

Families and Education Levy Oversight Committee

AGENDA

Tuesday, April 9, 2013

4:00 – 5:30 p.m.

West Seattle High School

3000 California Avenue SW, Seattle, WA 98116

Library

Pre-Meeting Tour of Health Center and Link Program– meet in Room 125 at 3:30 PM

Welcome and Introductions	Council Member Tim Burgess
Review and Approve Minutes from March 12, 2013	Council Member Tim Burgess
Review Agenda	Holly Miller
West Seattle High School Levy Implementation Overview	Laura McCarthy, Link Coordinator Ruth Medsker, Principal Jennifer Kniseley, Assistant Principal
Thank You and Adjourn	Council Member Tim Burgess, All

Attachments

Draft Minutes from March 12, 2013
Seven-Year Summary and 2011-12 SY Annual Report
West Seattle High School Presentation
Mid-Year Report Data Preview 2012-13 SY

Next Meeting

May 14, 2013



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, March 12, 2013**

MINUTES

MEMBERS PRESENT: Tim Burgess, Elise Chayet, Sandi Everlove, Lucy Gaskill-Gaddis, Charles Knutson, Greg Wong

OTHERS PRESENT: Kathryn Aisenberg (OFE), Jeanette Blankenship (CBO), Jerry DeGriek (Mayor's Office), Matthew Fulle (Seattle Youth Commission), Sonja Griffin (OFE), Patricia Lee (Council Central Staff), Grace McClelland (HSD), Pegi McEvoy (SPS), Isabel Muñoz-Colón (OFE), Holly Miller (OFE), Adam Petkun (OFE), Sara Rigel (Public Health), Sue Rust (OFE), Sid Sidorowicz (OFE), Kristi Skanderup (Middle School Investment), Kian Vesteinsson (Seattle Youth Commission)

Tim Burgess called the meeting to order at 4:05 PM. Introductions were made. The minutes from February 12, 2013 were approved. Holly Miller reviewed the agenda which included an update on the 2nd cycle of funding for schools and a presentation on the 2004 Levy Seven-Year Summary Report and results for 2011–12. H. Miller gave a brief update on the school request for investment (RFI) process. She reviewed a memo to the LOC that gives highlights of the 2nd year of planning and implementation of the Families and Education Levy. She reminded the committee that it is a two-step process: First is the Request for Qualification (RFQ) process for community-based organizations to apply, demonstrate whom they serve, and show results. The second step is the RFI process directed at schools. They go through a rigorous process to identify focus students and how they will use Levy funding to support struggling students. Eligible schools this round included 28 elementary, all middle schools, and six high schools.

Last year OFE funded four elementary, three middle, and four high school innovation investments. Funding was available this year for four more elementary, two middle and one high school innovation investments. H. Miller expressed thanks to Sandi Everlove for participating on the high school evaluation panel.

All of the school RFI applications were in technical compliance. Twelve elementary schools applied and four were selected (Graham Hill, Highland Park, South Shore and Wing Luke). All of the middle school applicants were funded: Linkage (Broadview-Thomson, Jane Addams K-8, Orca K-8, and Salmon Bay K-8) and Innovation (Aki Kurose and Eckstein). Cleveland was funded for High School Innovation. H. Miller asked Isabel Muñoz-Colón and Kathryn Aisenberg to talk about the schools and application elements.

I. Muñoz-Colón led the elementary innovation process. Four elementary schools were selected, three in SE and one in SW Seattle. She noted the average quality of the applications improved this year, and it was harder to select the top schools. The evaluation panel

interviewed eight schools. One commonality they saw was that schools were looking at the Levy investment to enhance the work they were doing, not as a way to buy add-ons. They wanted to improve core instruction and use Levy funds to do that work. Many of their proposed interventions intend to enhance their work to implement the Common Core.

Another interesting thing was the schools' focus around pre-K–3rd grade. One other exciting piece was the level and the quality of family engagement being proposed. Elementary schools are moving away from occasional evening activities and looking at how to provide consistent engagement with parents and their role as first teacher. Graham Hill engaged Somali mothers in developing interventions for their children.

I. Muñoz-Colón added that a lot of the ideas used by schools in the first funded cohort became popular, and other schools are now starting to adopt those interventions. OFE will provide more detailed summaries at the next LOC meeting.

H. Miller then announced that I. Muñoz-Colón has been appointed to the State Board of Education and Charles Knutson is working with Governor Jay Inslee as a senior policy advisor on transportation.

