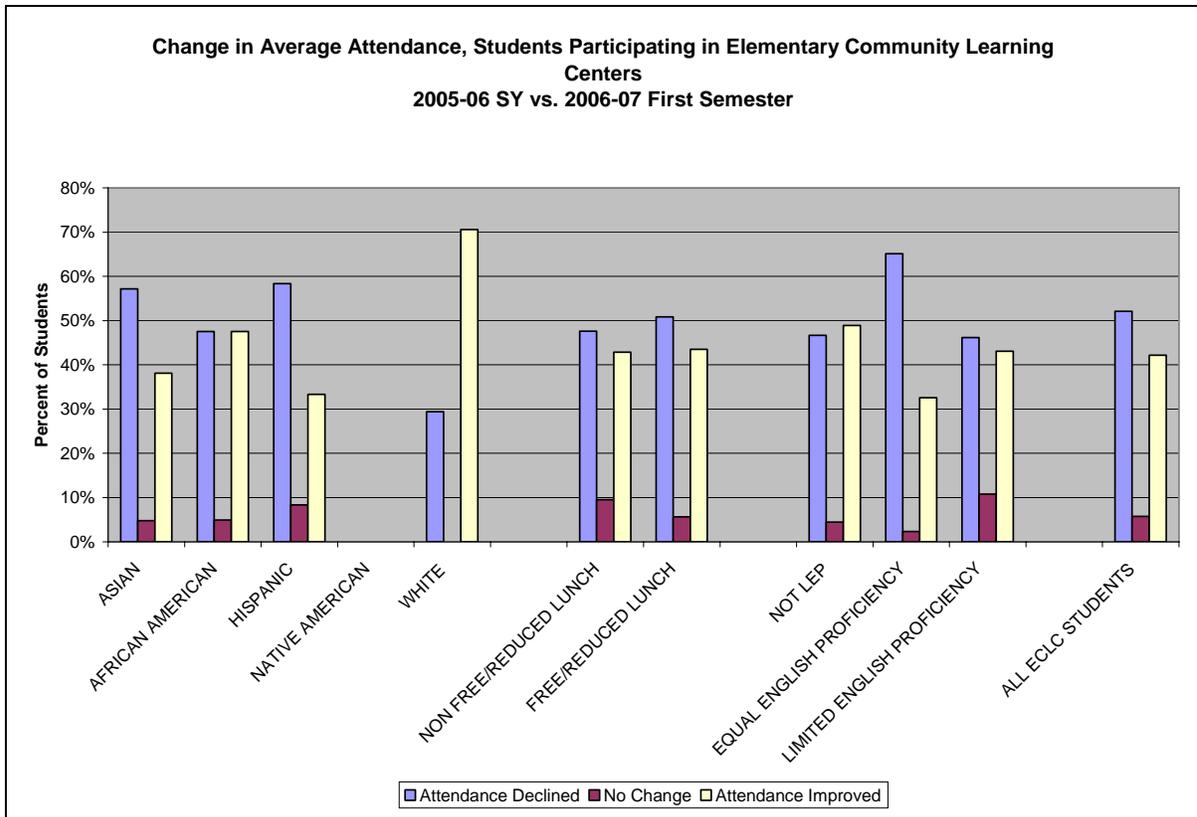
As the following table and chart show, attendance declined for a greater number of students in Elementary CLCs (101) than improved (86).

Table 32. Students Participating in Elementary Community Learning Centers, 2006-07 Change in Average Attendance, 2005-06 School Year vs. 2006-07 First Semester			
	Number of Students		
	Attendance Improved	No Change	Attendance Declined
All Students in Elementary CLC Programs ⁴⁵	86	12	101

As of 1/31/2007

⁴⁴ Includes only students who had attendance records both school years.

⁴⁵ Includes only students who had attendance records both school years.



As of 1/31/2007

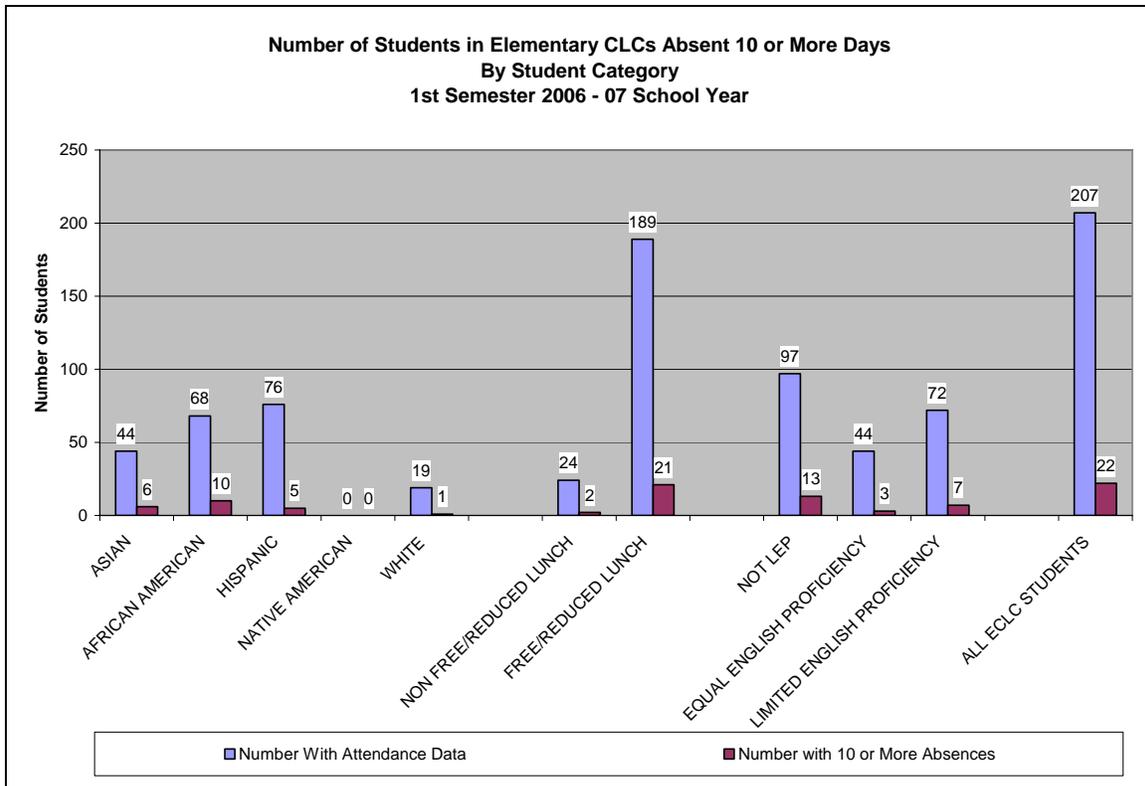
The following chart and two tables show Elementary CLC students who were absent 10 days or more in one semester. These rates are compared to all district elementary students. A greater percentage of Elementary CLC students were absent 10 or more days than were all elementary school students.

**Table 33.
Students Participating in Elementary Community Learning Centers in 2006-07 SY
Number and Percent of Students Absent 10 or More Days, 1st Semester 2006-07**

	Number of Students Absent 10 or More Days	Percent of Students With 10 or More Absences
ECLC Students	23	10.8%
All Elementary School Students	1993	8.8%

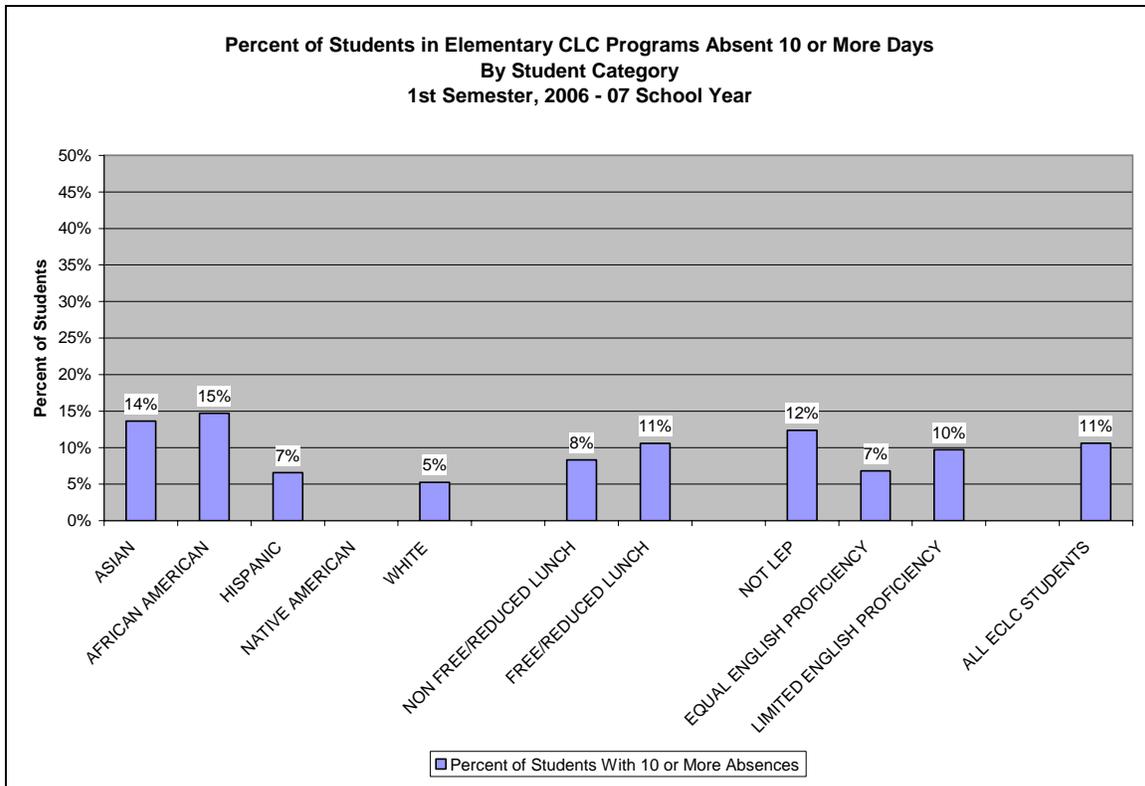
As of 1/31/2007

The Levy also tracks absence rates by student category in order to identify groups of students who may need more help with attendance. As the chart below shows, of all 22 Elementary CLC students who were absent 10 or more days in the first semester of this year, 21 were free/reduced lunch eligible students, and 10 were African American students.



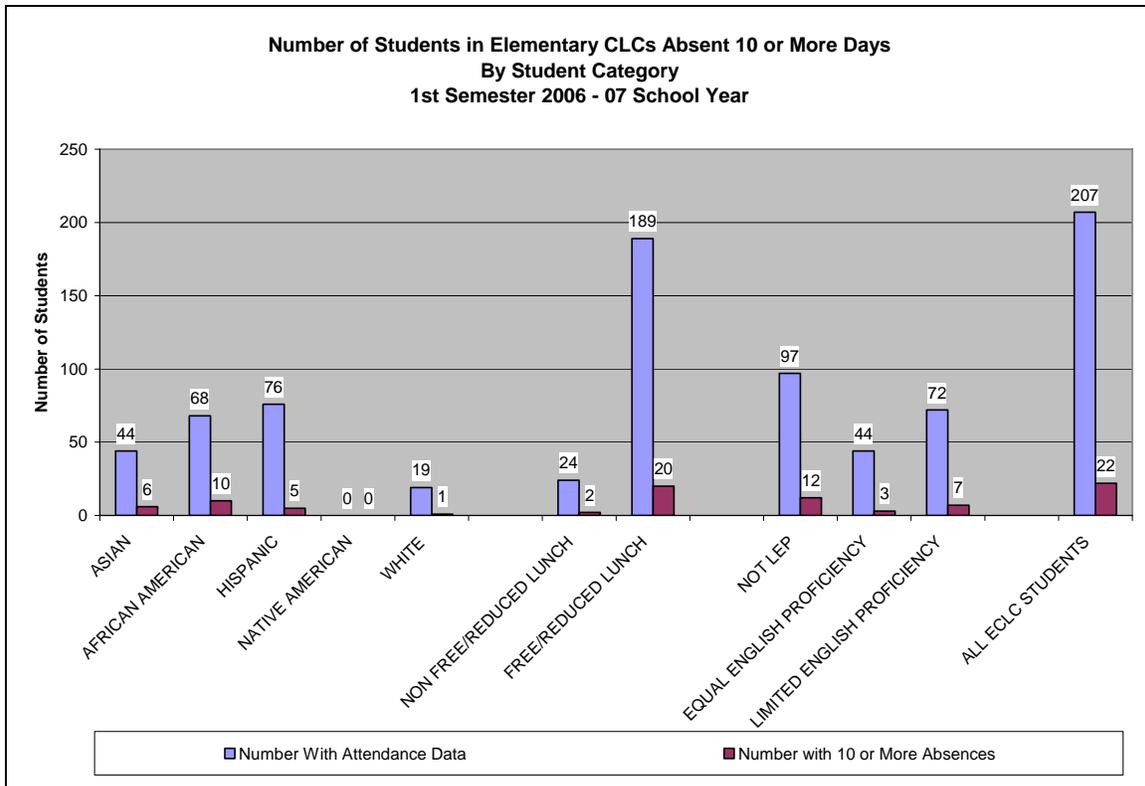
As of 1/31/2007

The chart on the next page compares the percentage of Elementary CLC students across categories who were absent 10 or more days in the first semester of this year. The percentages, which correlate with the numbers above, show higher rates of absence for Asian, African American, not-LEP and free/reduced lunch-eligible students.



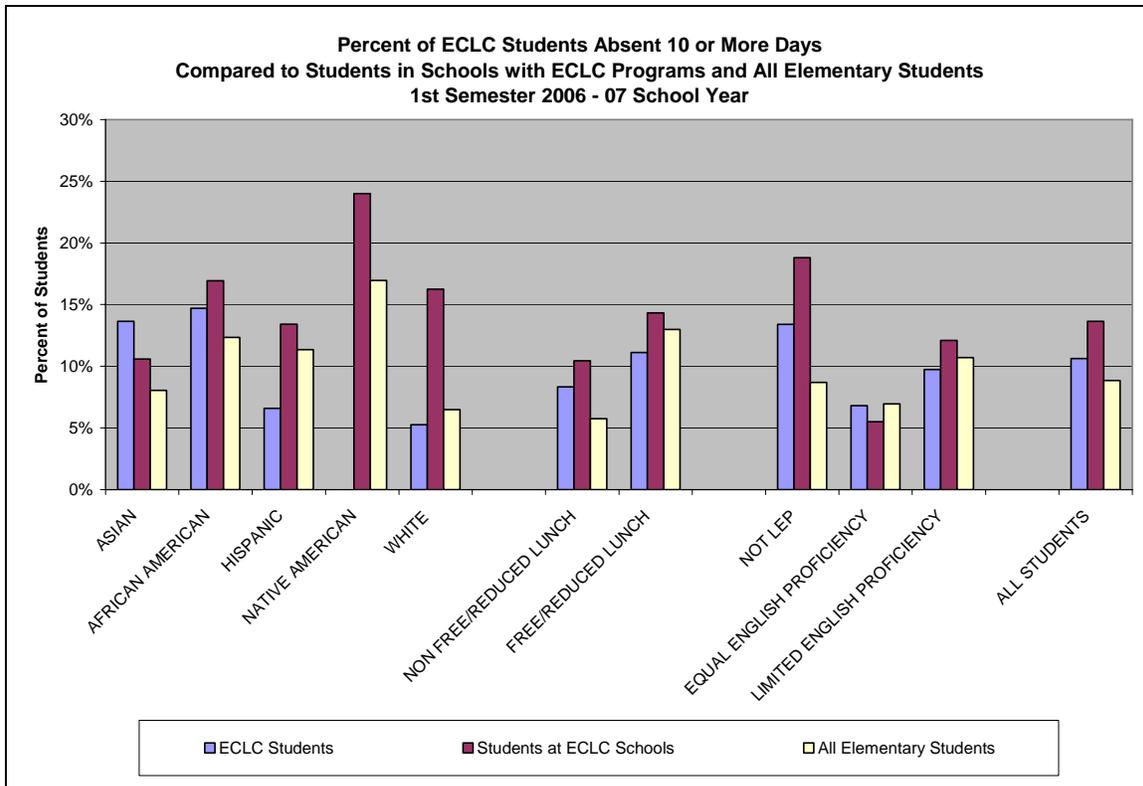
As of 1/31/2007

The chart on the next page shows the numbers of students in each category who missed more than 10 days of school in the first semester of 2006-07. The numbers correspond with the percentages in the chart above.



As of 1/31/2007

It is also helpful to compare indicator data of Levy students with data for all district students. The chart on the following page compares the percentage of students who were absent 10 or more days in the first semester of 2006-07 in Elementary CLCs, Elementary CLC schools, and all district elementary schools. For the most part, it appears a smaller percentage of students in Elementary CLCs had 10 or more absences than did students in their schools, while a greater percentage of both Elementary CLC students and students in the CLC schools missed 10 or more days than did all district elementary school students.



As of 1/31/2007

Family Participation in Elementary CLC Events

One of the strategies Elementary CLCs use to improve student academic achievement is to increase family involvement in school. As an indicator of progress, the Levy tracks the number of family events held and the number of families participating at each site. This information is shown below. The Elementary CLC at Cooper has involved far more families than the other two sites.

Table 34. Family Participation in Schools Through Elementary Community Learning Centers September 2006 – February 2007				
	Concord	Cooper	Van Asselt	Total
Number of Family Events Held	19	11	6	36
Number of Parents & Students Attending	2279	1416	1097	2742

Elementary CLC Observations and Recommended 2007-08 Course-Corrections Based on Mid-Year Data

Elementary CLCs are partnering with Family Support and Family Involvement programs to serve the same children.

- Continue to build on the foundation set by these programs.

Participation levels vary by site.

- At least 60 percent of CLC students should participate 75 percent of all available days every month at every site.

The number of available days varies by site.

- All three Elementary CLC sites will offer at least 150 days of service during the school year, higher than the number of days offered in 2006-07.⁴⁶ The required number of days of service will be built into contracts.

Additional Recommended Elementary CLC Course-Corrections for 2007-08

- CLC staff, working with school staff, will begin to identify students for the 2007-08 school year program in May 2007, based on students' past WASL scores and classroom performance. CLC staff will identify and teachers will refer additional students after 2007 WASL test results are available in fall 2007.
- All three Elementary CLC sites will open by the second week of school, one week earlier than the 2006-07 school year.
- CLC programs will be have the option of being open on early dismissal and parent-teacher conference days.
- Build collaboration with school staff into provider contracts.
- Continue to work as a team with school principals, teachers, Family Support Workers and Family & Community Partnerships to identify and serve students.
- Provide additional homework support and increase indicator goals for homework to 50 percent of students showing increased homework completion.
- CLC staff will increase the amount of time spent on reviewing assessment results for all CLC students, which will help shape CLC staff's curriculum planning.
- CLCs will hire teachers at a higher rate of pay to provide academic support during CLC hours.
- Develop and implement a multiyear strategy to help students achieve academically. 2007-08 indicators will include helping 30 level 1 students move to level 2 and 28 level 3 students maintain passage of the WASL or DRA.

⁴⁶ The number of service days in 2006-07 ranged from 132 to 144.

Table 35. Elementary Community Learning Centers Recommended Targets						
	2004-05 School Year	2005-06 School Year		2006-07 School Year		2007-08 School Year
	Baseline	Target	Actual	Target ⁴⁷	Actual	Target
Elementary students served	N/A	200	227	210	220	230
Number and percent of students served who meet the WASL or DRA standard	Total: 36 / 38% 2 nd Gr. DRA: 24 / 51% 4 th Gr. WASL: 9 / 17% ⁴⁸	14 / 7%	76 / 33%	30 / 14%		50 / 22%

⁴⁷ It is assumed no more than 10% of all Elementary School CLC participants will be in 2nd grade; at least 90% of the target will comprise WASL scores.

⁴⁸ The 4th grade WASL baseline for Elementary School Community Learning Centers represents students who passed the reading, math and writing WASL assessments. All other baselines represent students who passed the reading and math assessments only.

Middle School Programs

Program Description

The FEL makes four investments in middle school students:

- **Middle School Support Program (MSSP)** (including Innovation Schools and Linkage Schools)
- **Community Learning Centers (CLCs)** in eight middle schools
- Academically-focused **After-School Activities Programs (ASAP)** in non-CLC middle schools and K-8 schools
- **Middle School Athletics**

Using the Middle School Support approach, each middle school creates a multidisciplinary staff team which identifies students who are not succeeding academically. The teams then:

- a) Coordinate existing school, family and community resources to support those struggling students; and,
- b) Identify and develop individualized interventions for target students, such as extended learning opportunities, mental health services, family outreach or focused skill development.

School teams engage students and families to develop Student Learning Plans (SLPs) that outline steps to helping students meet academic standards. SLP interventions address barriers to learning, such as specific skill deficits, mental health needs, the need for more time to learn, attendance problems or disciplinary issues. A “key player” is assigned in each school to be responsible for monitoring each student’s progress on their SLP and recommending course-corrections in student interventions as needed. Many MSSP students also participate in Community Learning Centers or ASAP, depending on which program is offered at the school.

The MSSP invests in four “Innovation” schools (Mercer, Denny, Aki Kurose and Madison middle schools), “Linkage” middle schools (including all other middle schools) and “Linkage” K-8 schools. The Linkage Schools use the same individualized approach and provide services similar to Innovation Sites; however, they do so on a smaller scale.

The Levy invests in eight middle school CLCs, which provide out-of-school time learning that is aligned with material students are learning in school. The MSSP program in each middle school coordinates with the middle school CLCs in their schools to maximize student learning time and focus intensively on student needs.

Budget

The Middle School Programs budget for 2006-07 is shown below.

Middle School Investments	2006-2007 School Year Allocations
Community Learning Centers	\$1,193,652
Middle School Support Program	\$913,957
Support	\$290,000
Out of School Time	\$225,498
Sports	\$180,000
Administration	\$117,220
Middle School Support Consulting	\$109,670
Total, MSSP:	\$1,836,345

Targets

The table below shows the 2004-05 baseline data, targets set and actual progress made in 2005-06, and targets set and actual progress made so far in 2006-07, for Levy middle school programs. Many students participate in both MSSP and CLCs; in the 2006-07 school year, the City set joint targets for these programs. Targets were also set for students who participated in only one of the programs and for students who were in both programs. The target table below shows that the 2006-07 participation targets are:

- 350 students participating in MSSP only;
- 850 students participating in both MSSP and CLCs; and
- 3,150 students participating in CLCs only.

The academic achievement targets are:

- 53 out of 350 students participating in MSSP only (15%) will achieve academically;
- 128 out of 850 students participating in both MSSP and CLCs (15%) will achieve academically; and
- 120 out of 3,150 students participating in CLCs only (10%) will achieve academically.

**Table 36.
Middle School Programs Targets**

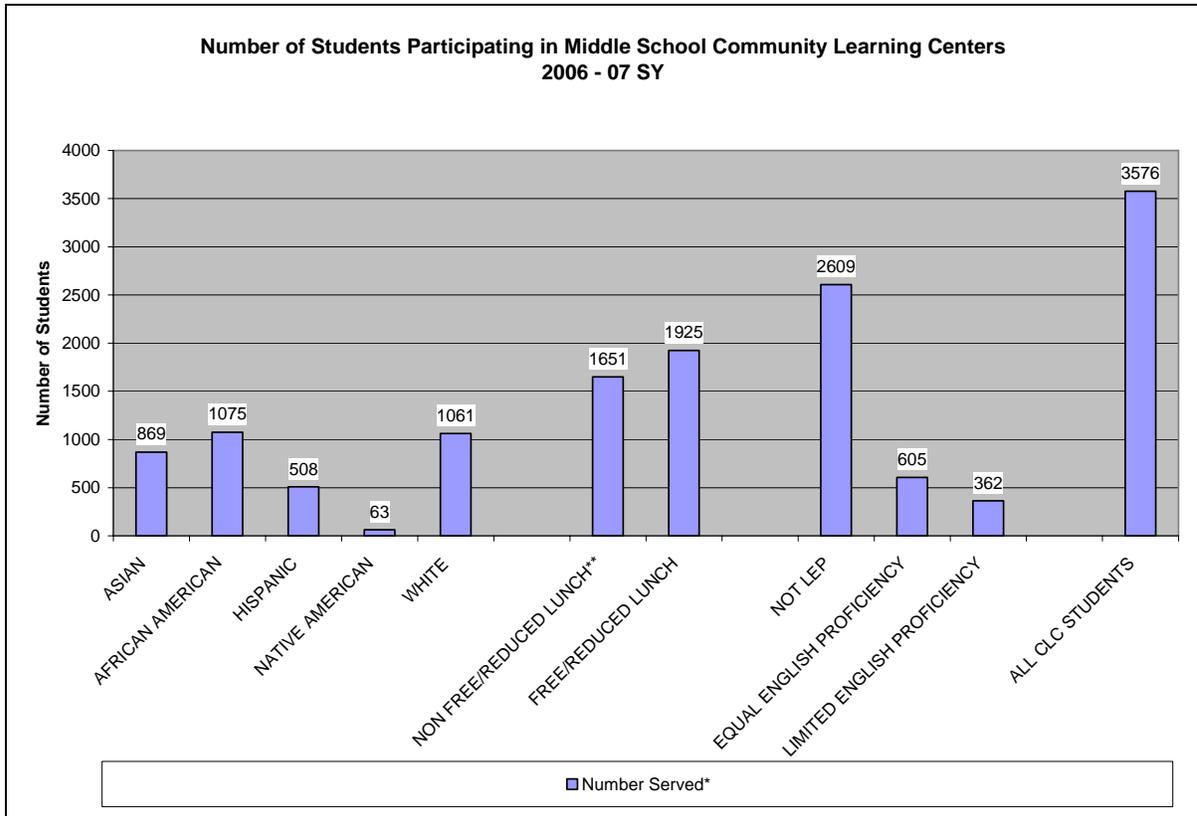
	Middle School Support Program (MSSP)						Community Learning Centers (CLCs)								
	MSSP Only			MSSP & CLCs			CLCs Only								
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07						
	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual						
Students Participating	N/A	400	783	350	613	N/A	800	788	850	723 ⁴⁹	N/A	N/A		3,150	2,855
Students Moving from Level 1 to Level 2 on the math WASL	N/A	N/A		20%		N/A	N/A		20%		N/A	N/A	N/A		
Number and percent of students who meet the WASL standard	28 / 17%	28 / 11%	75	53 / 15%		32 / 18%	56 / 7%	85 / 15%	128 / 15%		46%	N/A	1396	120 / 10%	

⁴⁹ Includes only shared students at nine CLC sites. An additional 19 students are shared in other out-of-school time programs and MSSP.

Who Is the Levy Serving with Middle School Programs?

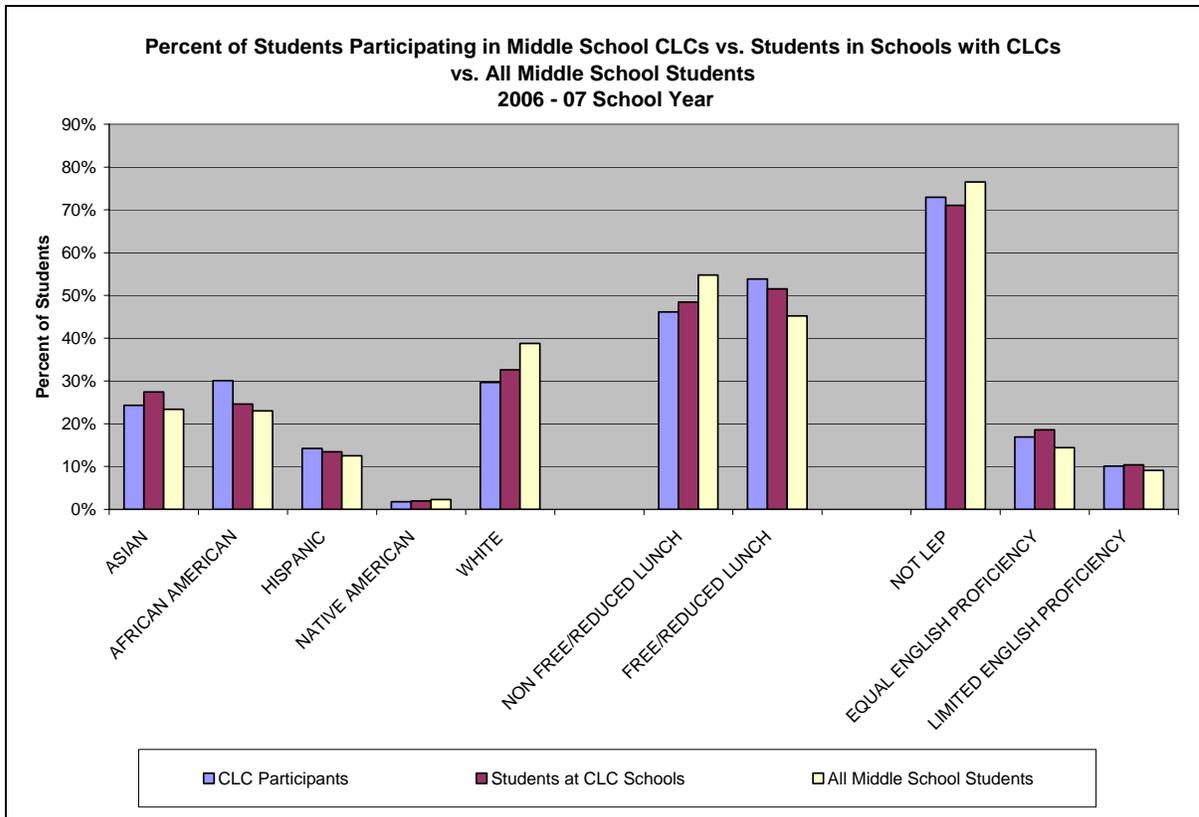
Demographic Data

In the current (2006-07) school year, the Levy has served 3,576 students in Middle School CLCs, slightly less than the target of 4,000. As the table below shows, CLCs appear to be serving higher numbers of African American, white and Asian students than students of other races. The majority of students (1,925) are free/reduced lunch-eligible.



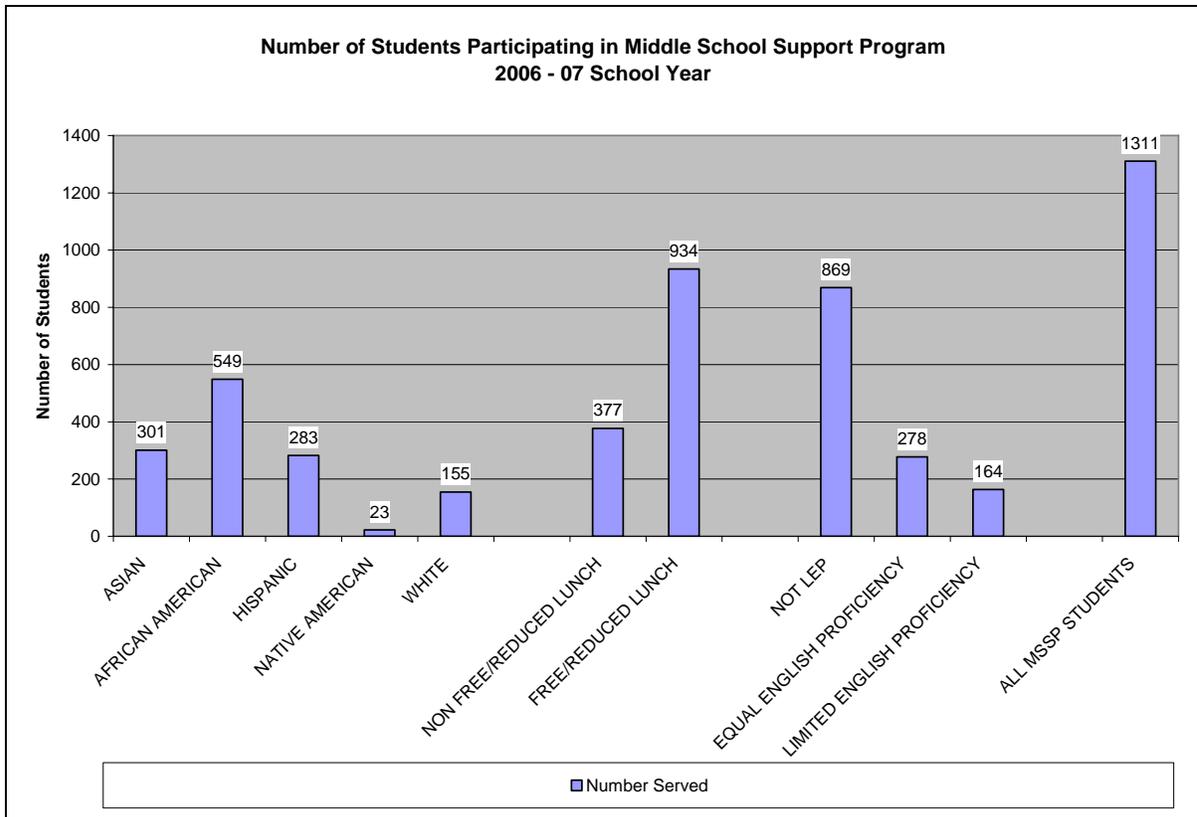
As of 1/31/2007

The chart on the next page compares the percentages of students in each category participating in CLCs with the percentages of students in the eight middle schools where CLCs are located and with all district middle schools. Middle school CLCs appear to be serving greater percentages of African American, Hispanic and free/reduced lunch-eligible students than attend these schools or district.



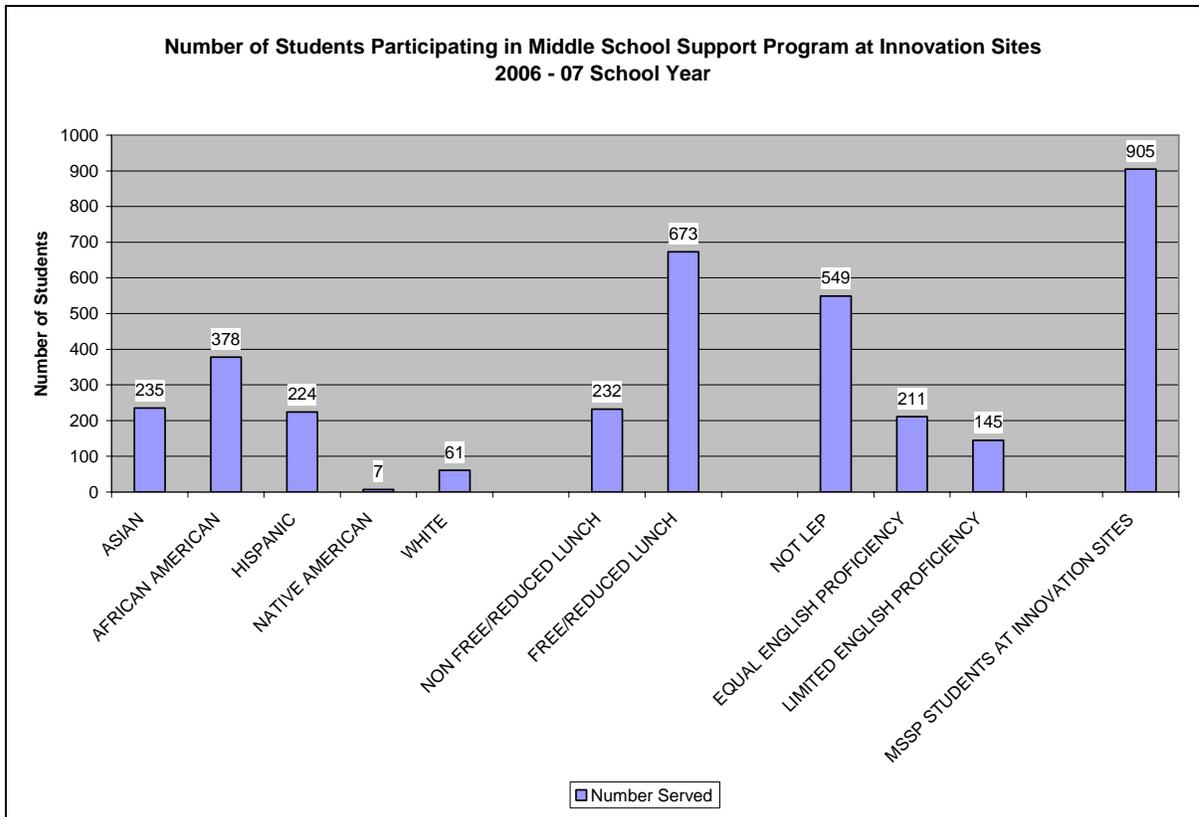
As of 1/31/2007

The chart on the next page shows the number of students by category who are participating in MSSP in the current (2006-07) school year. MSSP has enrolled 1,311 students in the program this year –more than the goal of 1,200. The program appears to be serving high numbers of African American and free/reduced lunch-eligible students.



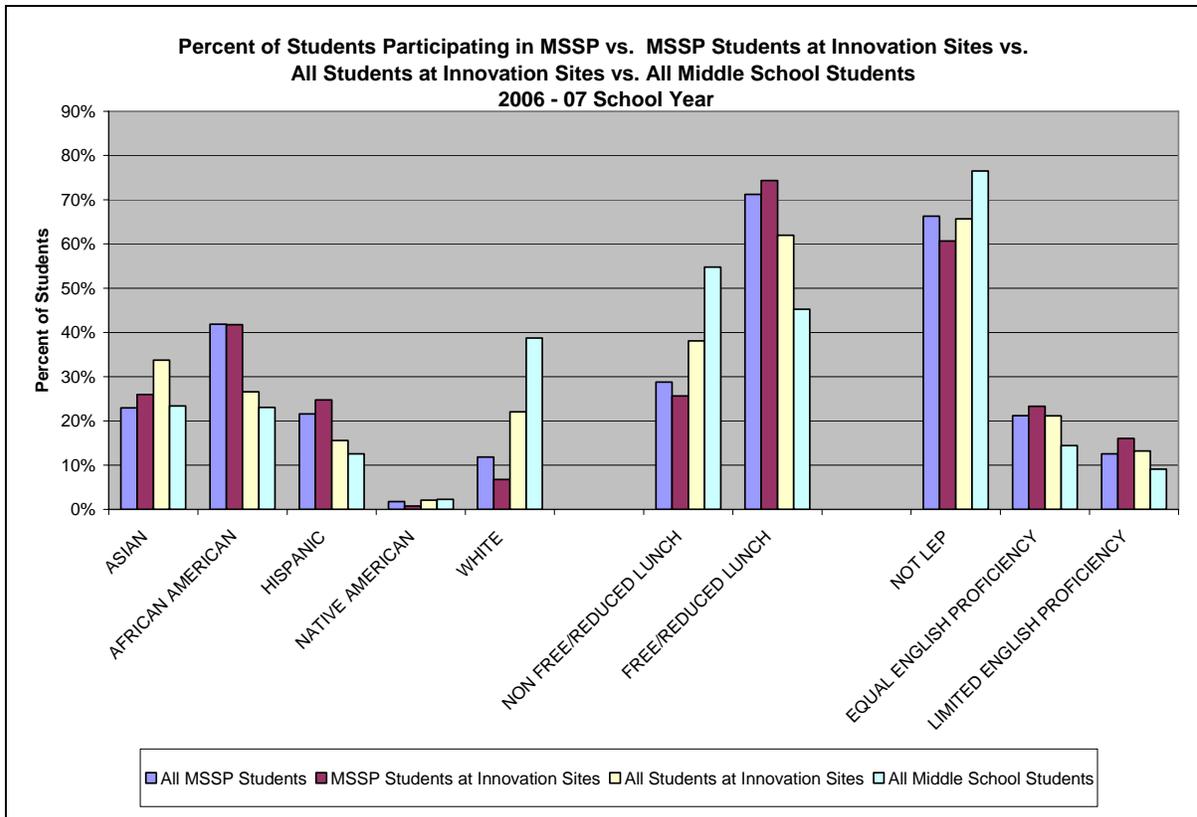
As of 1/31/2007

MSSP has enrolled 905 students in the four Innovation Site middle schools (Denny, Aki Kurose, Mercer and Madison). The demographics do not appear to be different from the demographics of all MSSP students. The Innovation site demographics are shown in the chart on the following page.



As of 1/31/2007

The chart on the following page compares the demographics of MSSP students to those of students in MSSP Innovation Sites, all students attending Innovation Site schools, and all district middle school students. MSSP and the Innovation Sites in particular appear to be serving higher percentages of African American, Hispanic and free/reduced lunch-eligible students than do the schools or district. In addition, greater percentages of EEP and LEP students appear to be participating in MSSP Innovation Sites.

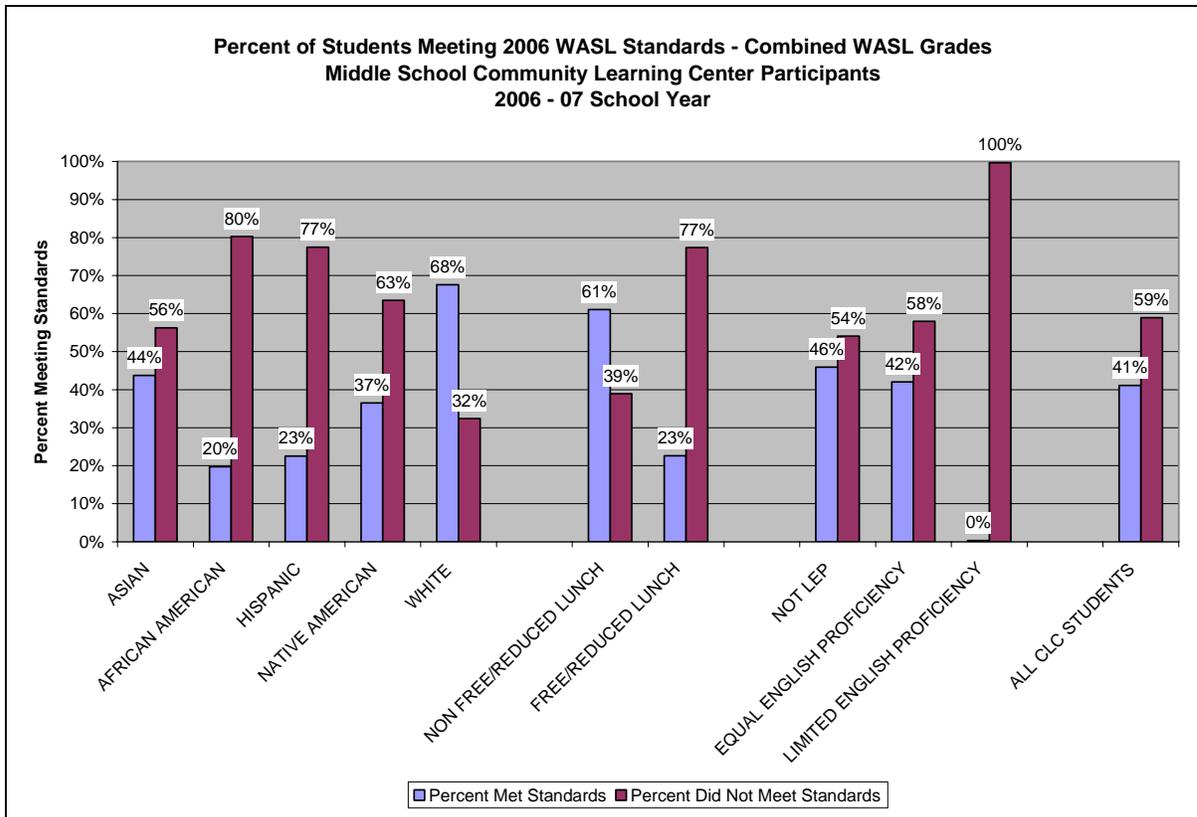


As of 1/31/2007

Academic Baseline Data

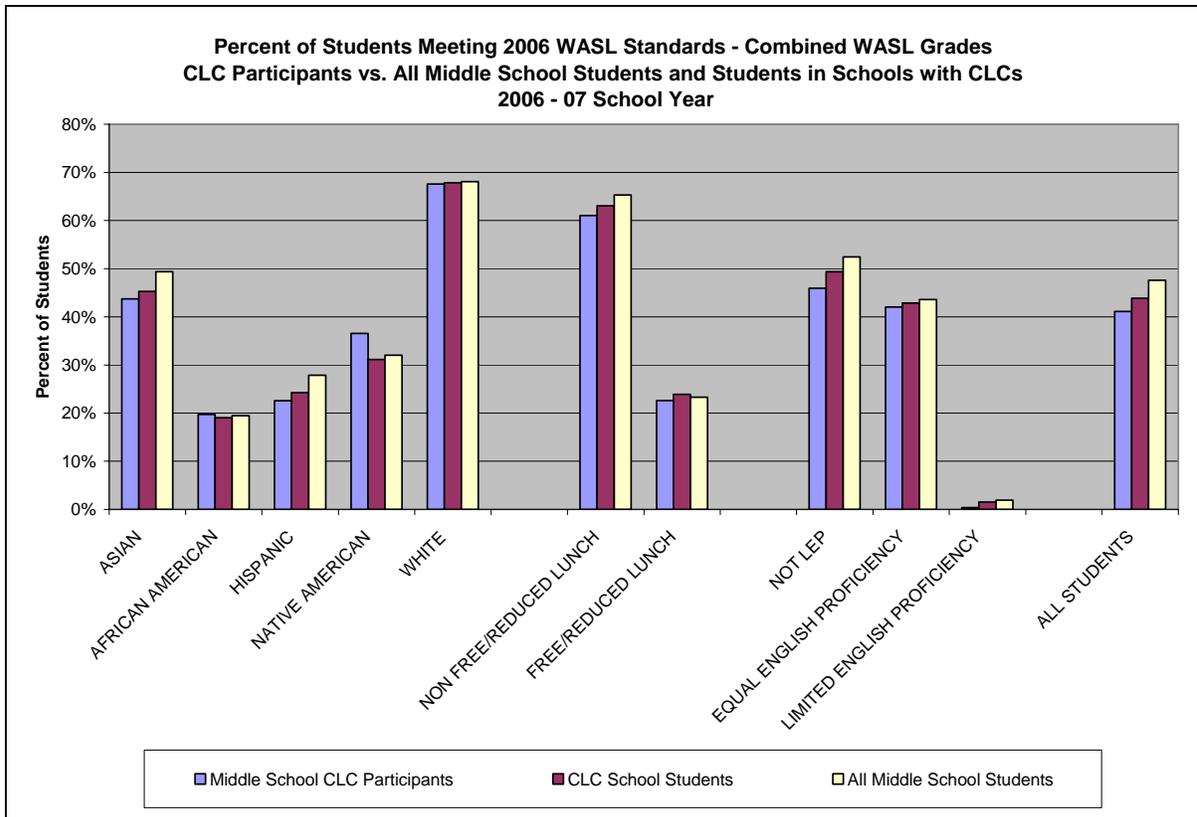
Community Learning Centers

The 2006-07 academic target for CLCs is for 248 students to meet the WASL standards in reading, writing and math. This target represents 10 percent of students who participate in CLCs only, and 15 percent of students who participate in both CLCs and MSSP. The chart on the following page shows the percentage of students who are participating in CLCs this year (2006-07) who met and did not meet the WASL standards in the previous year (2005-06). Of all CLC students, 41 percent met the standards and 59 percent did not.



As of 1/31/2007

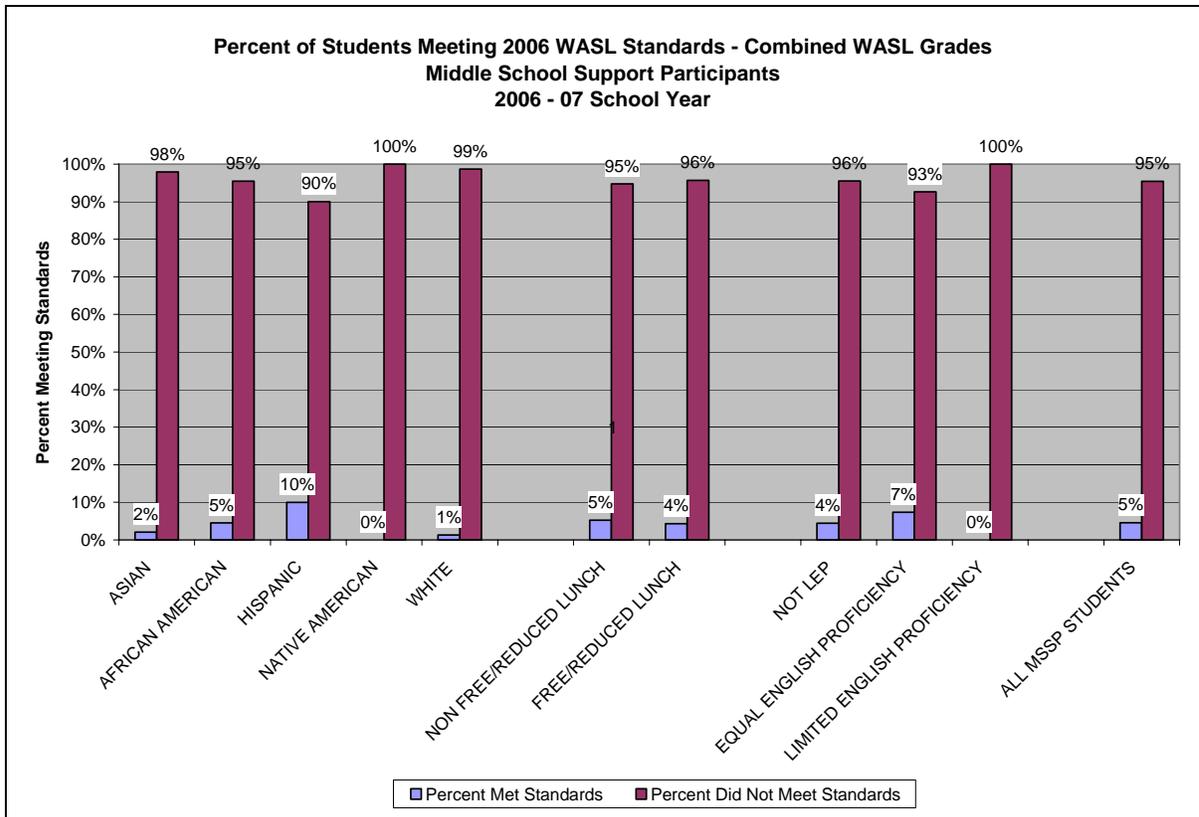
Overall, a slightly lower percentage of students participating in CLCs met the WASL standards in 2005-06 than did other middle school students in these schools and in the district. While 41 percent of CLC students met the standards, 44 percent of all students in their schools met the standards and 48 percent of all district middle school students met the standards. This is shown in the chart on the following page, which compares the CLC student baseline data with baseline data for all students in the schools where middle school CLCs are located and with all district middle school students. The pattern is clear across all student categories, with the exception of African American students. The percentage of African American students who met the 2006 WASL standards was comparable, albeit low (approximately 10 percent) among middle school CLC students, students attending CLC schools, and all district middle school students.



As of 1/31/2007

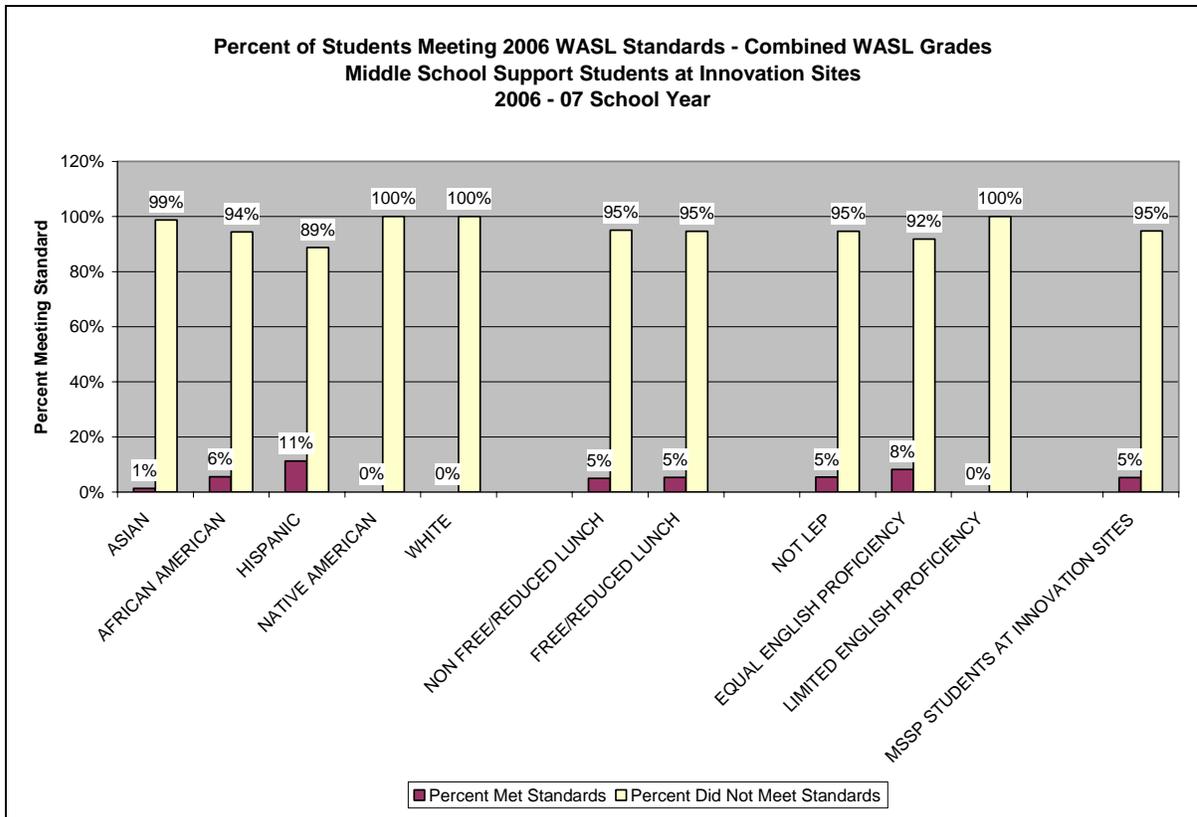
Middle School Support

The academic baseline data for students participating in MSSP shows these students are facing severe academic challenges compared to other students. As the table on the next page shows, only five percent of current MSSP students met the WASL standards in 2005-06. The baseline numbers are low across the board, for every student category. The academic target for MSSP in 2006-07 is for 181 students to meet the WASL standards in reading, writing and math. This target represents 15 percent of students served in MSSP, regardless of whether they also participate in CLCs.



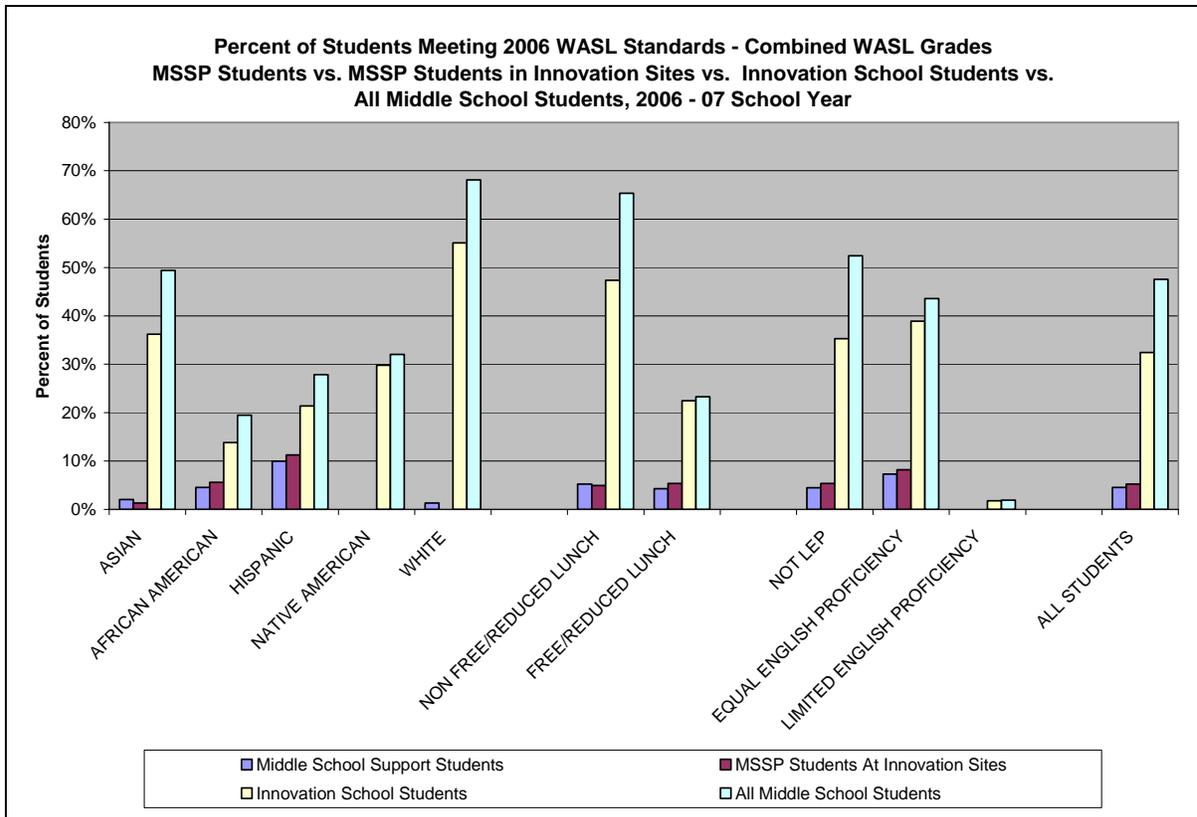
As of 1/31/2007

The baseline data for MSSP students at Innovation Sites are a subset of the data above. The data are nearly identical, with just five percent of students achieving academically in 2005-06. This is shown on the following page.



As of 1/31/2007

The baseline data clearly show MSSP students are more challenged than middle school students as a whole, across all student categories. The chart on the next page shows this in detail. While five percent of all MSSP students and MSSP students at Innovation Sites met the standards last year, 32 percent of students in Innovation Site schools and 48 percent of all district middle school students met the standards.



As of 1/31/2007

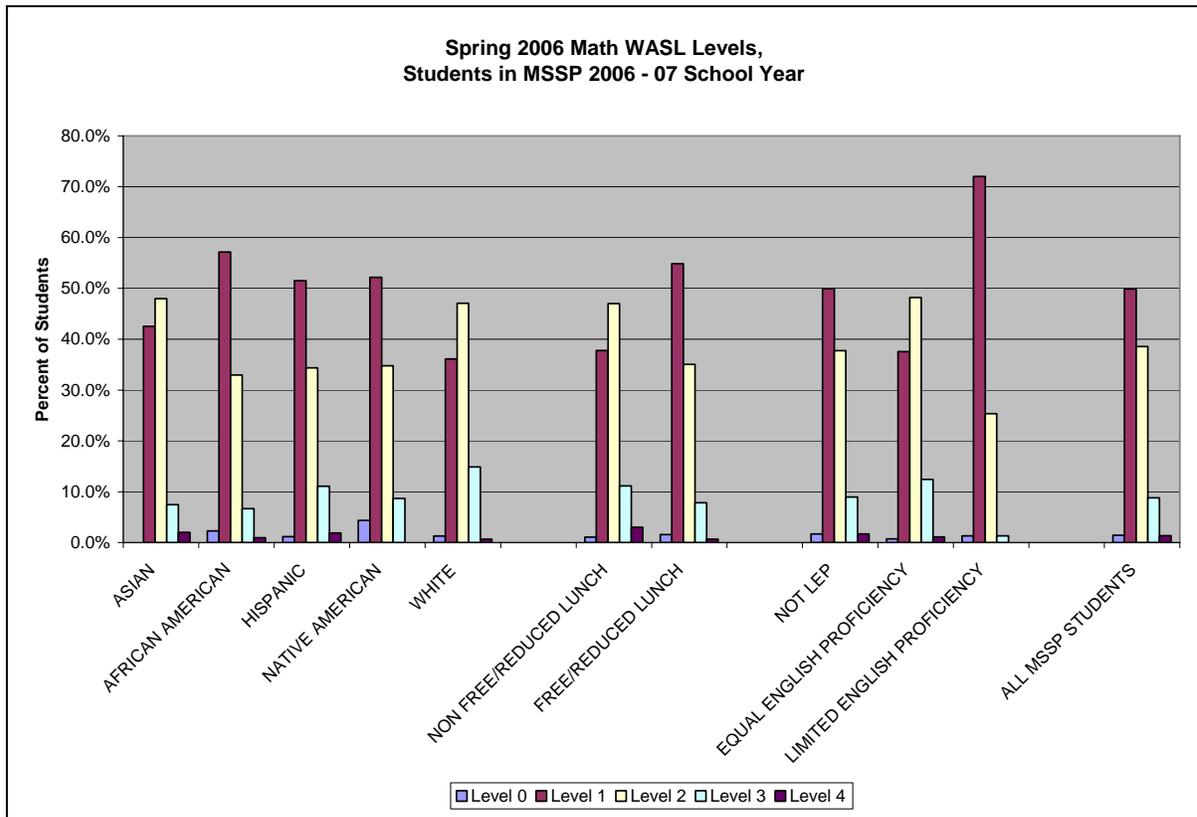
In addition to the academic target of 181 MSSP students meeting the WASL standards, the City set a goal for this program to help 20 percent of students whose baseline WASL score was level 1 in 2005, move up to level 2 in 2006. The tables on the following pages show the percentage of MSSP students, MSSP Innovation students, students in Innovation schools, and all middle school students who scored at each level in 2005-06. The first table shows math scores, the second table shows reading scores, and the third table shows writing scores. Below each table is a chart displaying WASL levels by student category.

Fifty percent of MSSP students scored level 1 in math. The percentage was higher (52 percent) for MSSP students in Innovation Sites. Lower percentages of students in the same schools who were not in MSSP scored a level 1 – 37 percent of students in Innovation schools, and 27 percent of all middle school students.

Table 37. Math				
	MSSP Students	MSSP Students at Innovation Sites	Students in Innovation Schools	All Middle School Students
Level 0 ⁵⁰	1%	1%	3%	3%
Level 1	50%	52%	37%	27%
Level 2	39%	35%	25%	20%
Level 3	9%	10%	24%	25%
Level 4	1%	2%	12%	26%
	100%	100%	100%	100%

As of 1/31/2007

Although the percentage of students scoring level 1 in math was high across the board (50 percent), the percentages were higher for African American students (58 percent), LEP students (72 percent) and free/reduced lunch-eligible students (55 percent).



As of 1/31/2007

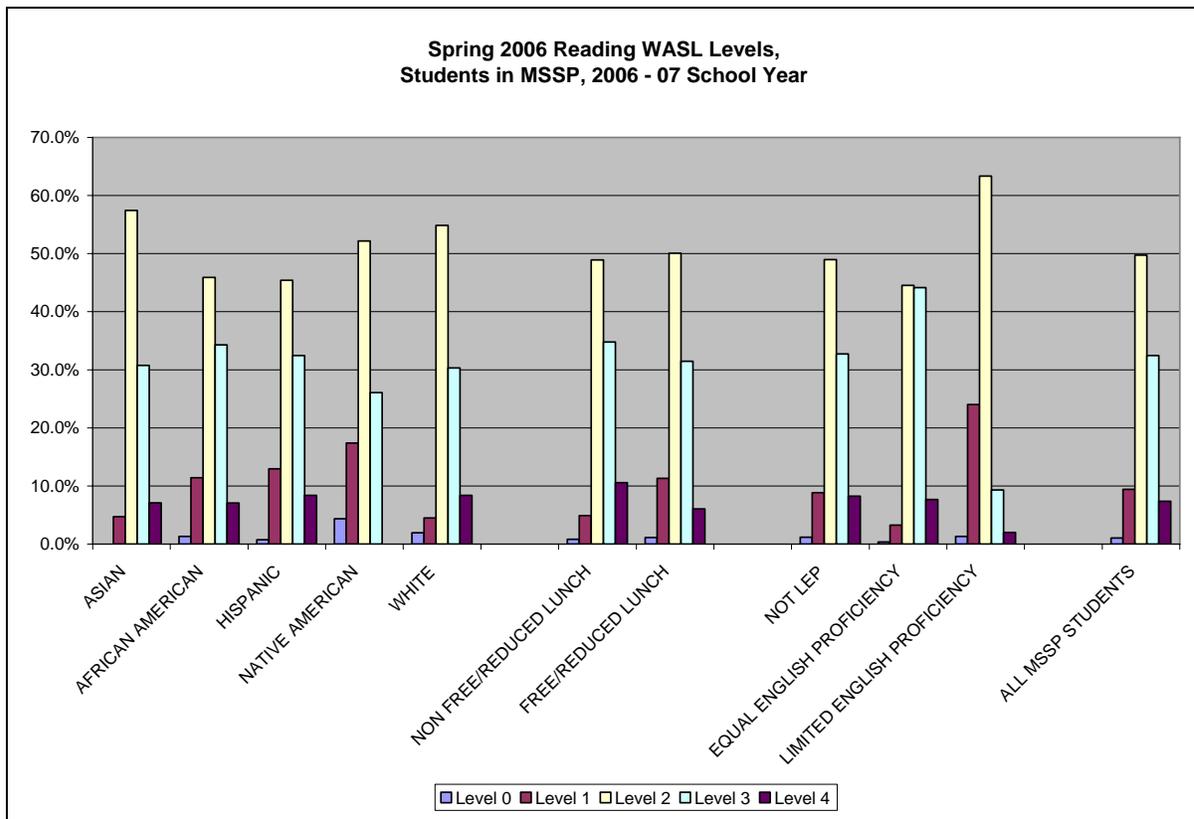
In reading, nine percent of MSSP and 10 percent of MSSP students at Innovation sites scored level 1 last year. There is not a large difference in the percentage of students scoring level 1 in

⁵⁰ Level 0 represents students who did not complete the WASL test.

reading between MSSP students and other middle school students. However, there are a greater percentage of MSSP students who scored level 2 (50 percent of MSSP students and 51 percent of MSSP Innovation students) than there are other students who scored level 2 (33 percent of students in Innovation schools and 25 percent of all district middle school students). Higher percentages of the latter groups scored levels 3 and 4 (passing).

	MSSP Students	MSSP Students at Innovation Sites	Students in Innovation Schools	All Middle School Students
Level 0 ⁵¹	1%	1%	2%	3%
Level 1	9%	10%	10%	7%
Level 2	50%	51%	33%	25%
Level 3	32%	32%	36%	35%
Level 4	7%	7%	18%	30%
	100%	100%	100%	100%

As of 1/31/2007



As of 1/31/2007

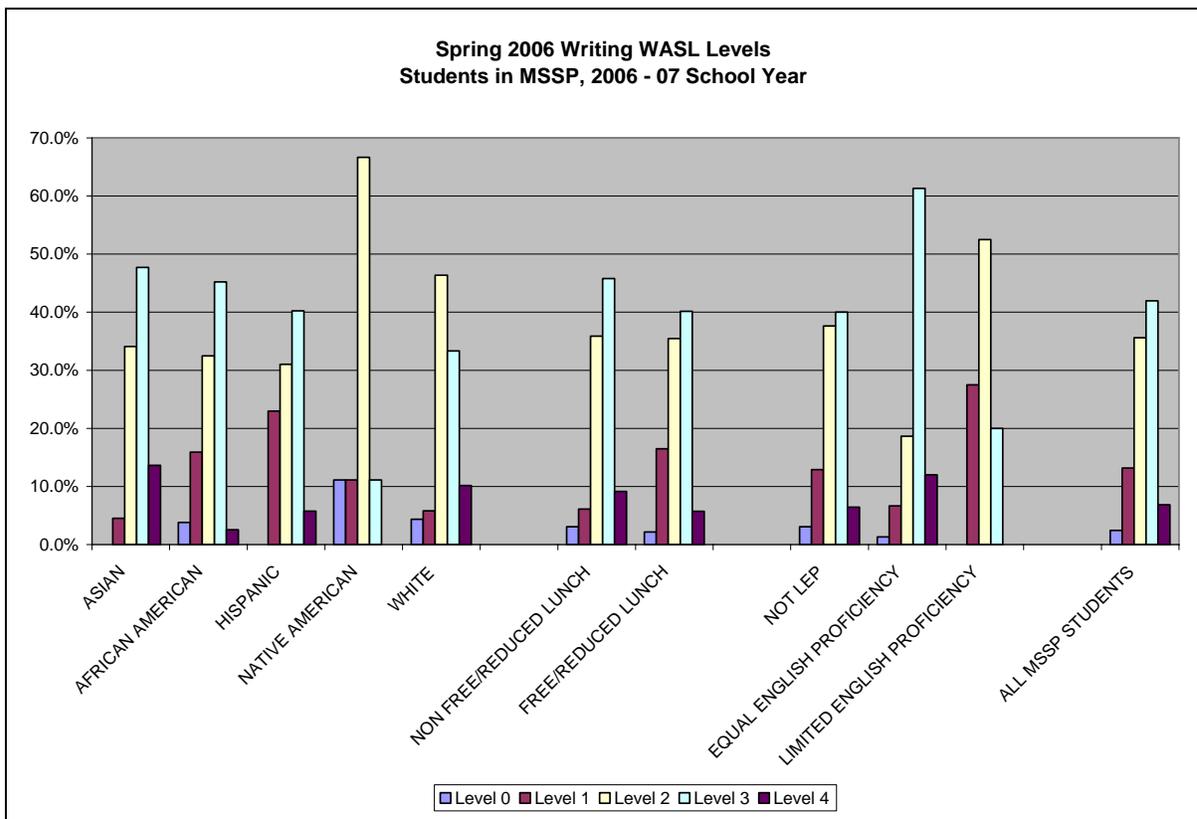
⁵¹ Level 0 represents students who did not complete the WASL test.

The writing baseline score table, on the next page, shows 13 percent of MSSP students (including those at Innovation sites) scored level 1 on the writing WASL in 2005. This is slightly higher than the percentage of other middle school students who scored level 1. Higher percentages of MSSP and Innovation Site students scored level 2 in writing (36 percent and 34 percent, respectively) than did other students. Further, greater percentages of other students scored level 4.

	MSSP Students	MSSP Students at Innovation Sites	Students in Innovation Schools	All Middle School Students
Level 0 ⁵²	2%	1%	4%	4%
Level 1	13%	13%	11%	9%
Level 2	36%	34%	27%	22%
Level 3	42%	45%	45%	45%
Level 4	7%	7%	14%	20%
	100%	100%	100%	100%

As of 1/31/2007

The disaggregated data show greater percentages of Hispanic and LEP MSSP students scored level 1 in writing than MSSP students in other categories.



As of 1/31/2007

⁵² Level 0 represents students who did not complete the WASL test.

What has this investment bought so far in 2006-07?
Is the Levy on-track to meet targets?

Indicator Data

Levy middle school investments track multiple indicators to measure progress toward student academic achievement. Indicators in this report include:

Participation levels in after-school programs;

Attendance rates;

Discipline rates; and

Grade Point Averages (GPA).⁵³

Participation Levels

As an indicator of academic achievement, the Levy measures how often students participate in middle school programs. The chart on the following page shows the number and percent of students, by student category, who participated in CLCs for 50 or more days during the first semester of 2006-07. The data are separated for CLCs operated by the City Parks Department and the YMCA. A total of 132 middle school students (65 in Parks-operated CLCs and 67 in YMCA-operated CLCs), out of 3,576 enrolled, attended a CLC for 50 or more days in the first semester. The majority of students in both Parks and YMCA CLCs who are participating frequently are free/reduced lunch-eligible students. CLCs also appear to have higher percentages of Asian and African American students participating frequently.

The far right column of the chart shows the percentage of all CLC enrollees who represent each student category. This allows comparison of the percentage of students in each category who are participating frequently to the percentage of students who are enrolled in each category. The data show CLCs are serving proportionately higher levels of Asian and African American students, and proportionately lower levels of white and non-free/reduced lunch students, relative to the percentage of these students who are enrolled in CLCs. There are also some differences between the Parks and YMCA CLCs in the categories of students who participated at least 50 days. For example, YMCA CLCs served proportionately lower percentages of LEP students (three percent) than the overall percentage of CLC students who are LEP (10 percent), while Parks CLCs served proportionately higher percentages of LEP students (12 percent).

⁵³ The Middle School Support Program does not track GPA as an indicator of academic success. However, the City still tracks this indicator for MSSP students for informational purposes.

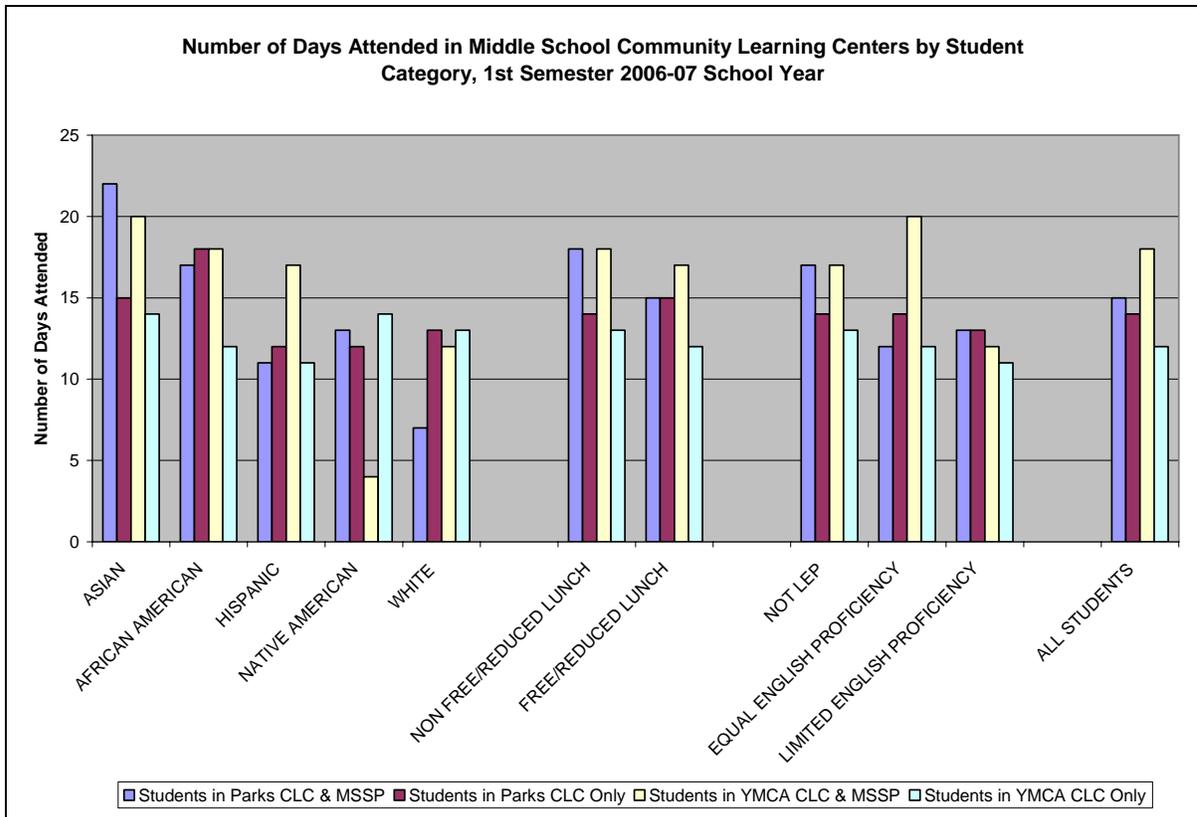
Table 40. Students Participating in CLCs 50 Days or More					
	YMCA CLCs		Parks CLC		All
	Number	Percent	Number	Percent	Percent of All Participants
Asian	29	45%	24	36%	25%
African American	26	40%	24	36%	30%
Hispanic	6	9%	7	10%	15%
Native American	0	0%	0	0%	2%
White	4	6%	12	18%	30%
Non Free/Reduced Lunch	22	34%	29	43%	47%
Free/Reduced Lunch	43	66%	38	57%	54%
Not LEP	46	71%	50	75%	73%
Equal English Proficiency	17	26%	9	13%	18%
Limited English Proficiency	2	3%	8	12%	10%
All CLC Students	65	100%	67	100%	100%

As of 1/31/2007

It appears CLC students who are also in MSSP participated more days on average than students who are only enrolled in CLCs. As the following table shows, this is especially true for YMCA-operated CLCs.

Table 41. Students Participating in Middle School CLCs, 2006-07 School Year		
	Number of Students	Average CLC Days Attended per Student September 2006 through January 2007
All Students in Parks CLC & MSSP	397	15 days
Students in Parks CLC Only	1126	14 days
All Students in YMCA CLC & MSSP	325	18 days
Students in YMCA CLC Only	1721	12 days

Disaggregated data in the chart on the next page show the groups of students who attended the greatest number of CLC days in the first semester of 2006-07 were Asian students in Parks and YMCA CLCs who were also in MSSP, and EEP students in YMCA CLCs.



As of 1/31/2007

The next table shows the number of students receiving each level of service and their average number of days of CLC participation. Students participating the most frequently were those who participated in both CLCs and MSSP.

	Number of Students	Average CLC Days Attended per Student September 2006 through January 2007
All Students in Parks CLC & MSSP	51	45 days
Students in Parks CLC Only	146	39 days
All Students Both YMCA CLC & MSSP	74	41 days
Students Participating in YMCA CLC Only	246	38 days

School Attendance

As an indicator of progress, the Levy measures the school attendance rates of students participating in middle school programs. It is assumed that participation in the middle school programs would have a positive impact on student attendance, and thereby increase academic achievement.

Average attendance rates for students participating in MSSP decreased from 93.4 percent in the 2005-06 school year to 92.2 percent in the first semester of 2006-07. As the table below shows, the attendance rate for all middle school students increased during the same time period.

Table 43.			
Students Participating in Middle School Levy Programs in 2006-07 School Year			
Average Attendance Percentage: 2005-06 School Year vs. 2006-07 First Semester			
		2005-06 School Year	2006-07 First Semester
	Number of Students ⁵⁴	Average Attendance Percentage	Average Attendance Percentage
Students in MSSP	1,280	93.4%	92.2%
Students in Parks CLC & MSSP	373	93.6%	92.7%
Students in Parks CLC Only	1054	95.2%	95.1%
All Students in Schools with Parks CLCs	3114	92.7%	93.4%
Students in YMCA CLC & MSSP	324	93.5%	92.2%
Students in YMCA CLC Only	1610	94.8%	94.3%
All Students in Schools with YMCA CLCs	4025	92.9%	93.4%
All Students in 6th-8th Grades	10,006	93.1%	93.8%

As of 1/31/2007

Overall, a greater number of students in MSSP (654) declined their average attendance rates than improved (537) from the 2005-06 school year to the first semester of 2006-07. Attendance improved for a greater number of Parks CLC students (498) than declined (471).

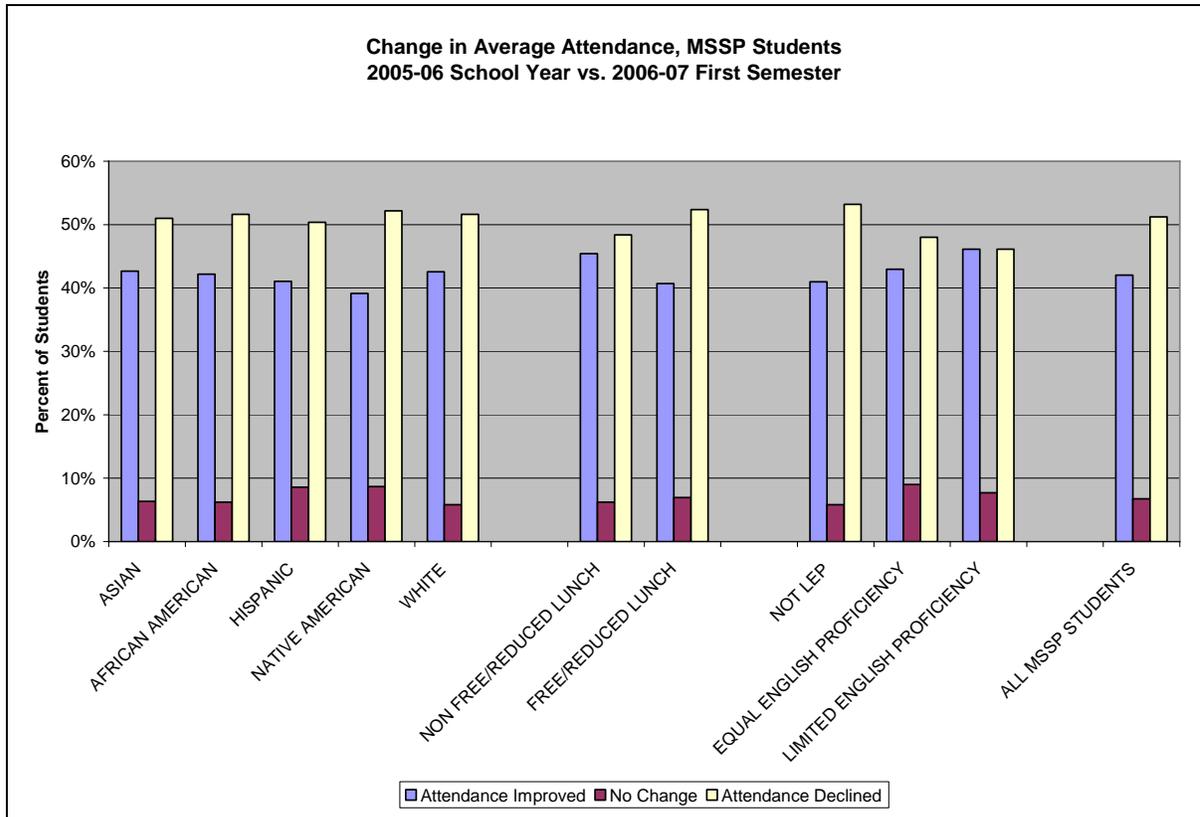
Table 44.			
Students Participating in Middle School Levy Programs in 2006-07 School Year			
Change in Average Attendance Percentage 2005-06 School Year vs. 2006-07 First Semester			
	Number of Students		
	Attendance Improved	No Change	Attendance Declined
All Students Who Are in MSSP	537	86	654
Parks CLC & MSSP Students	161	25	187
Parks CLC Students Only	498	85	471
YMCA CLC & MSSP Students	129	17	176
YMCA CLC Only	762	122	726

As of 1/31/2007

⁵⁴ Includes only students with attendance records both school years.

The series of charts that follows shows how attendance changed for students participating in each of the Levy middle school investments. Data are disaggregated by student category.

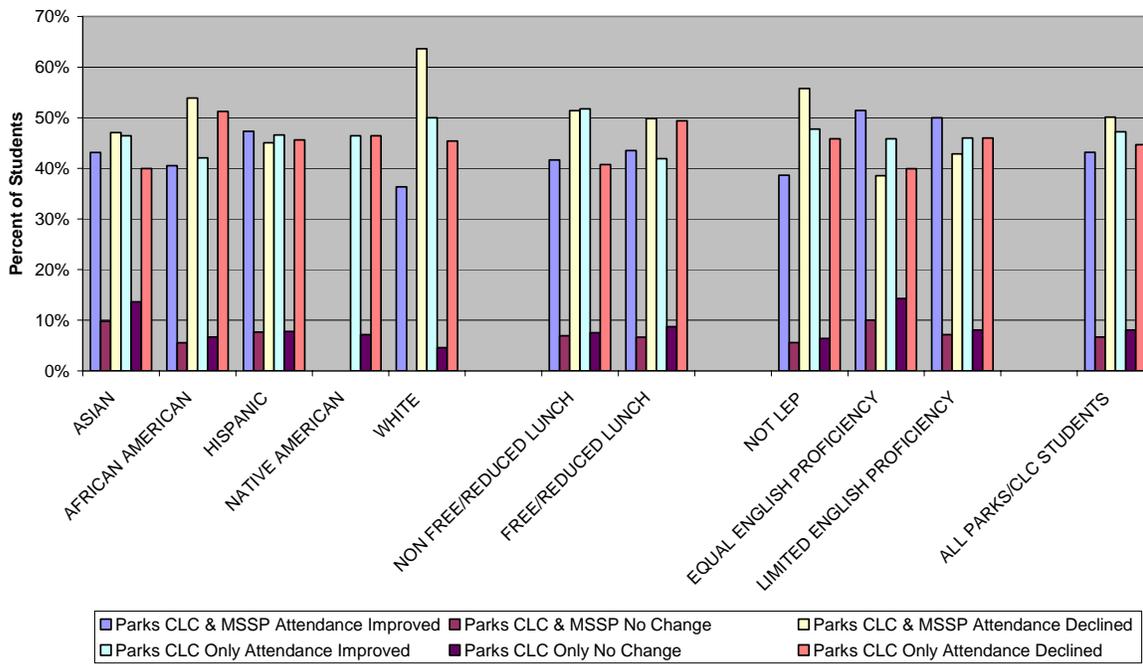
The first chart shows that while a greater number of MSSP students' attendance declined than improved in the first semester, the number declining and improving remained equal for LEP students.



As of 1/31/2007

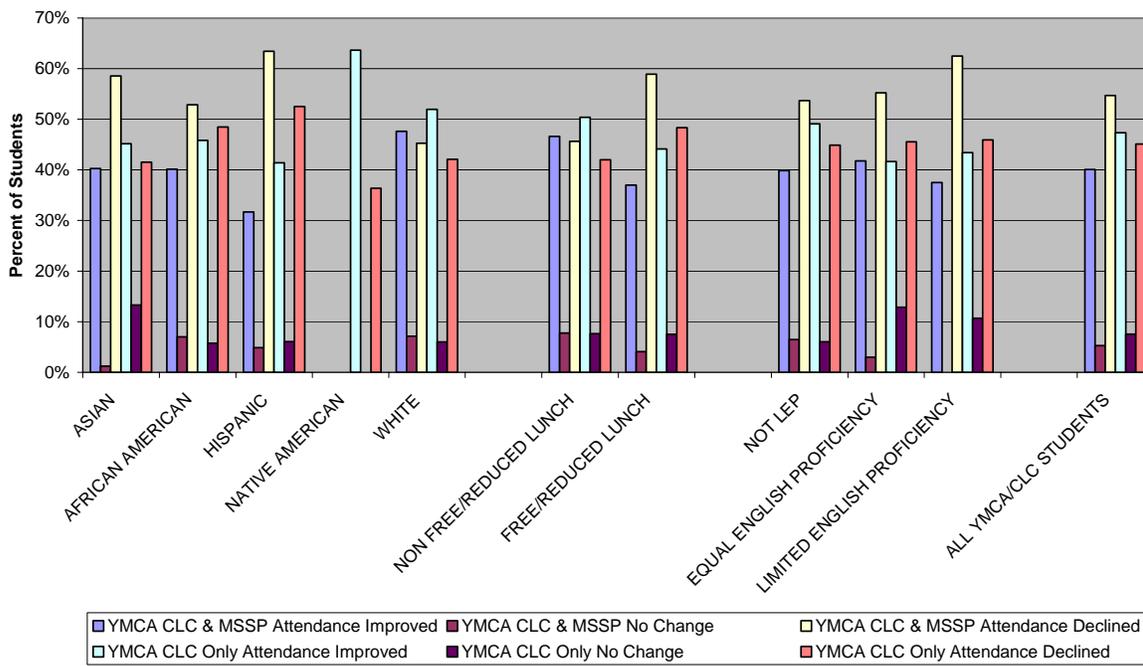
The next two charts, on the following page, show the percentage of students participating in CLCs whose attendance improved, stayed the same or declined from 2005-06 to 2006-07. Data are disaggregated by service level (CLC & MSSP or CLC only) and by student category. The first chart displays data for Parks CLCs and the second chart displays data for YMCA CLCs.

**Change in Average Attendance, Parks CLC Students
2005-06 School Year vs. 2006-07 First Semester**



As of 1/31/2007

**Change in Average Attendance, YMCA CLC Students
2005-06 School Year vs. 2006-07 First Semester**



As of 1/31/2007

The following data series shows the number and percent of Levy middle school students who were absent for more than 10 days. The first table shows the change in the current cohort's attendance from 2005-06 to 2006-07.

Table 45. Students Participating in Middle School Levy Programs in 2006-07 School Year Change in Number of Absent Days, 2005-06 First Semester vs. 2006-07 First Semester	
Attendance behavior last year of students in this year's Levy funded programs	Attendance behavior this year of students in this year's Levy funded programs
Of 221 MSSP Students With 10 or More Days Absent 1 st Semester 2005 – 06 SY	126 Still Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 1045 MSSP Students With Fewer Than 10 Days Absent 1 st Semester 2005 – 06 SY	176 Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 70 Parks/MSSP Students With 10 or More Days Absent 1 st Semester 2005 – 06 SY	41 Still Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 293 Parks/MSSP Students With Fewer Than 10 Days Absent 1 st Semester 2005 – 06 SY	49 Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 99 Parks/nonMSSP CLC Students With 10 or More Days Absent 1 st Semester 2005 – 06 SY	53 Still Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 941 Parks/nonMSSP CLC Students With Fewer Than 10 Days Absent 1 st Semester 2005 – 06 SY	81 Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 59 YMCA/MSSP Students With 10 or More Days Absent 1 st Semester 2005 – 06 SY	31 Still Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 265 YMCA/MSSP Students With Fewer Than 10 Days Absent 1 st Semester 2005 – 06 SY	49 Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 167 YMCA/nonMSSP Students With 10 or More Days Absent 1 st Semester 2005 – 06 SY	76 Still Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 1422 YMCA/nonMSSP Students With Fewer Than 10 Days Absent 1 st Semester 2005 – 06 SY	141 Had 10 or More Days Absent 1 st Semester 2006 – 07 SY

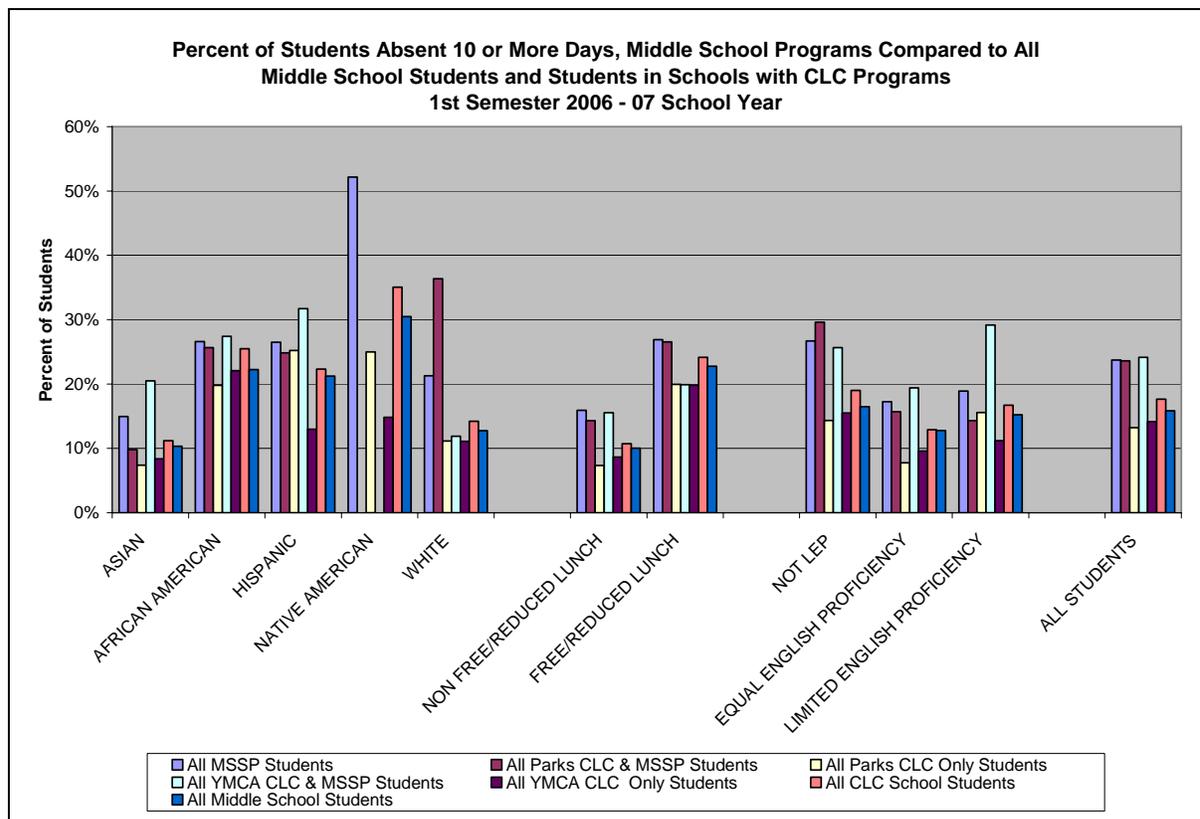
As of 1/31/2007

The table and chart on the following page compare the percentage of Levy middle school students who have high absence rates to the percentage of all middle school students who have high absence rates. The MSSP program clearly serves students who have higher absence rates.

Table 46. Students Participating in Middle School Levy Programs in 2006-07 School Year Number and Percent of Students Absent 10 or More Days, 1 st Semester 2006-07		
	Number of Students Absent 10 or More Days	Percent of Students With 10 or More Absences
All MSSP Students	311	23.7%
Parks CLC Students Who Are Also in MSSP	93	23.6%
Parks CLC Students not in MSSP	149	13.2%
YMCA CLC Students Who Are Also in MSSP	78	24.1%
YMCA CLC Students not in MSSP	244	14.2%
CLC School Students	1220	17.7%
All Middle School Students	1555	15.8%

As of 1/31/2007

These data are disaggregated in the following chart.



As of 1/31/2007

Discipline

Levy middle school programs track student discipline rates as an indicator of progress toward academic achievement. Discipline rates appear to have increased in middle school district-wide from 2005-06 to 2006-07, which limits the City’s ability to draw conclusions about the impact of Levy programs.

Table 47. Students Participating in Middle School Levy Programs in 2006-07 School Year 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 ⁵⁵	Average Disciplinary Actions Per Student	Number of Students	Average Disciplinary Actions Per Student
All MSSP Students Who Had a Disciplinary Action	67	1.19	170	1.55
All Parks & MSSP Students Who Had a Disciplinary Action	28	1.25	63	1.57
Parks CLC Only Students Who Had a Disciplinary Action	35	1.4	78	1.42
All YMCA & MSSP Students Who Had a Disciplinary Action	20	1.1	50	1.52
All YMCA CLC Only Students Who Had a Disciplinary Action	62	1.35	159	1.43
All Middle School Students Who Had a Disciplinary Action	604	1.37	720	1.47

As of 1/31/2007

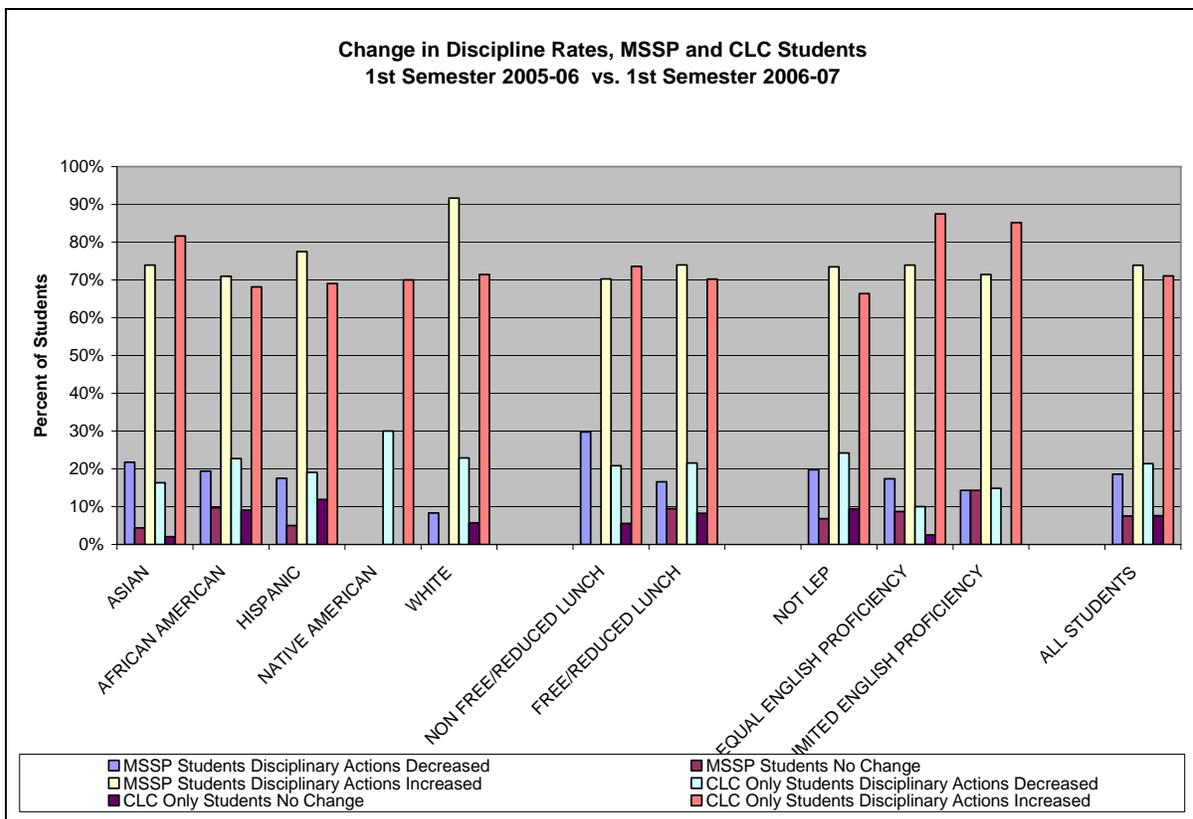
The next data series, beginning on the following page, displays the number and percent of Levy middle school students whose disciplinary rates improved, stayed the same, or declined from 2005-06 to 2006-07.

⁵⁵ Students in a Levy funded middle school program in the 2006-07 SY who had a disciplinary action in the first semester of the 2005-06 SY.

Table 48.
Students Participating in Middle School Levy Programs in 2006-07 School Year
Change in Disciplinary Actions:
1st Semester 2005-06 vs. 1st Semester 2006-07

	Number of Students		
	Disciplinary Actions Decreased ⁵⁶	No Change ⁵⁷	Disciplinary Actions Increased ⁵⁸
MSSP Students Who had a Disciplinary Action	37	15	147
CLC Students not in MSSP Who had a Disciplinary Action	62	22	206

As of 1/31/2007



As of 1/31/2007

⁵⁶ “Disciplinary actions decreased” denotes MSSP students who had a disciplinary action in the first semester of 2005-06 and had fewer or none in first semester of 2006-07.

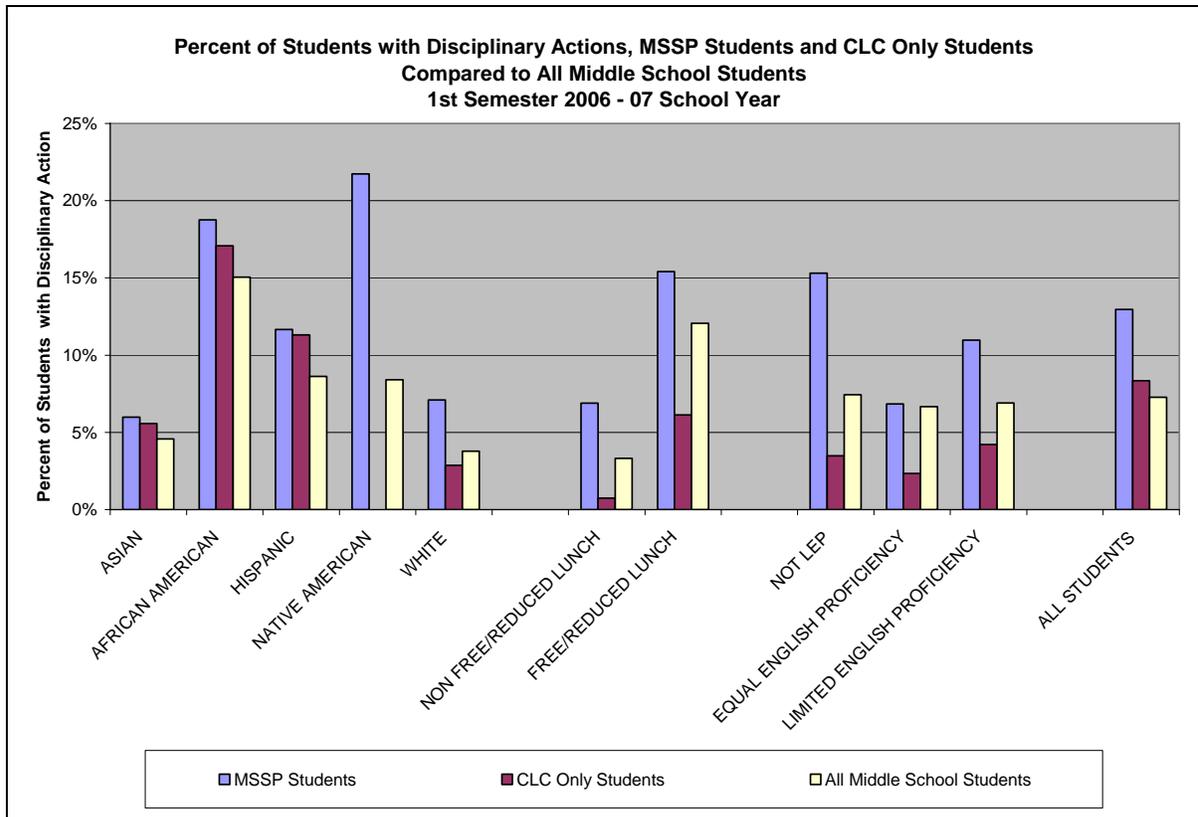
⁵⁷ “No change” denotes MSSP students who had the same number of disciplinary actions in both the first semester of 2005-06 and in the first semester of 2006-07.

⁵⁸ “Disciplinary actions increased” denotes MSSP students who did not have a disciplinary action in the first semester of 2005-06 but did have a disciplinary action in the first semester of 2006-07 or had more disciplinary actions than in the previous year’s first semester.

**Table 49.
Students Participating in Middle School Levy Programs in 2006-07 SY
Percent of Students With Disciplinary Actions, 1st Semester 2006-07**

	Number of Students With A Disciplinary Action	Percent of Students With a Disciplinary Action
All MSSP Students Who Had a Disciplinary Action	170	13.0%
All Parks/MSSP Students Who Had a Disciplinary Action	63	15.9%
All Parks Only CLC Students Who Had a Disciplinary Action	78	6.9%
All YMCA/MSSP Students Who Had a Disciplinary Action	50	15.4%
All YMCA Only CLC Students Who Had a Disciplinary Action	159	9.2%
All Middle School Students Who Had a Disciplinary Action	720	7.3%

As of 1/31/2007



As of 1/31/2007

GPA

Although the MSSP program does not use GPA as an indicator of academic achievement for program management purposes, the City tracks this data. While the overall average GPA declined for all district middle school students, including those in Levy programs, from 2005-06 to 2006-07, GPAs increased slightly for African American MSSP students who were also in CLCs, LEP and EEP students in MSSP and Parks CLCs, and white students in YMCA CLCs.

Table 50. MSSP Students Participating in Parks CLCs, 2006-07 School Year Grade Point Average		
	Cumulative Middle School GPA Through 2005-06 SY	First Semester GPA 2006-07
Asian	3.04	2.93
African American	2.43	2.44
Hispanic	2.62	2.44
Native American	1.17	1.27
White	2.58	2.33
Non Free/Reduced Lunch	2.74	2.69
Free/Reduced Lunch	2.51	2.45
Not LEP	2.49	2.42
Equal English Proficiency	2.92	2.78
Limited English Proficiency	2.46	2.48
All Parks CLC/MSSP Students	2.56	2.49

As of 1/31/2007

GPAs also decreased for students who participated in CLCs only (both Parks and YMCA – consistent with district trends – with the exception of non-free/reduced lunch-eligible students in YMCA CLCs.

Table 51. MSSP Students Participating in YMCA CLCs, 2006-07 School Year – Grade Point Average		
	Cumulative Middle School GPA Through 2005-06 SY	First Semester GPA 2006-07
Asian	2.84	2.71
African American	2.28	2.30
Hispanic	2.39	2.33
Native American	1.27	0.83
White	2.56	2.59
Non Free/Reduced Lunch	2.74	2.73
Free/Reduced Lunch	2.37	2.30
Not LEP	2.37	2.38
Equal English Proficiency	2.82	2.73
Limited English Proficiency	2.50	2.19
All YMCA CLC/MSSP Students	2.48	2.44
All Students 6th – 8th Grade	3.02	2.90

As of 1/31/2007

**Table 52.
Students Participating in Parks CLCs not in MSSP, 2006-07 School Year
Grade Point Average**

	Cumulative Middle School GPA Through 2005-06 SY	First Semester GPA 2006-07
Asian	3.25	3.09
African American	2.71	2.57
Hispanic	2.68	2.53
Native American	2.60	2.78
White	3.34	3.23
Non Free/Reduced Lunch	3.41	3.27
Free/Reduced Lunch	2.81	2.67
Not LEP	3.14	3.02
Equal English Proficiency	3.24	3.08
Limited English Proficiency	2.67	2.64
All Parks CLC Students not in MSSP	3.12	3.00

As of 1/31/2007

**Table 53.
Students Participating in YMCA Middle School CLCs not in MSSP, 2006-07 School Year
Grade Point Average**

	Cumulative Middle School GPA Through 2005-06 SY	First Semester GPA 2006-07
Asian	3.28	3.15
African American	2.51	2.43
Hispanic	2.69	2.60
Native American	2.71	2.47
White	3.37	3.25
Non Free/Reduced Lunch	3.29	3.31
Free/Reduced Lunch	2.67	2.54
Not LEP	2.99	2.89
Equal English Proficiency	3.17	3.12
Limited English Proficiency	2.78	2.51
All YMCA CLC Students not in MSSP	2.99	2.88
All Students 6th – 8th Grade	3.02	2.90

As of 1/31/2007

The following were adopted as indicators for the MSSP and CLC programs but have not been reported to OFE:

- Number of MSSP students who participated in CLC programs twice a week or more who achieved their learning goals (data tracking system will be established in 2006-07 to report this indicator);
- Increased number of families attending after-school activities; and

- Number of students with improved attitudes about school and their personal ability to succeed, as measured by the Search Institute Asset Development Survey (available in May 2006).

In addition, MSSP uses the following indicators although data are not yet available: DRA scores; Gates McGinite (reading, vocabulary and comprehension); EduSoft Math; and classroom-based assessments.

Observations and Recommended 2007-08 Course-Corrections Based on Mid-Year Data

Middle School Support is clearly targeting the most academically challenged students.

Levy investments must be more integrated into schools' academic plans.

Middle school programs need to make a much larger impact on academic achievement, particularly in math. The school district does not have a clear strategy for improving middle school math skills.

- OFE will complete a process to request proposals from the four middle school innovation sites (Denny, Aki Kurose, Madison and Mercer). The proposals, driven by each principal, should set forth strategies to improve academic achievement in math, reading and writing among the target students served by the Levy in 2007-08.
 - Proposals should increase academic achievement targets significantly.
 - Proposals should articulate one school-wide academic target per school and propose strategies to achieve the target.
 - Schools may, but are not required to, propose current services provided by the current CLC or MSSP programs.
 - Strategies should be driven by data at the school and district level and must address the academic achievement gap.
 - Strategies should be proven effective by data and research to improve academic achievement.
 - Proposals should include strong partnerships with community resources and leverage additional funding.
 - Proposals should address how student progress will be frequently assessed and data will be managed to make progress toward each school's academic achievement target.
 - "Linkage sites" (middle schools that are not innovation sites and all K-8 schools) should also develop similar plans for use of their Levy investments that are well-integrated into their overall academic goals.
 - Middle schools should develop a multi-year plan to help students achieving at low levels to meet standards.
 - Innovation sites should help at least 50 percent of level 1 students move to level 2.

- Linkage sites should help at least 30 percent of level 1 students move to level 2.

CLC participation is infrequent for some groups of students; a low percentage of CLC users have participated two times per week or more.

- Significantly increase the participation level (frequency of student participation) in Levy middle school programs.
- Students should participate at least 60 to 75 percent of available days.

Middle school programs do not have a frequent data collection and analysis system in place to regularly assess student progress toward academic standards.

- Implement formative assessments for Levy middle school students to measure their academic progress and tailor Levy academic interventions to skill gaps.

Recommended 2007-08 Targets

Table 54. Recommended Middle School Targets for 2007-08			
	Innovation Sites	Linkage Sites	Total
Students participating	TBD	TBD	TBD
Number and percent of students who meet the WASL standards	200	214	414

High-Risk Youth

Program Description

The FEL invests in intensive case management services to return high-risk middle and high school youth to school, keep them in school and graduate. The program, called Seattle Team for Youth (STFY), aims to provide these youth with opportunities for educational success.

Key aspects of the program include:

- Case managers who link youth to culturally appropriate services to ensure academic achievement.
 - Community-based case managers access ethnic and linguistic resources unavailable in most mainstream schools.
 - Case management services help youth navigate the school and court systems and access tutoring, mentoring, health, mental health, employment, and drug and alcohol services.
 - Regular contact between case managers, clients, their families, and schools provide a stable, consistent and positive adult relationship that is often lacking in a young person's life.
- Case management services focused on southwest and south Seattle.
 - These neighborhoods show the highest poverty rates, lowest attendance rates, and largest numbers of youth with low grade point averages.
 - STFY case managers work with high schools with the highest dropout rates and the highest percent of youth failing academically.
 - These schools include Cleveland, Franklin, Rainier Beach, Chief Sealth, West Seattle, South Lake, Marshall, and Interagency.
- The program brings together CBOs with the Seattle Police Department, Seattle Public Schools, and Levy School-Based Health Centers to work collaboratively toward reducing the dropout rate and improving educational outcomes.

Budget

The STFY budget for 2006-07 is shown below.

High Risk Youth Investments	2006-2007 School Year Allocations
Seattle Team for Youth Program	\$1,142,926
Administration	\$99,385
Total, High Risk Youth:	\$1,242,311

Targets

The table below shows the 2004-05 baseline data, targets set and actual progress made in 2005-06, and targets set and actual progress made so far in 2006-07, for the Seattle Team for Youth program serving high-risk youth. The participation goal is to serve 665 youth. The targets are as follows: 250 youth (or 38 percent of participants) to stay in school or come back to school and progress to the next grade level; 16 youth (four percent of those who stay in school or return to school) to meet the WASL standards in reading, writing and math; and 26 youth (45 percent of 12th grade participating students) to graduate.

	2004-05 School Year		2005-06 School Year		2006-07 School Year	
	Baseline	Target	Actual	Target	Actual	
High-Risk Youth referred to the program		665	611	665	621	
High-Risk Youth referred to the program with SPS ID numbers		665	447	632 ⁵⁹	490 ⁶⁰	
High-Risk Youth who stay in school/come back to school		365 / 55%	319 ⁶¹	250 / 38%	26	
High-Risk Youth who progress to next grade level			282	250	26	
High-Risk Youth who re-enroll and stay in school for 90 days			87		107	
High-Risk Youth who re-enroll and progress to the next grade level			8			
High-Risk Youth who obtain a GED			12		0	
High-Risk Youth who pass the WASL	3 / 1%	11 / 3%	10 / 2.7%	16 / 4%	Avail. Fall '07	
High-Risk 12 th grade youth who graduate			22 / 24% ⁶²	26 / 45% ⁶³	Avail. Fall '07	

⁵⁹ It is assumed 5 percent of the 665 youth who are referred to STFY will not be enrolled in school and pursue a GED; these youth will not have SSD ID numbers.

⁶⁰ Valid demographic files are available for 388 out of the 490 students with SPS ID numbers. OFE is able to track and report on students with both an SPS ID number and a valid demographic file.

⁶¹ 319 unduplicated STFY youth progressed to the next grade level, stayed in school for 90 days, re-enrolled in school and progressed to the next grade level, and/or obtained a GED. Students may reach more than one goal.

⁶² Reflects the target as a percentage of all STFY 12th grade students. STFY served 93 12th grade students during the 2005-06 school year who were in the district's demographic files; 22 were classified as 12th grade students who graduated at the end of the school year.

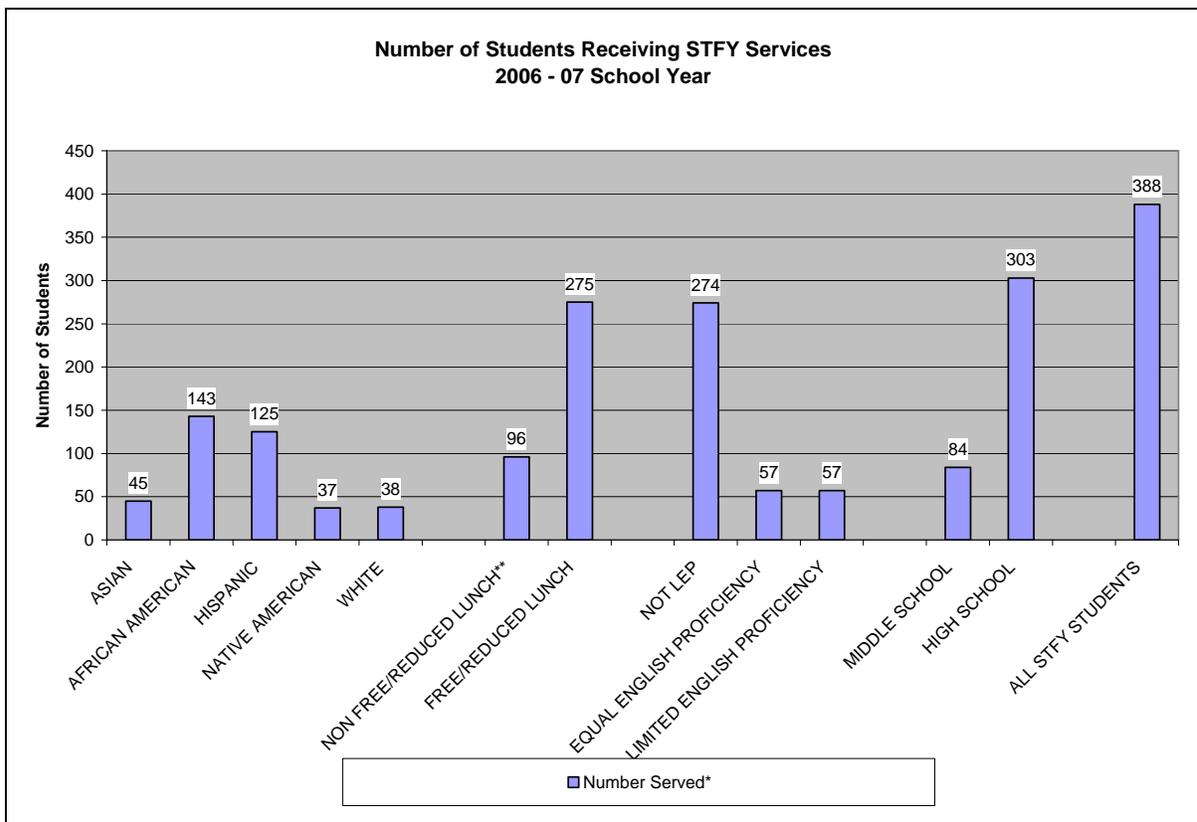
⁶³ STFY intends to serve 58 12th grade students in 2006-07. The graduation target is 45 percent of this number.

Who is the Levy serving with this program?

Baseline Data

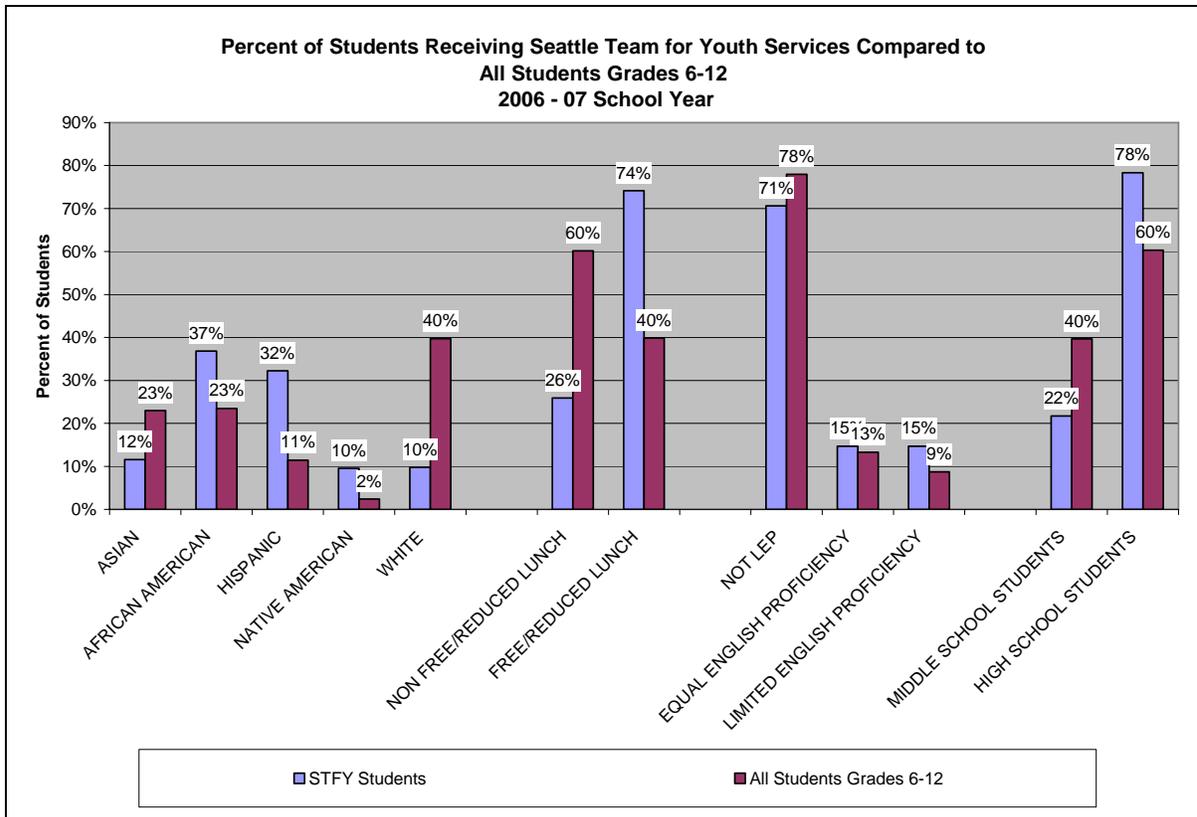
Demographic Data

STFY has served 490 youth with valid SPS ID numbers so far in the current school year. Only 388 of these students have active records with SPS in the first semester of this school year. This is lower than the original goal of enrolling 632 students with valid ID numbers. As the chart below shows, the majority of youth participating are African American (143 youth), Hispanic (125 youth), free/reduced lunch-eligible (275 youth) or not LEP (274 youth). In addition, the majority of youth served are high school-age; 303 high school students and 84 middle school students are participating.



As of 1/31/2007

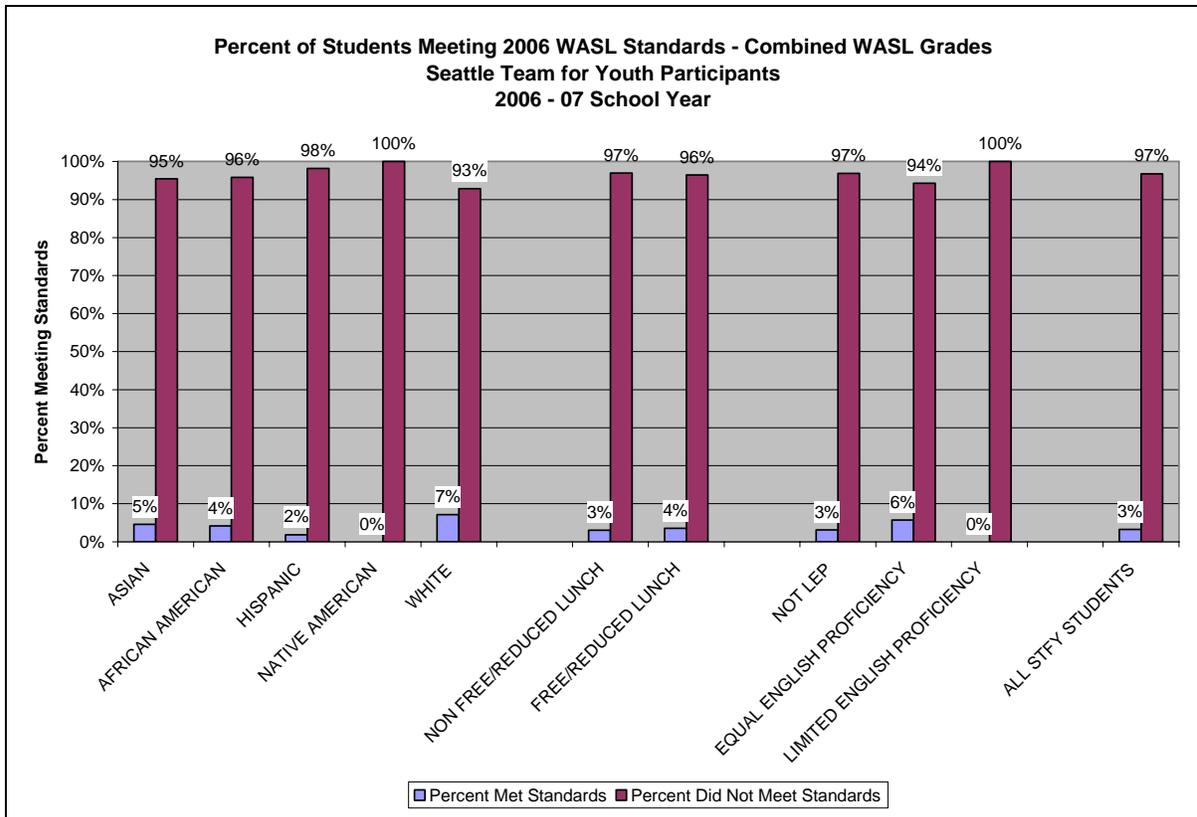
The chart on the following page compares the percentages of students in each category who are participating in STFY with the percentages of all district students in each category in grades 6-12. STFY appears to be serving greater percentages of African American, Hispanic, free/reduced lunch-eligible and LEP students than is the district as a whole.



As of 1/31/2007

Academic Baseline Data

The academic baseline data for current STFY students shows these students face severe academic challenges. As the chart on the next page shows, just three percent of students in STFY met the WASL standards last year.



As of 1/31/2007

Indicator Data

What has this investment bought so far in 2006-07?

Is the Levy on-track to meet targets?

The Levy tracks several indicators to measure the progress STFY students are making toward staying in school, achieving academically and graduating. Indicators in this report include:

- Progress on individual service plans;
- School attendance rates⁶⁴;
- Discipline rates;
- Grade Point Average; and,
- Number of credits earned toward graduation.

⁶⁴ Absences include days missed due to suspension.

Progress on Individual Service Plans

All STFY students develop service plans collaboratively with a case manager. Service plans outline the steps students need to take to meet goals related to academic achievement and graduation. The Levy measures the progress students make on service plans as an indicator of progress. As the table below shows, out of 490 STFY students with valid SPS ID numbers, 264 have made progress on their individual plans, 107 have stayed in school for 90 days, and 26 have progressed to the next grade level.

Table 56. Students Participating in Seattle Team for Youth, 2006 – 07 School Year Number of Students Making Progress on Individual Service Plans				
	STFY Students With Valid SPS IDs	Made Progress on Individual Plan	Reenrolled and Stayed in School for 90 Days or More	Reenrolled and Progressed to the Next Grade
Number of STFY Students	490	264	107	26

School Attendance

Another indicator of staying in school and achieving academically is school attendance. Many STFY students face challenges attending school and have been truant. The table on the following page compares attendance rates for current STFY students from the 2005-06 school year to the first semester of 2006-07. It appears from the data that STFY is serving students who are not attending school as frequently as they did last year. STFY students' average attendance rate declined from 77.1 percent in 2005-06 to 76.1 percent in the first semester of 2006-07.

The change in attendance rate differed by race, income and language ability. Student attendance declined for every race group except Native American, declined for free/reduced lunch-eligible students and increased for other students, decreased for EEP and LEP students and increased for not-LEP students.

As the last row of the table shows, attendance rates increased by nearly one percent for district middle and high school students overall during the same time period.

Table 57. Students Participating in Seattle Team for Youth, 2006-07 School Year Student Attendance: 2005-06 School Year vs. 2006-07 First Semester			
		2005-06 School Year	2006-07 First Semester
	Number of Students ⁶⁵	Average Attendance Percentage	Average Attendance Percentage
STFY Students – Attendance Measure Recorded	305	77.1%	76.1%
Asian	34	82.0%	74.8%
African American	110	77.3%	76.6%
Hispanic	105	78.6%	77.4%
Native American	28	68.3%	70.7%
White	28	72.8%	76.2%
Not Free and Reduced Lunch	72	77.7%	79.7%
Free and Reduced Lunch	233	76.9%	75.0%
Not LEP	211	74.2%	74.6%
Equal English Proficient	45	82.9%	77.2%
Limited English Proficient	49	83.7%	81.6%
Denny	34	87.3%	86.0%
Mercer	16	79.0%	66.6%
All Other Middle Schools	23	80.7%	74.3%
Cleveland	19	72.7%	67.5%
Ed Service Center	12	68.0%	83.3%
Franklin	11	88.1%	84.0%
Garfield	35	80.0%	78.9%
Ingraham	21	67.8%	66.4%
Interagency	32	65.9%	78.2%
Rainier Beach	18	77.2%	75.1%
Sealth	28	80.1%	78.2%
South Lake	12	61.5%	61.7%
West Seattle	16	90.6%	87.0%
All Other High Schools	28	69.4%	71.2%
All Students 6 th –12 th Grade With An Attendance Measure Recorded		90.50%	91.46%

As of 1/31/2007

As the table on the next page shows, 139 STFY students have improved their attendance since last year, 10 students maintained their attendance rates, and 156 students have declined their attendance rate from the 2005-06 school year to the first semester of 2006-07.

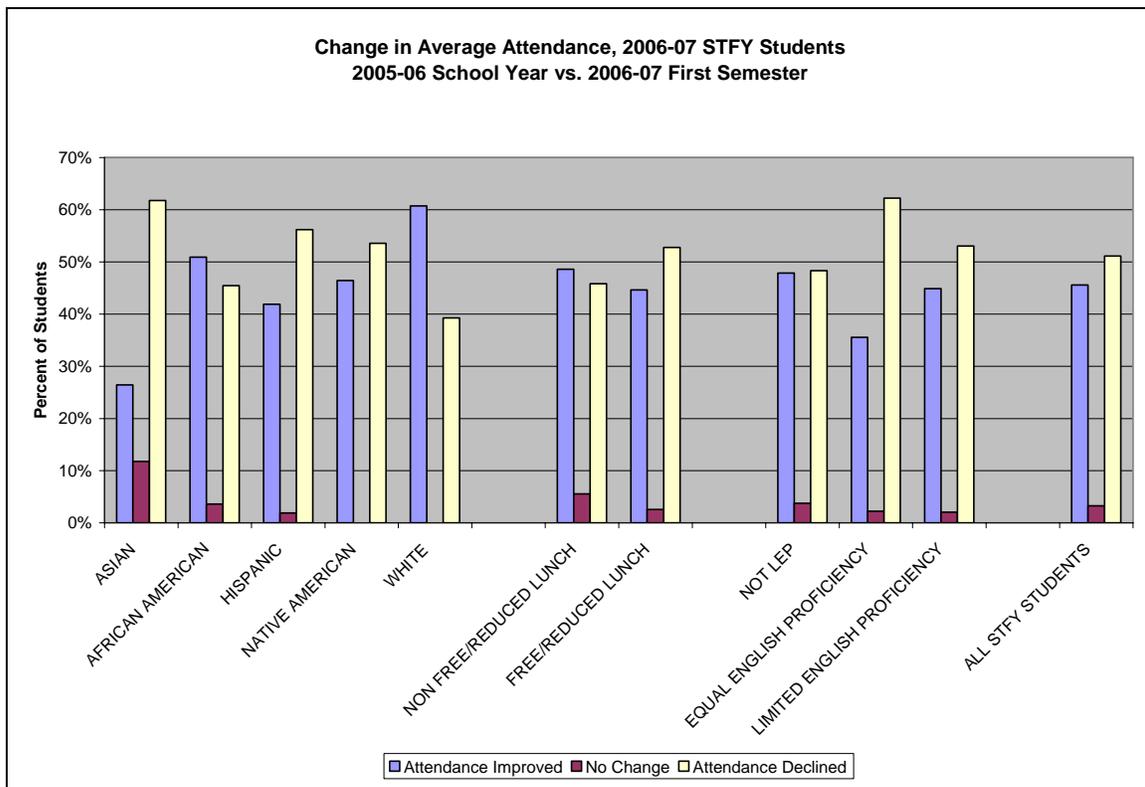
⁶⁵ Includes only STFY students with attendance records both school years. Schools listed are those with ten or more STFY students.

Table 58.
Students Participating in Seattle Team for Youth, 2006-07 School Year
Number Improving Average Attendance Percentage
2005-06 School Year vs. 2006-07 First Semester

	Number of Students		
	Attendance Improved	No Change	Attendance Declined
STFY Students With Attendance Measure Recorded	139	10	156

As of 1/31/2007

The next chart shows the change in STFY students' average attendance from the 2005-06 school year to the first semester of 2006-07 by student category. A greater percentage of students declined than improved their attendance levels in every race group except African American and white. It is also evident that greater percentages of free/reduced lunch-eligible, EEP and LEP students declined their attendance levels during this time period.



As of 1/31/2007

The next series of tables and charts analyzes STFY students who were absent 10 or more days. The table on the following page shows that 180 current STFY students were absent 10 or more days in the first semester of the last school year (2005-06). Of those 180 students, 41 improved and were absent for fewer than 10 days, and 139 continued to be absent for 10 or

more days in the first semester of this school year (2006-07). In addition, 55 more STFY students were absent for 10 days or more this year, who were not previously.

Table 59. Students Participating in Seattle Team for Youth, 2006-07 School Year Change in Number of Absent Days, 2005-06 First Semester vs. 2006-07 First Semester	
Of 180 STFY Students With 10 or More Days Absent 1 st Semester 2005 – 06 SY	139 Still Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 120 STFY Students With Fewer Than 10 Days Absent 1 st Semester 2005 – 06 SY	55 Had 10 or More Days Absent 1 st Semester 2006 – 07 SY

As of 1/31/2007

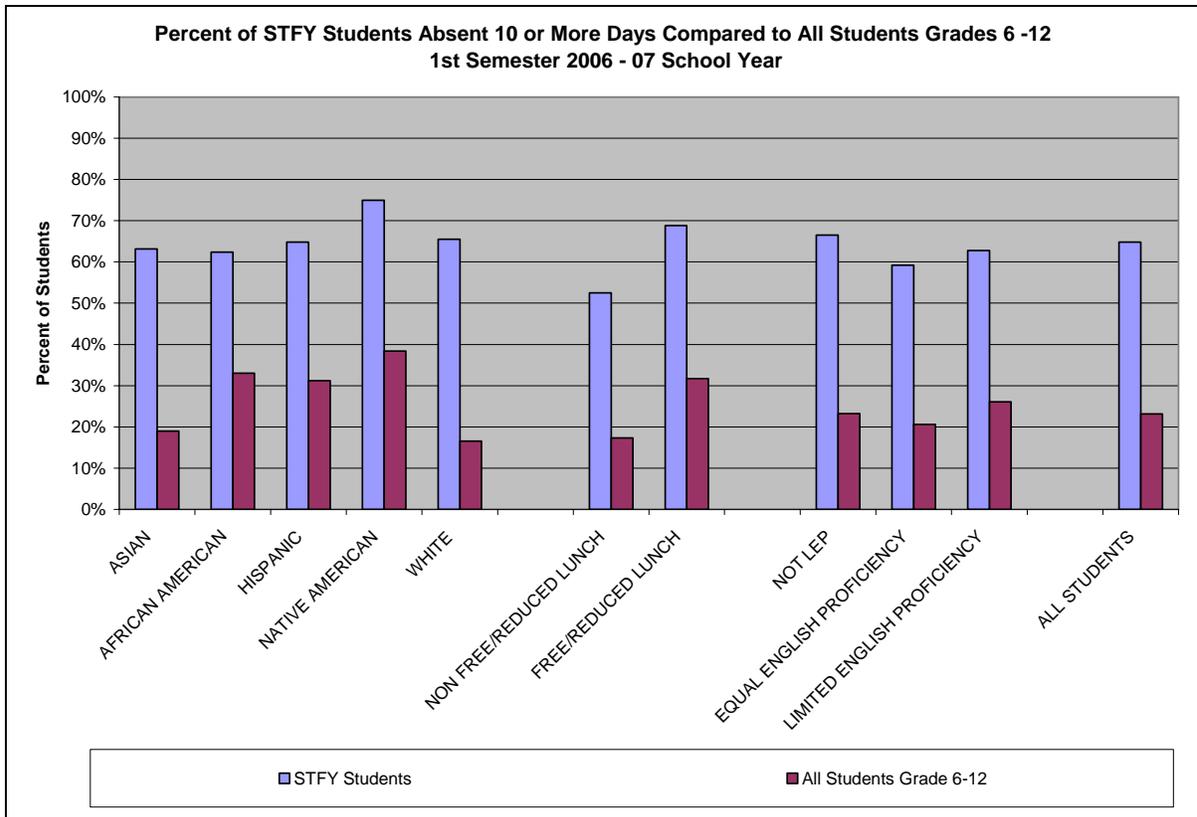
STFY serves students with much higher absence rates than most middle and high school students. This is shown further in the next table, which compares the percent of STFY students with the percent of all district middle and high school students who were absent for 10 or more days in the first semester of 2006-07. The STFY percentage is much higher than the percentage for the district as a whole.

Table 60. Students Participating in Seattle Team for Youth in 2006-07 School Year Number and Percent of Students Absent 10 or More Days, 1st Semester 2006-07⁶⁶		
	Number of Students Absent 10 or More Days	Percent of Students With 10 or More Absences
All STFY Students	212	64.8%
All Students Grades 6-12	5612	22.6%

As of 1/31/2007

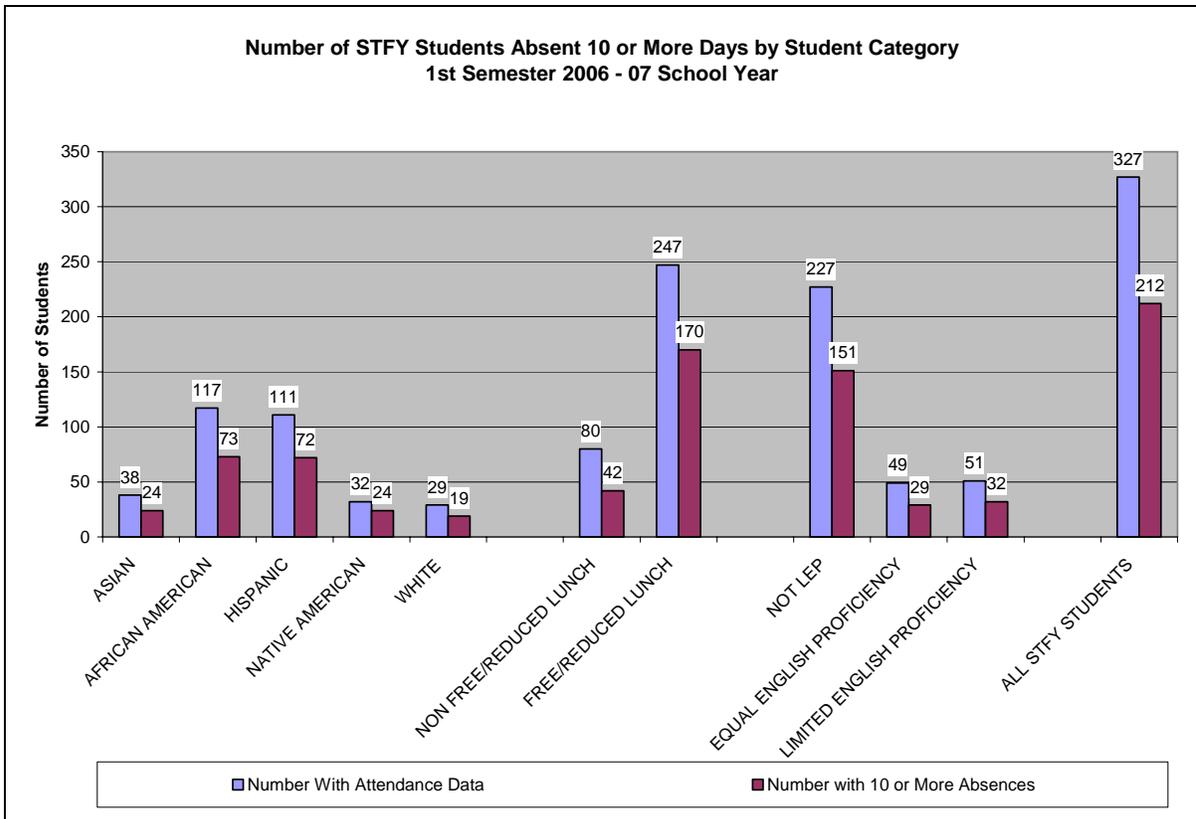
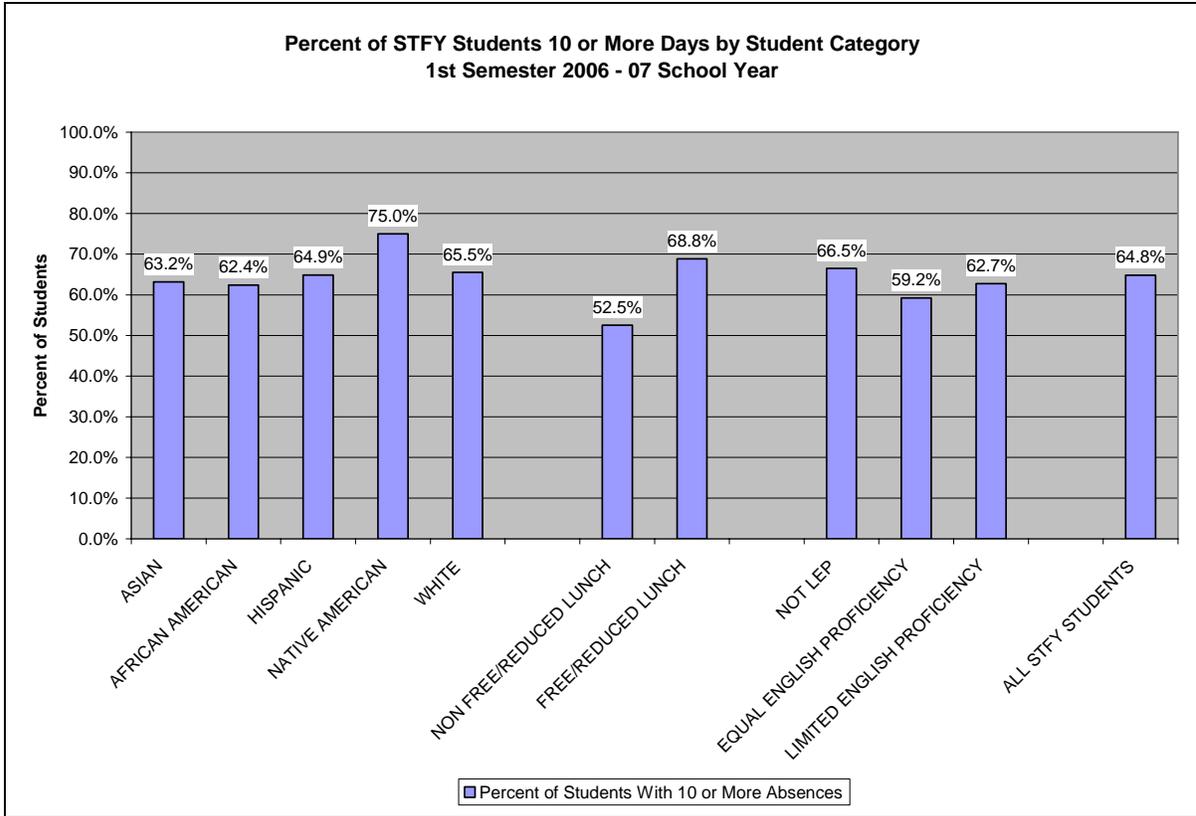
The chart on the following page shows the comparison of STFY students to all district students, disaggregated by student category. These data suggest increasing attendance is a key strategy to help STFY students achieve academically.

⁶⁶ Includes only students enrolled and attending school through first semester.



As of 1/31/2007

The two charts on the following page show the percent and number of students in each race, income and language ability category who missed 10 or more days of school in the first semester of 2006-07. Although the rates were high for every student category, rates were especially high for Native American and free/reduced lunch-eligible students.



Discipline

Another indicator of progress for staying in school and achieving academically is reduced disciplinary rates. In some cases, disciplinary actions cause absences from school if students are suspended. The table below shows the number of STFY students who had disciplinary actions in both the first semester of 2005-06 and the first semester of 2006-07. The table also shows the average number of disciplinary actions per student.

In the first semester of last year (2005-06), 60 students who currently participate in STFY experienced at least one disciplinary action, and the average number of disciplinary actions per students was 1.52. In the first semester of this year (2006-07), 73 STFY students experienced at least one disciplinary action, and the average number of disciplinary actions per student was 1.71. These data show STFY is serving students with higher-than-average disciplinary rates. The number of disciplinary actions for all middle and all high school students has also increased, yet by a smaller amount.

The numbers of students with disciplinary actions and disciplinary rates are also shown by student category. It appears the greatest increase in disciplinary rates among STFY students occurred for African American students. The disciplinary rate increased from 1.46 in the first semester of 2005-06 to 1.94 in the first semester of 2006-07.

Table 61.				
Students Participating in Seattle Team for Youth, 2006-07 School Year				
Disciplinary Actions per Student, 2005-06 vs. 2006-07				
	2005-06 First Semester		2006-07 First Semester	
	Number of Students	Average Disciplinary Actions Per Student	Number of Students	Average Disciplinary Actions Per Student
STFY Students Who Had A Disciplinary Action	60	1.52	73	1.71
Asian	**	**	**	**
African American	28	1.46	31	1.94
Hispanic	15	1.73	20	1.60
Native American	**	**	**	**
White	**	**	11	1.18
Not Free or Reduced Lunch	11	1.27	10	1.50
Free or Reduced Lunch	49	1.57	63	1.75
Not LEP	46	1.52	52	1.69
Equal English Proficient or LEP	14	1.5	21	1.76
All Middle School Students Who Had A Disciplinary Action	604	1.37	720	1.47
All High School Students Who Had A Disciplinary Action	563	1.19	554	1.22

** Fewer than 10 students

As of 1/31/2007

The next table compares the percentage of STFY students with a disciplinary action to the percentage of all district middle and high school students with a disciplinary action. The rates are higher for STFY students.

Table 62. Students Participating in Seattle Team for Youth, 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
STFY Students Who Had A Disciplinary Action	74	15.1%
All Middle School Students Who Had a Disciplinary Action	720	7.1%
All High School Students Who Had A Disciplinary Action	554	3.6%

As of 1/31/2007

As the next table shows, the number of disciplinary actions decreased for 41 current STFY students, did not change for 13 students, and increased for 58 students.

Table 63. Students Participating in Seattle Team for Youth, 2006-07 School Year Change in Disciplinary Actions: 1 st Semester 2005–06 vs. 1 st Semester 2006–07			
	Number of Students		
	Disciplinary Actions Decreased ⁶⁷	No Change ⁶⁸	Disciplinary Actions Increased ⁶⁹
STFY students	41	13	57

As of 1/31/2007

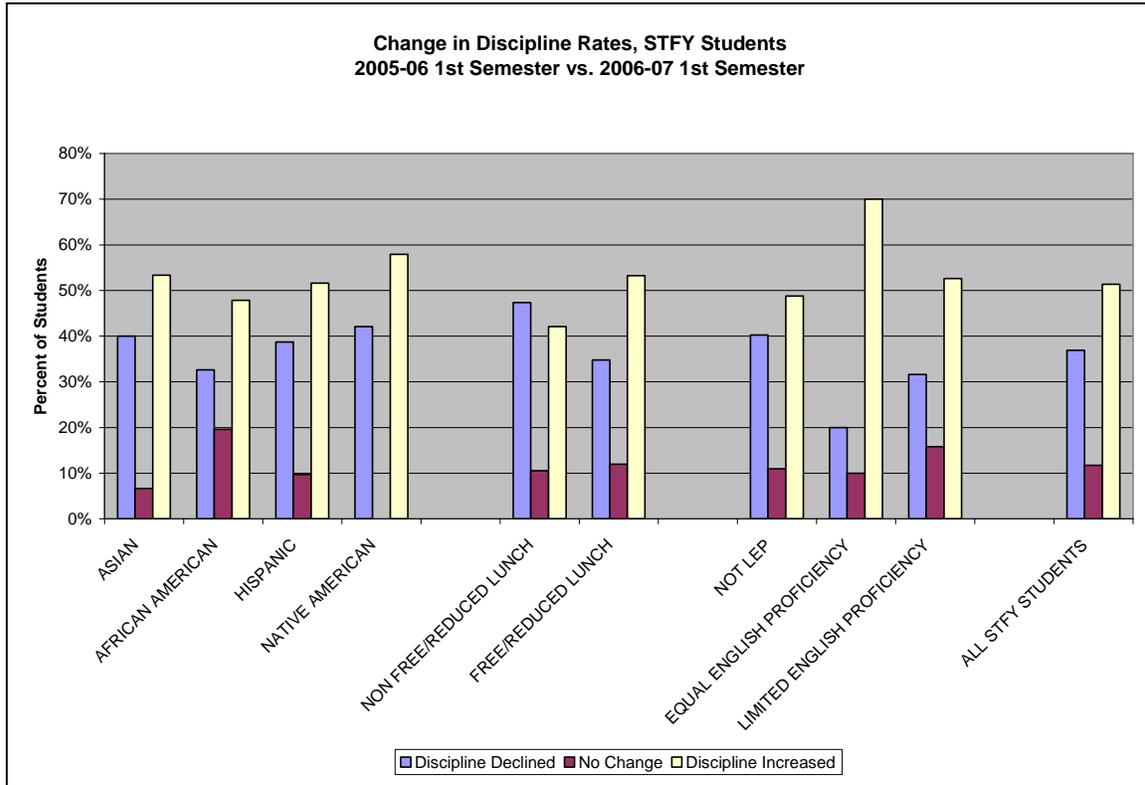
The chart on the following page shows the percentage of STFY students in each race, income and language ability category whose number of disciplinary actions declined, remained the same, or increased from the first semester of 2005-06 to the first semester of 2006-07. The

⁶⁷ “Disciplinary actions decreased” denotes STFY students who had a disciplinary action in the first semester of 2005-06 and had fewer or none in first semester of 2006-07.

⁶⁸ “No change” denotes STFY students who had the same number of disciplinary actions in both the first semester of 2005-06 and in the first semester of 2006.

⁶⁹ “Disciplinary actions increased” denotes STFY students who did not have a disciplinary action in the first semester of 2005-06 but did have a disciplinary action in the first semester of 2006-07 or had more disciplinary actions than in the previous year’s first semester.

percentage of students whose number of disciplinary actions increased was higher than the district average in every student category except non-free/reduced lunch-eligible.



As of 1/31/2007

Grade Point Average

Another indicator of academic achievement and graduation is a student's Grade Point Average (GPA). The table on the following page compares cumulative GPAs through the 2005-06 school year to GPAs for the first semester of 2006-07 for both STFY students and all district students, by student category. The data are separated for middle school and high school.

It appears that GPAs decreased for all students – both STFY and all district students – yet STFY students' GPAs decreased by a greater amount. For example, the average GPA for STFY middle school students decreased from 1.94 through 2005-06 to 1.66 in the first semester of 2006-07, while the average GPA for all district middle school students decreased from 2.96 to 2.89 over the same time period.

Table 64. Students Participating in Seattle Team for Youth, 2006-07 School Year Grade Point Average, 2005-06 SY vs. 2006-07 First Semester								
	Cumulative GPA through 2005-06 SY				Average GPA First Semester 2006-07			
	Middle School		High School		Middle School		High School	
	STFY	All Students	STFY	All Students	STFY	All Students	STFY	All Students
Asian	2.27	3.23	2.56	3.07	2.05	3.13	1.42	2.96
African American	1.73	2.39	2.19	2.51	1.84	2.45	2.13	2.41
Hispanic	2.11	2.69	2.24	2.71	1.61	2.52	1.92	2.52
Native American	1.56	2.48	2.15	2.67	1.11	2.49	1.64	2.54
White	1.61	3.22	1.99	3.12	0.58	3.15	2.08	3.07
Non Free/ Reduced Lunch	2.03	3.23	2.18	3.05	1.68	2.47	1.99	3.00
Free/Reduced Lunch	1.93	2.58	2.21	2.65	1.65	2.54	1.91	2.53
Not LEP	1.69	2.96	2.14	2.92	1.41	2.91	1.92	2.85
Equal English Proficiency	2.33	3.13	2.54	3.00	1.87	3.00	1.74	2.91
Limited English Proficiency	2.09	2.61	2.31	2.82	1.87	2.56	2.11	2.57
All Students	1.94	2.96	2.17	2.92	1.66	2.89	1.93	2.83

The next table shows the number of STFY high school students who earned credits in the first semester of 2006-07. Out of 196 high school students in STFY with valid SPS ID numbers, 138 earned credit. The average number of high school credits earned among all STFY students enrolled in high school was 2.09 in the first semester of 2006-07.

Table 65. Students Participating in Seattle Team for Youth, 2006 – 07 School Year 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	197 ⁷⁰	138	2.09
All High School Students		10,435	2.86

As of 1/31/2007

⁷⁰ 197 STFY students with HS credits recorded for both 2nd semester of 2005-06 SY and 1st semester 2006-07.

Observations and Recommended 2007-08 Course-Corrections Based on Mid-Year Data

STFY is clearly serving the most academically-challenged students.

70% of STFY students enrolled in high school earned credit toward graduation in the first semester.

School attendance is low for STFY students; more than 60% missed 10 days or more in the first semester.

- STFY should place a greater emphasis on school attendance as a contract requirement and performance commitment with providers.

The City and providers still need to develop an effective system for obtaining SPS ID numbers.

- Improve collection of SPS ID numbers.
 - Enforce providers' performance commitment to collect student ID numbers.
 - This should be a performance commitment between OFE and HSD in their 2007-08 Memorandum of Agreement.

This program faces a significant challenge in helping students achieve academically using the current model.

- Focus more heavily on entering high school students and work with these students over multiple years as a long-term strategy to help students achieve academically and graduate.
- New referrals beginning in 2007-08 would be for students who are in the second semester of 8th grade, 9th grade or 10th grade.
- New referrals will be accepted for 11th and 12th grade students, but STFY will focus most resources on the other grades listed above.
- Extend the time period for which students participate in case management, removing current the 18-month time limit. Youth will continue to be evaluated by STFY indicators throughout each school year and by STFY outcomes at the end of each year.
- STFY case managers will reach out to middle schools in December 2007 and January 2008 to recruit second-semester 8th grade students in need of case management.
- Case managers will evaluate the needs of middle school youth who are currently participating in STFY to determine whether they will continue to need services.
- New referrals for middle school students will be accepted only if they are siblings of high school-age STFY participants or are second-semester 8th graders.
- STFY will explore the possibility of referring current STFY middle school students at Aki Kurose, Denny and Mercer to other community resources.
- Focus the academic achievement target on high school students only.

Recommended 2007-08 Targets for High-Risk Youth

Table 66. Seattle Team for Youth Recommended Targets						
	2004-05 School Year	2005-06 School Year		2006-07 School Year		2007-08 School Year
	Baseline	Target	Actual	Target	Actual	Target
High-Risk Youth referred to the program		665	611	665	621	550
High-Risk Youth referred to the program with SPS ID numbers		665	447	632 ⁷¹	490 ⁷²	523 ⁷³
High-Risk Youth who stay in school/come back to school		365 / 55%	319	250 / 38%	26	300 / 55%
High-Risk Youth who progress to next grade level			282	250	26	300
High-Risk Youth who re-enroll and stay in school for 90 days			87		107	
High-Risk Youth who re-enroll and progress to the next grade level			8			
High-Risk Youth who obtain a GED			12		0	
High-Risk Youth who pass the WASL	3 / 1%	11 / 3%	10 / 2.7%	16 / 4%	Avail. Fall '07	16 / 4% (high school students only)
High-Risk 12 th grade youth who graduate			22 / 24% ⁷⁴	26 / 45%	Avail. Fall '07	35 /

⁷¹ It is assumed 5 percent of the 665 youth who are referred to STFV will not be enrolled in school and will pursue a GED; these youth will not have SSD ID numbers.

⁷² Valid demographic files are available for 388 out of the 490 students with SPS ID numbers. OFE is able to track and report on students with both an SPS ID numbers and a valid demographic file.

⁷³ It is assumed 5 percent of the 550 youth who are referred to STFV will not be enrolled in school and will pursue a GED; these youth will not have SSD ID numbers.

⁷⁴ Reflects the target as a percentage of all STFV 12th grade students. STFV served 93 12th grade students during the 2005-06 school year who were in the district's demographic files; 22 were classified as 12th grade students who graduated at the end of the school year.

Student Health

Program Description

The FEL invests in student health services for middle and high school students. The Levy makes two investments: School-Based Health Centers (SBHCs) in all ten comprehensive high schools and four middle schools, and school nurses in the schools with SBHCs.⁷⁵ The health centers are sponsored by five local healthcare organizations: Group Health Cooperative, Odessa Brown Children's Clinic, Public Health Seattle & King County, Puget Sound Neighborhood Health Centers, and Swedish Medical Center.

SBHCs provide comprehensive primary health care, including both medical and mental health care, to adolescent students. SBHCs also provide screenings, health assessments, and interventions that focus on students who are at risk of academic problems or dropping out of school. SBHCs address the high-risk behaviors most common among adolescents, including drug use, violence, high-risk sex, teenage pregnancy and chronic conditions such as asthma or depression. SBHCs integrate risk prevention strategies into primary health care, with an emphasis on providing culturally appropriate mental and behavioral health interventions. SBHCs continue to provide primary care to proportionally more African American, Latino, and low-income students, which are the same student populations who are academically challenged.

School nursing services focus on improving childhood immunization rates and managing chronic health conditions. In addition, school nurses screen struggling students for behavior risk factors and provide appropriate follow-up with parents, educators, and service providers.

Budget

The budget for Student Health for 2006-07 is shown below.

Student Health Investments	2006-2007 School Year Allocations
Clinics	\$2,743,860
School Nurses	\$695,929
Administration	\$382,403
Total, Health:	\$3,439,789

Targets

The table below shows the 2004-05 baseline, targets set in 2005-06 and actual progress made that year, and the targets set in 2006-07 and the actual progress made so far this year. The health participation target is to serve 5,000 students in SBHCs by the end of the school year; so far SBHCs have served 3,412 students. Other health goals for 2006-07 include bringing 1,500 additional children into compliance with immunizations, assisting 1,800 students with chronic conditions, and identifying and serving 800 high-risk students. The Levy has

⁷⁵ The FEL invests in a portion of school nurses' time in schools with SBHCs.

surpassed the goal for immunizations, assisted 1,349 students with chronic conditions, and surpassed the goal for identifying and serving high-risk students.

Table 67. Student Health Targets					
	2004-05 School Year	2005-06 School Year		2006-07 School Year	
	Baseline	Target	Actual	Target	Actual ⁷⁶
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	4,839	5,000	4,755	5,000	3,412
Students brought into compliance with required childhood immunizations ⁷⁷	2,500	2,500	4,001	1,500 / 17%	4,187
Students assisted by school nurses and health center clinicians in managing asthma, depression, and other chronic conditions	N/A	600	1,700	1,800 / 36%	1,349 / 42%
High-risk students identified and served through more intensive SBHC and school nurse interventions that support academic achievement	N/A	1,500	436	800	803 ⁷⁸
Number and percent of students helped by school-based health services who pass the WASL ⁷⁹	<u>All Students Using SBHCs</u> 7 th Gr: 85 / 35% 10 th Gr: 201 / 29%	100 / 2% of all SBHC users	586 / 17%	150 / 3% of all SBHC Users	Avail. Fall '07

⁷⁶ As of January 31, 2007

⁷⁷ There are approximately 6,000 to 12,000 students out of compliance with immunizations at the beginning of any given school year.

⁷⁸ 744 high-risk students have been identified by SBHCs and 54 have been identified by school nurses. There is duplication of 12 students who were referred by both SBHCs and nurses.

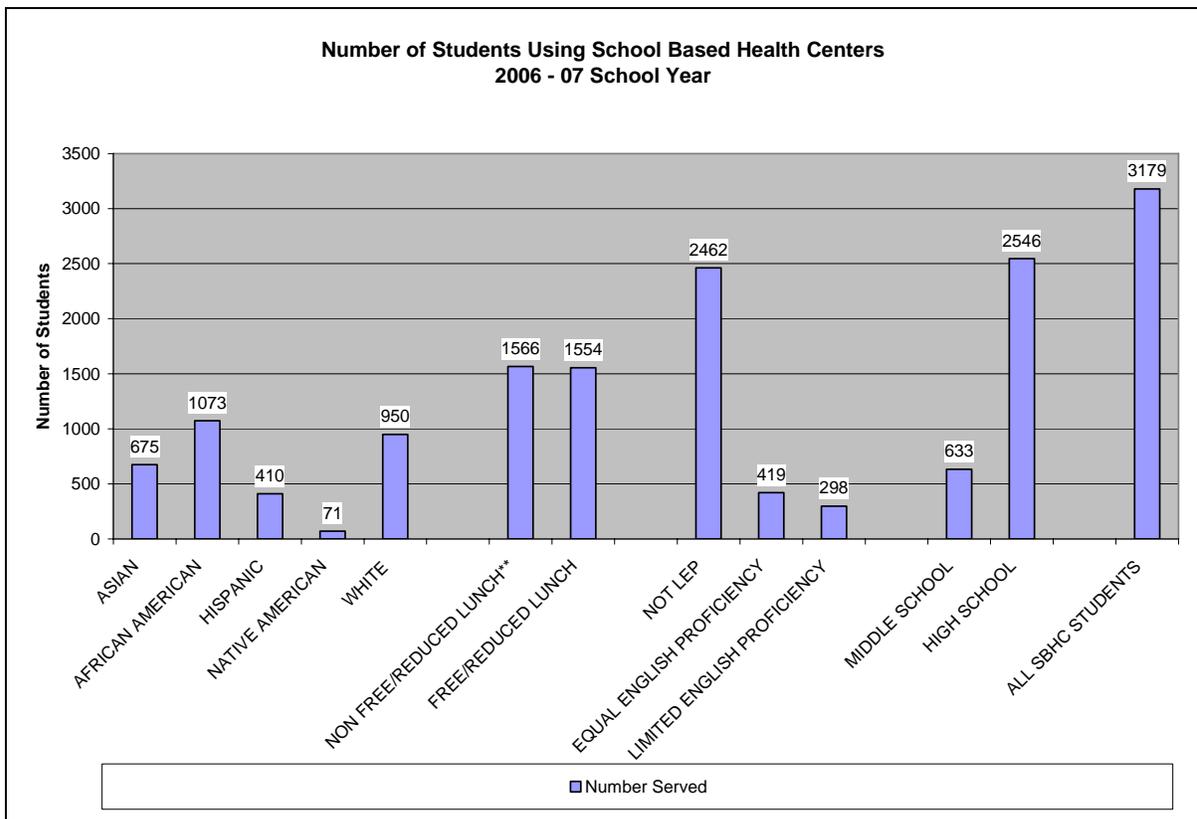
⁷⁹ It is assumed that a subset of students served by SBHCs and school nurses will take the WASL.

Who is the Levy serving with this program?

Baseline Data

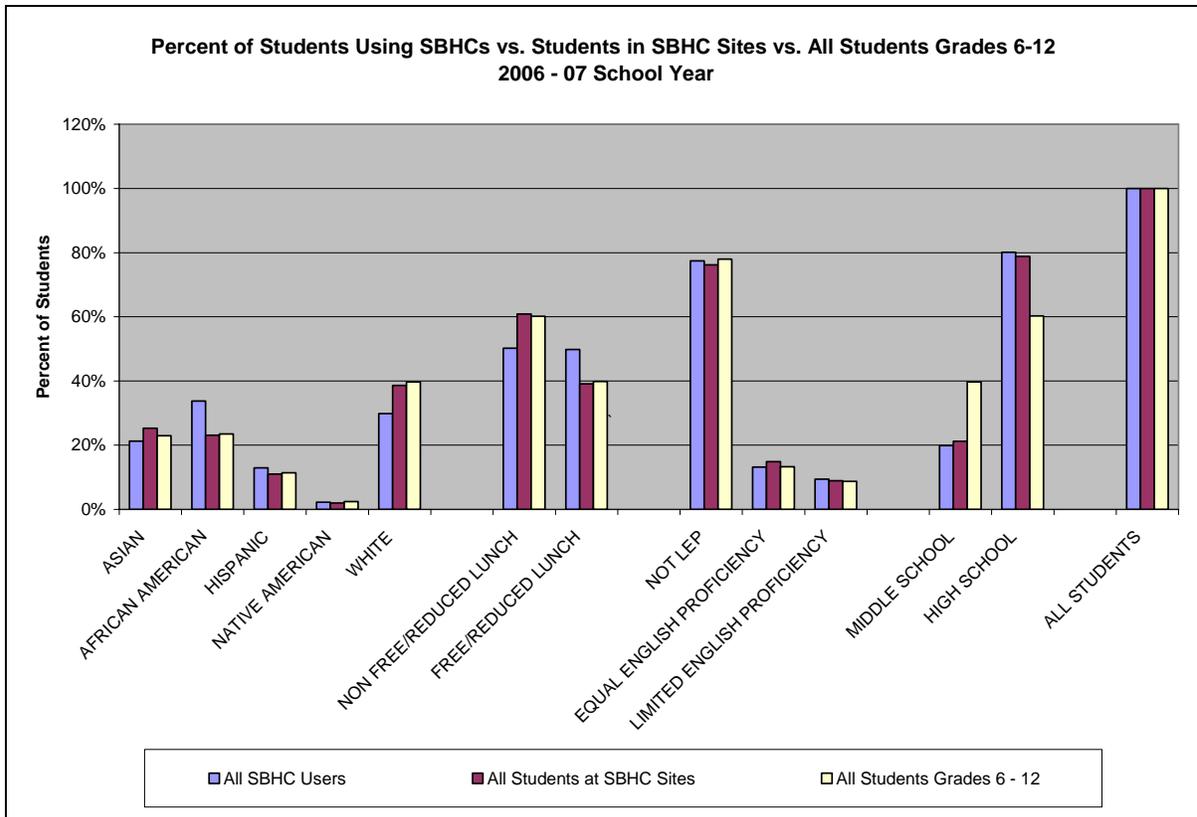
Demographic Data

As written above, 3,179 students have participated in SBHCs so far this school year. The chart below shows the number of students who have participated, by student category. The chart shows that the race group served most heavily by SBHCs is African American. SBHCs also serve many more high school students (2,546) than middle school students (633); health clinics operate in 10 high schools and four middle schools.



As of 1/31/2007

The next chart compares the percentage of students served in SBHCs to the percentage of students served in schools with SBHCs and all district middle and high school schools. The chart shows SBHCs are serving greater percentages of African American, Hispanic, and free/reduced lunch-eligible students than attend the schools.

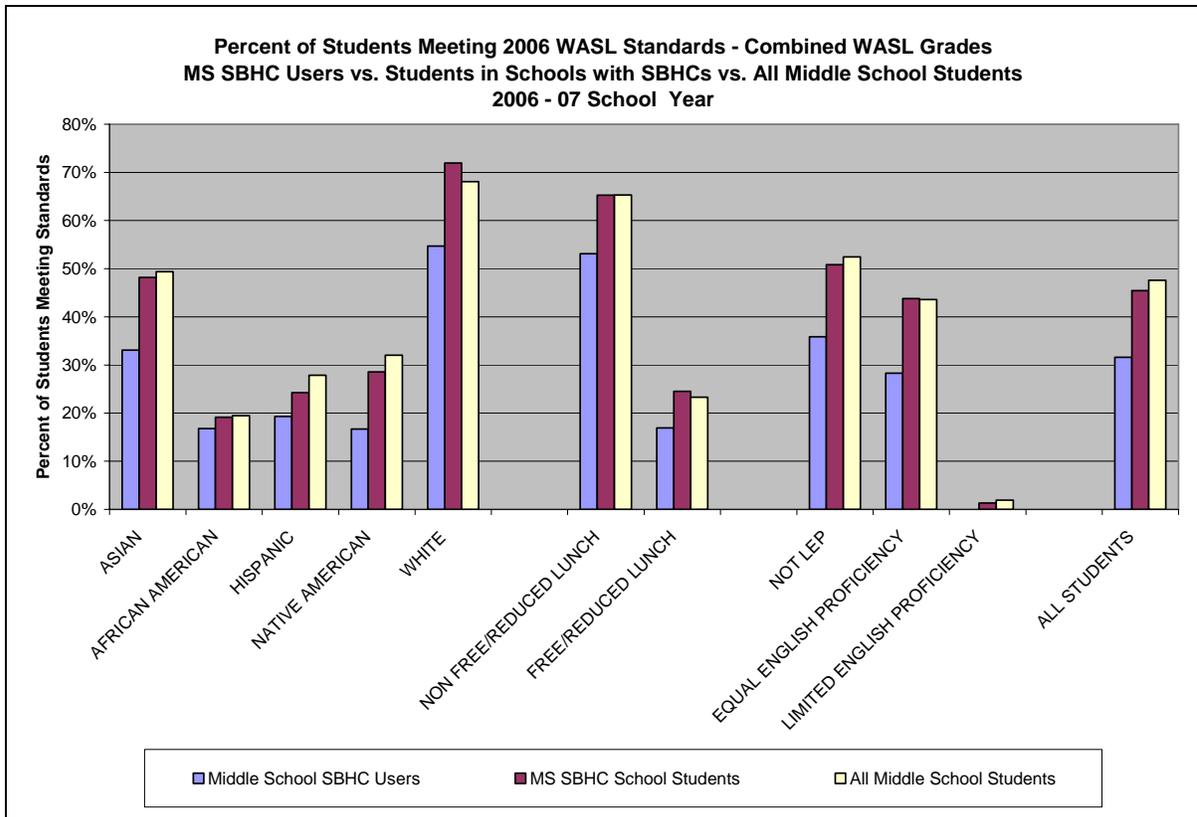


As of 1/31/2007

Academic Baseline Data

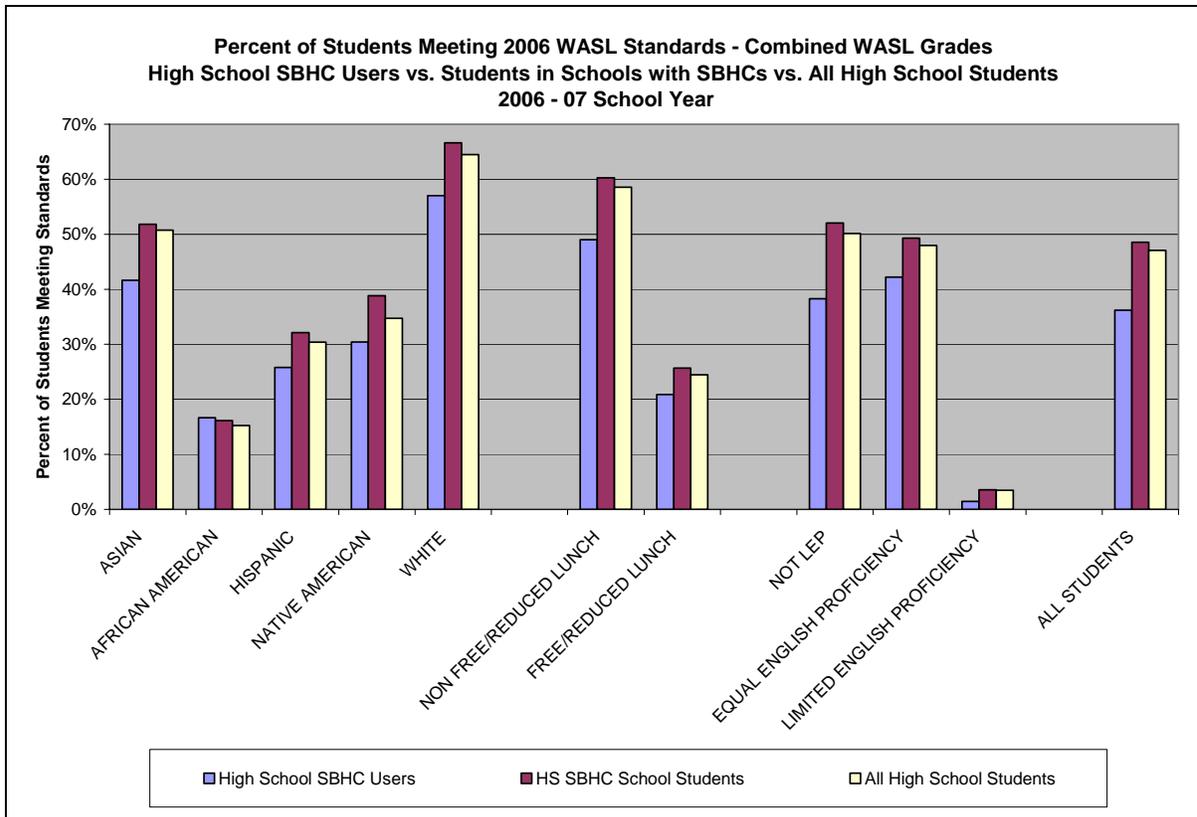
As a baseline measure, the Levy determines students' academic levels at the beginning of the year. As the two following charts on the next page show, approximately 32 percent of 2006-07 middle school SBHC users, and 36 percent of high school SBHC users, met the WASL standard in 2006.

The two charts also compare prior academic performance of current SBHC users to students in schools with SBHCs and all students in the district. The data show SBHCs serve students who are more academically challenged than other students in the district. The first chart, comparing performance of middle school students, shows 32 percent of students who have used middle school SBHCs in 2006-07 achieved academically in the previous year. This is compared to 45 percent of students in the four middle schools with SBHCs, and 48 percent of students in all middle schools, achieving academically in the previous year.



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The high school academic baseline chart, on the following page, shows 36 percent of high school students who have used SBHCs in 2006-07 achieved academically the previous year. This is compared to 49 percent of students in high schools with SBHCs and 47 percent of all high school students.



As of 1/31/2007

Indicator Data

What has this investment bought so far in 2006-07?

Is the Levy on-track to meeting targets?

The Levy tracks several indicators to measure the impact of student health investments on academic achievement throughout the school year. This report includes the following indicators:

- Types of chronic conditions diagnosed;

- School attendance⁸⁰, and

- Grade Point Average.

⁸⁰ Absences include days missed due to suspension.

School Based Health Centers and Management of Chronic Conditions

SBHCs support students in managing chronic conditions that can be barriers to school performance. The most common diagnoses for these conditions include asthma and mental health concerns such as depression and Attention Deficit Disorder (ADD). Below are the most common diagnoses for visits and users this year.

Table 68. Most Common Diagnoses, SBHC Visits, Sept. 2006 – March 2007	
Diagnosis	Percent of All Diagnoses
Depression	35.5%
Asthma	24.7%
ADD	20.3%

Table 69. Most Common Diagnoses, SBHC Users, Sept. 2006 – March 2007	
Diagnosis	Percent of All Diagnoses
Asthma	30.0%
Depression	22.5%
ADD	17.4%

Of the high-risk students that SBHCs identified as “high-risk,” 100 also were supported in managing a chronic condition. Depression was the most common diagnosis for these students, 38 percent of all diagnoses.

School Attendance

As an indicator of academic progress, the Levy tracks school attendance for students who participate in SBHCs. The table on the following page compares students’ average attendance in the first semester of 2006-07 to their average attendance in the 2005-06 school year. The table shows attendance rates for students using SBHCs, high-risk students using SBHCs, and all students in grades 6 through 12 in schools with SBHCs. Overall, SBHCs appear to serve students with lower attendance rates than average. In particular, students who have been identified as high-risk have lower attendance rates.

Table 70.			
Students Using School-Based Health Centers, 2006-07 School Year			
Student 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
Students Using SBHCs ⁸¹	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%

As of 1/31/2007

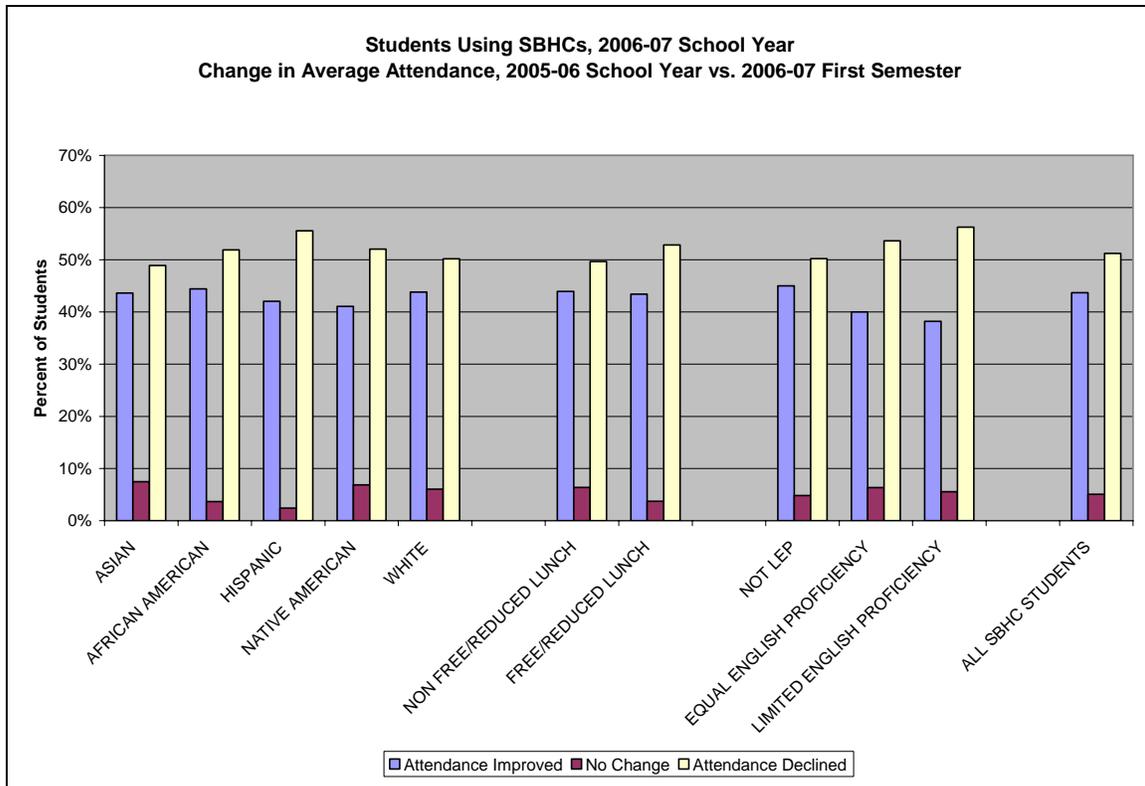
The next table shows the number of students using SBHCs whose attendance rate improved, stayed the same or declined. Average attendance declined for a greater number of students than improved.

Table 71.			
Students Using School-Based Health Centers, 2006-07 School Year			
Change in Average Attendance Percentage			
2005-06 School Year vs. 2006-07 First Semester			
	Number of Students		
	Attendance Improved	No Change	Attendance Declined
All Students Using Health Clinics	1,338	160	1,559

As of 1/31/2007

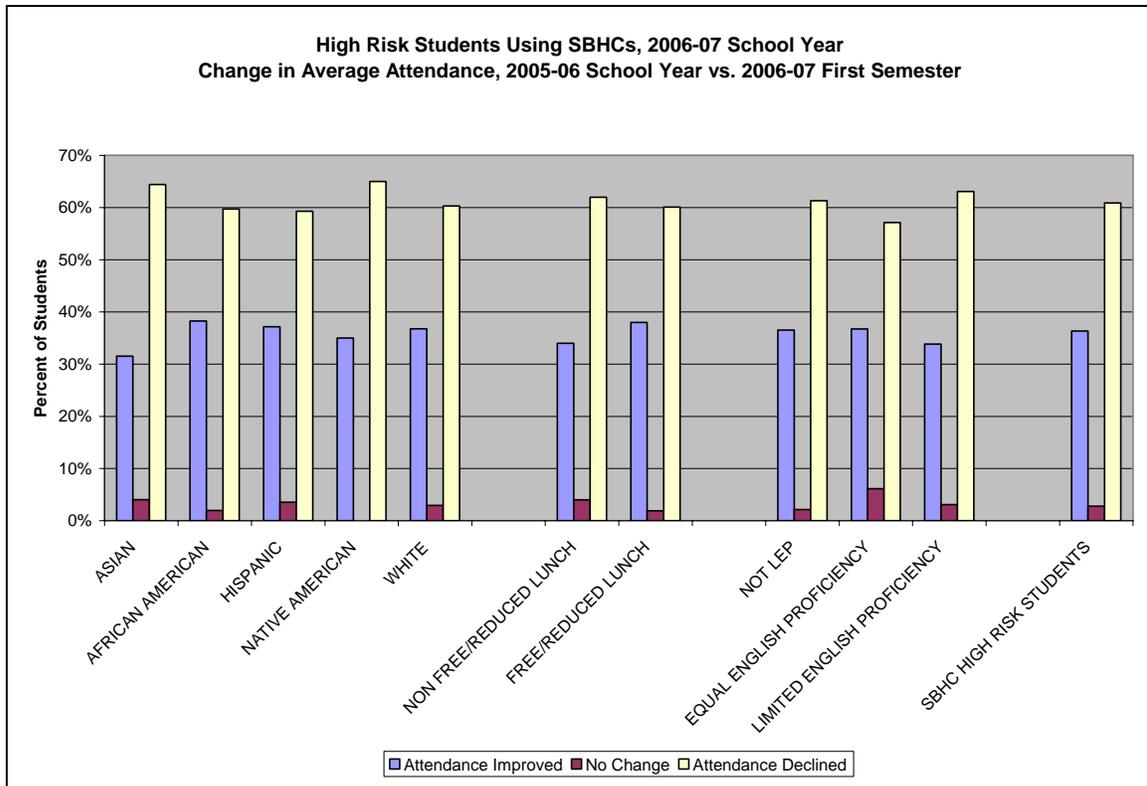
The change in attendance from 2005-06 to 2006-07 is disaggregated by student category in the chart on the following page. Changes in attendance did not vary much across categories, with the exception of EEP and LEP students. Attendance rates declined for greater percentages of students in these groups than for other groups.

⁸¹ Includes only SBHC users with attendance records in both school years.



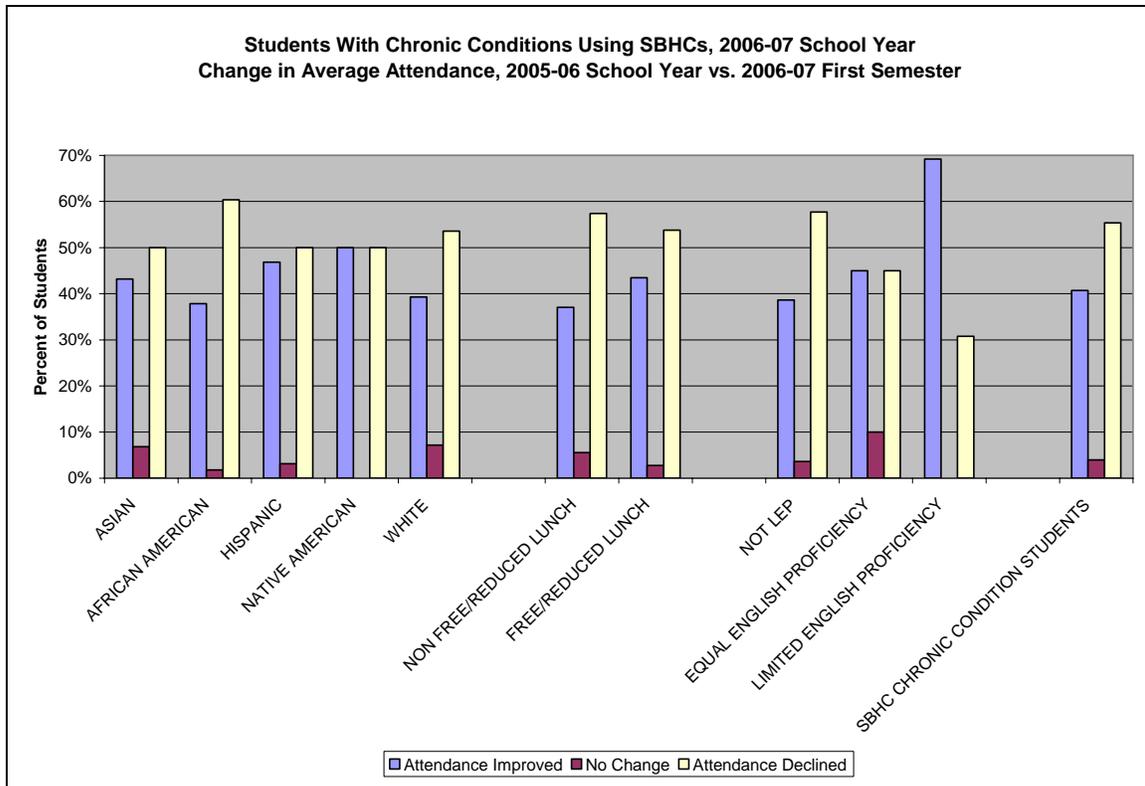
As of 1/31/2007

The chart on the next page compares changes in average attendance across categories for students who have been identified as “high-risk.” Overall, attendance rates declined for a greater percentage of high-risk students (61 percent) than for SBHC users overall (51 percent, shown in the chart above).



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The change in attendance rates is displayed on the next page for students who use SBHCs to manage chronic conditions that may cause them to miss school. The chart shows attendance rates declined for 45 percent of students with chronic conditions using SBHCs. This is slightly higher than the percentage of overall SBHCs whose attendance declined, but lower than the percentage of high-risk SBHC users whose attendance declined.



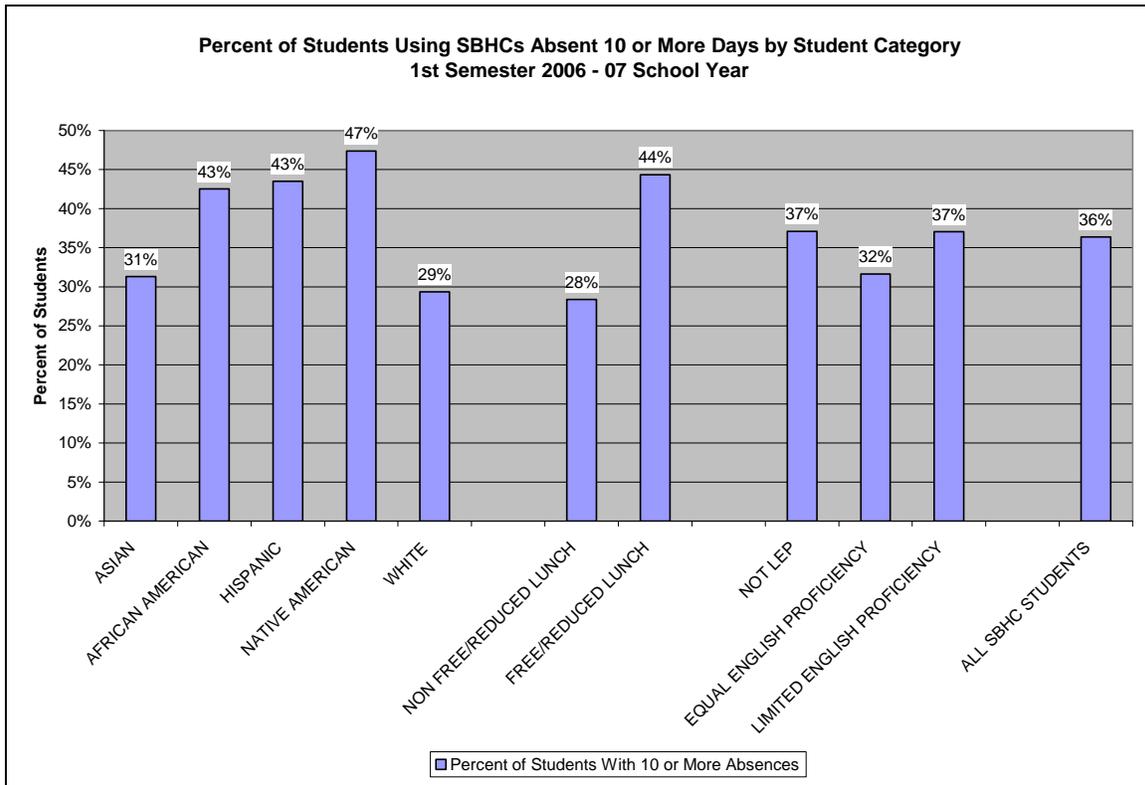
As of 1/31/2007

The following table shows the number and percent of SBHC users who had 10 or more absences last year and this year. Of all current SBHC users with attendance records in both years, 784 were absent 10 or more days in the first semester of 2005-06. Of those 784 students, 231 improved their attendance, and 553 still had 10 or more absences in the first semester of 2006-07. In addition, 536 current SBHC users were absent 10 or more days this year, who were not absent 10 or more days last year.

Table 72. Students Using School-Based Health Centers, 2006-07 School Year Change in Number of Absent Days, 2005-06 First Semester vs. 2006-07 First Semester	
Of 784 Clinic Users With 10 or More Days Absent 1 st Semester 2005 – 06 SY	553 Still Had 10 or More Days Absent 1 st Semester 2006 – 07 SY
Of 2223 Clinic Users With Fewer Than 10 Days Absent 1 st Semester 2005 – 06 SY	536 Had 10 or More Days Absent 1 st Semester 2006 – 07 SY

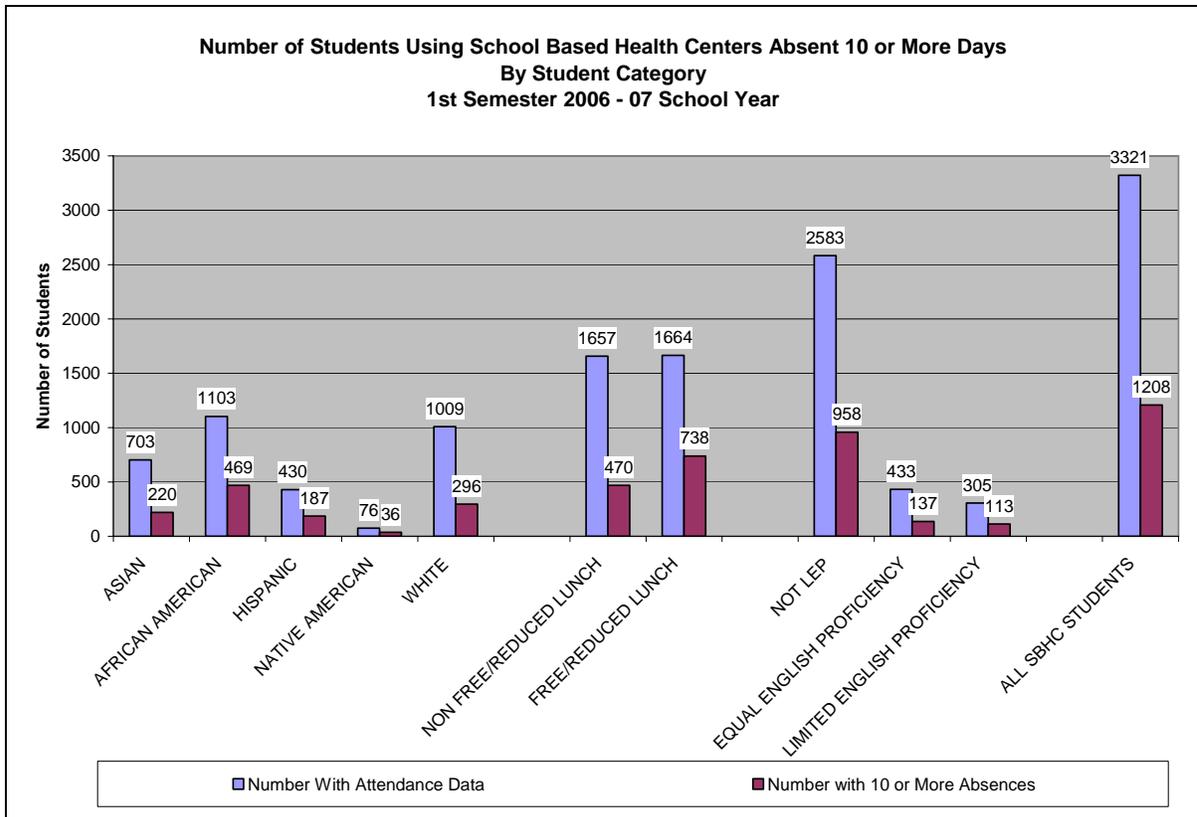
As of 1/31/2007

The chart on the next page compares the percentage of SBHC students who were absent for 10 or more days in the first semester of 2006-07, by student category. There are evident differences by race. For example, while 36 percent of all SBHC students missed 10 or more days of school, the percentages for Native American, Hispanic and African American were higher – 47 percent, 44 percent and 43 percent, respectively. In addition, there was a large difference between the percentage of free/reduced lunch-eligible and non-free/reduced lunch-eligible students who had missed 10 or more days of school – 44 percent and 28 percent, respectively.



As of 1/31/2007

The numbers of students in each category who missed 10 or more days of school in the first semester of 2006-07, corresponding to the percentages above, are shown in the chart on the next page.



As of 1/31/2007

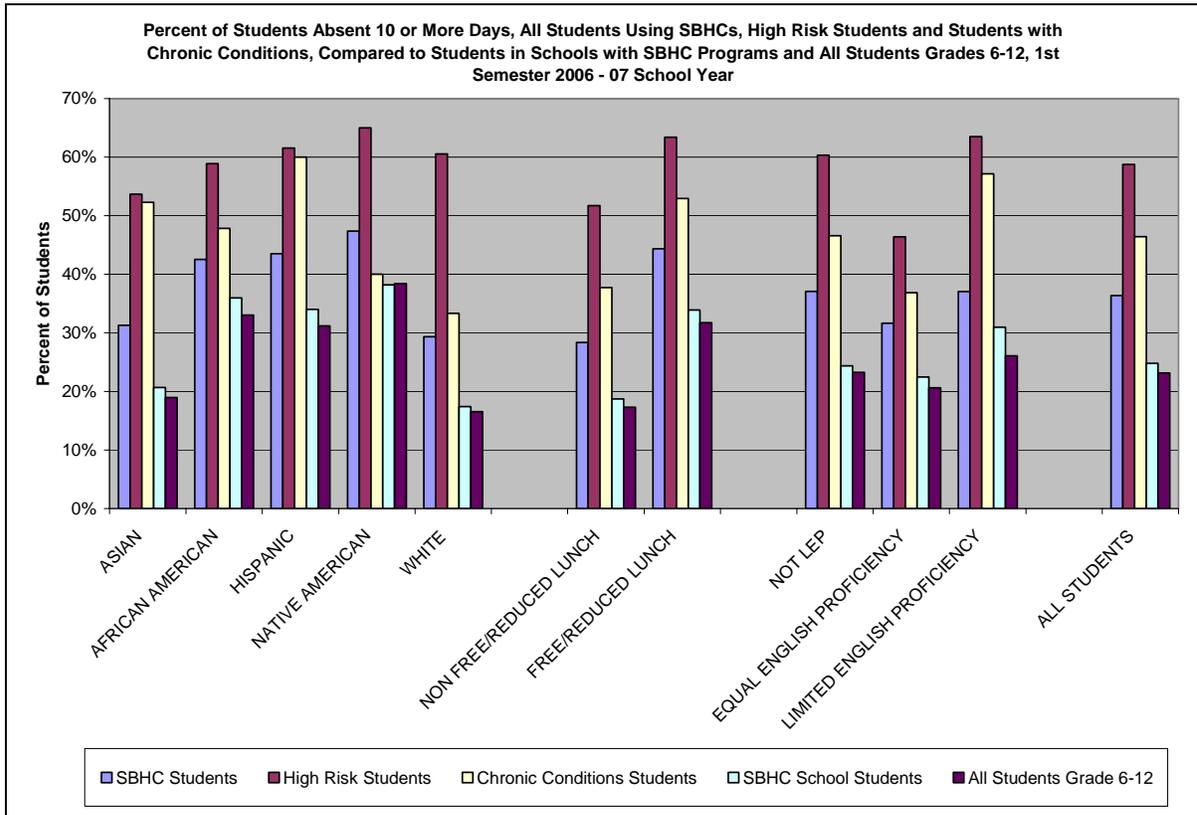
It is clear SBHCs are serving students with greater percentages of absences than other students in grades 6 through 12. As the following table shows, while 23 percent of all middle and high school students had 10 or more absences in the first semester of 2006-07, 36 percent of students using SBHCs, 59 percent of high-risk students using SBHCs, and 46 percent of students receiving support for chronic conditions had 10 or more absences in the same time period.

**Table 73.
Students Using School-Based Health Centers in 2006-07 SY
Number and Percent of Students Absent 10 or More Days, 1st Semester 2006-07**

	Number of Students Absent 10 or More Days	Percent of Students With 10 or More Absences
All Students Using Health Clinics	1197	36%
High-Risk Students Using SBHCs	435	59%
Students Receiving Support for Chronic Conditions	123	46%
All Students Grades 6-12	5612	23%

As of 1/31/2007

This comparison of attendance between groups of SBHC users and other students in the district is disaggregated in the chart below. Across every student category, the percentages of SBHC students, high-risk students, and chronic conditions students who missed 10 or more days of school were higher than the percentages of students in SBHC schools and all middle and high school students.



As of 1/31/2007

Grade Point Average

The following two tables, on the next page, compare SBHC students' cumulative grade point averages (GPAs) through the 2005-06 school year to their GPAs in the first semester of 2006-07. Data are shown by student category. The first table shows middle school GPAs, and the second table shows high school GPAs. Overall, SBHCs are serving students with slightly lower GPAs than average in the district. In addition, GPAs for both SBHC students and all other students decreased from the cumulative GPA through 2005-06 to the first semester of 2006-07.

Table 74.
Middle School Students Using School-Based Health Centers, 2006-07 School Year
Cumulative Middle School GPA Through 2005-06 School Year 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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Table 75.
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

Observations and Recommended 2007-08 Course-Corrections Based on Mid-Year Data

School-Based Health Centers appear to be on-track to serve at least 5,000 students this year.

Students identified with chronic conditions and as high-risk had higher rates of absence than other students.

While SBHCs have identified many high-risk students, school nurses have fallen short of their goal.

- Set separate targets for school nurses and SBHCs to identify and screen high-risk students.
- School nurses should work with school Pathway Deans to identify and screen students for behavioral risk factors that impact academic achievement.
- All screenings for the 2007-08 school year target should be completed by December 31, 2007.

Additional Recommended Student Health Course-Corrections for 2007-08

- Set a graduation target for 12th grade students served by SBHCs and school nurses.
- SBHC staff will support a major education and vaccination campaign in Seattle high schools and middle schools to support rapid and widespread uptake of the HPV vaccine.
 - The Office for Education will contribute one-time-only funding to support a part-time nursing position to coordinate the implementation of this large-scale campaign.
- Improve coordination of the multiple mental health resources available in middle schools by referring students to appropriate services.

Recommended Student Health Targets for 2007-08

	2004-05 School Year	2005-06 School Year		2006-07 School Year		2007-08 School Year
	Baseline	Target	Actual	Target	Actual ⁸²	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	4,839	5,000	4,755	5,000	3,412	5,000
Students brought into compliance with required childhood immunizations ⁸³	2,500	2,500	4,001	1,500 / 17%	4,187	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%	1,349 / 42%	2,000
High-risk students identified and served through more intensive SBHC interventions that support academic achievement		1,500	436	800	803 ⁸⁴	600
High-risk students screened for behavioral risk factors by school nurses						600
Number and percent of students helped by school-based health services who pass the WASL ⁸⁵	<u>All Students Using SBHCs</u> 7 th Gr: 85 / 35% 10 th Gr: 201 / 29%	100 / 2%	586 / 17%	150 / 3%	Avail. Fall '07	150 / 3%
Number and percent of 12 th grade students helped by school-based health services and nurses who graduate					791 / 77%	825 / 80%

⁸² As of January 31, 2007

⁸³ Public Health estimates there are between 8,000 and 12,000 students not in compliance with immunizations at the beginning of any given school year.

⁸⁴ 744 high-risk students have been identified by SBHCs and 54 have been identified by school nurses. There is duplication of 12 students who were referred by both SBHCs and nurses.

⁸⁵ It is assumed that a subset of students served by SBHCs and school nurses will take the WASL.

Conclusion and Next Steps

In 2004, the City changed the way it invested the Families and Education Levy, in order to help *every* young person in Seattle enter kindergarten ready to succeed, achieve academically, graduate and to help close the achievement gap. This report follows through on the City's commitment to improve accountability for academic outcomes of Seattle's children and youth. The City will continue to improve its data collection systems to ensure the most meaningful indicators are tracked and program changes can be made based on data.

The recommendations in this report will be presented to the LOC in mid-May 2007. The LOC will provide feedback on the recommended course-corrections and targets for 2007-08. Course-corrections and targets will be incorporated into the Mayor's proposed 2008 budget.

The City will continue to track indicator data for the second semester of the 2006-07 school year. OFE will issue an Annual Report in December 2007 describing the second-year outcomes, as well as second-semester indicators, for FEL investments. If outcome data show areas for improvement, the City will recommend course corrections for Levy investments. Continuing to use the outcomes funding approach will ensure the City invests in the most effective strategies to help all students succeed in school and graduate, and to help close the achievement gap.