Kathryn Aisenberg led the middle school and high school processes. The quality of the middle school applications was far above last year's, and K. Aisenberg thanked Kristi Skanderup for her hard work in providing technical support to schools. The location of the six new middle schools are two in NE Seattle, two in NW Seattle, and two in SE Seattle. Aki and Eckstein were selected for Middle School Innovation investments. The four schools selected for Middle School Linkage investments are Broadview-Thomson, Jane Addams K-8, Orca K-8, and Salmon Bay K-8. The common strategies in the applications were math and after-school interventions. The common themes were a stronger focus on parent engagement (Aki is hiring a family engagement coordinator, and Broadview-Thomson is leading parent-student conferences); developing systems and structures (feedback loops); and improved ability to leverage data to diagnose needs. OFE saw improvement in schools' ability to diagnose their own needs in this second round of RFIs compared to the first round.

K. Skanderup and K. Aisenberg will meet with schools over the next few weeks to finalize strategies and provide feedback on approved plans.

Cleveland High School is the new Innovation high school. Their strategies include math, reading, passing courses, and attendance interventions. They plan to hire a 9th grade intervention specialist, leverage partnerships, provide case management services to the highest-need students, support student peer mentoring programs, and incorporate a parent engagement component.

Greg Wong asked what was compelling in Eckstein's Middle School Innovation application, given the significant amount of Levy funding requested. K. Aisenberg said that due to its size (it's one of if not the largest middle school in Washington), Eckstein serves a very large number of struggling students. The "N" or number of eligible "Levy focus students" is comparable to the other Levy Innovation school sites. G. Wong asked about their proposed strategies. K. Aisenberg replied that Eckstein proposed dedicated Levy funds to supporting additional math and reading intervention classes, supporting after-school tutoring, and implementing best practices from other Levy Innovation schools that were adapted for Eckstein.

T. Burgess asked if only two middle schools applied for Innovation investments and if both were funded. K. Aisenberg said that was correct. T. Burgess asked if any eligible middle schools did not apply, and K. Aisenberg said Madison and Whitman could have applied for additional funding beyond what they are currently allotted but didn't. T. Burgess asked if the number of students qualifying for assistance and where they are on the level of need, plus the content of what Eckstein wants to do, are driving factors in the decision to award them funds. K. Aisenberg said she looked at a number of the variables and Eckstein is similar to Mercer and Denny in terms of need.

Lucy Gaskill-Gaddis said she was impressed by the cross fertilization and spreading of strategies that are successful.

Jerry DeGriek noted the Elementary Innovation schools that are funded this current year and the new cohort for the next school year are funded at the same level. The same is true for high schools. He asked for the rationale behind the two current Middle School Innovation sites receiving more funding next year than their peers. K. Aisenberg responded that the three Round 1 schools are adding college and career case management in their second year (2013-14) as part of the Levy implementation roll-out plan. OFE did not require schools to implement a case management program during their first year of implementation given the challenges of implementing just the core new interventions. Therefore, Aki and Eckstein will receive additional funding in their second year (2014-15) for case management. H. Miller added that case management helps support high-need students for post-secondary success.

L. Gaskill-Gaddis asked if this is replacing the Seattle School District's cutback on counselors and if this will help with that work. H. Miller said it is a more stratified approach where some students will get advisories and others will have more intensive support. It is not the same model that SPS had in the past. K. Aisenberg said the Round 1 schools are identifying strategies for college and career support. In terms of case management, OFE outlined the core objectives of the program and basic requirements that must be met, but then gave leeway to schools to customize so as to best meet their individual school needs. There could be similar or different plans from the three schools.

Charles Knutson asked a question about the eligibility process. He recalled Susan Enfield's concern that schools that would be most apt to apply for Levy funds and match the criteria might not be the schools that need to be served. C. Knutson asked if OFE felt that her concern was taken care of through the eligibility criteria and thresholds. I. Muñoz-Colón said the focus for elementary investments is on Title 1 schools and those that are level 1 and 2 in the SPS segmentation process. Those are all high-need schools. K. Aisenberg said the elementary application process was different because funding is phased in over time. For high schools there was a high rate of participation, with five of the six eligible schools applying.

T. Burgess asked to shift to high school and look at why Cleveland got funding and the other four applicants did not. He also asked if the high school application process is closed now or will there be other rounds in this Levy. K. Aisenberg said this was the final year for funding. Cleveland was the top-rated application by the majority of the review panelists. There were a number of criteria – data analysis, strategies, and implementation. S. Everlove said the decision was not unanimous but was well thought out. S. Sidorowicz clarified that it was the last year of funding unless significant changes occur.

T. Burgess asked what we would say to parents from Chief Sealth, Rainier Beach, Seattle World School, or South Lake whose schools will have to wait six years before they can apply again for Levy funding. H. Miller responded that that is the way the Levy was structured—a competitive application process and not enough funding for all eligible schools. T. Burgess said he understands the technical reasons but that won't be a satisfactory response.

K. Aisenberg said schools received high-level feedback and were offered meetings to go through their applications. T. Burgess asked which school scored 2nd behind Cleveland and S. Everlove said it was Seattle World School. T. Burgess asked about Rainier Beach and K. Aisenberg said it was a distant 3rd or 4th.

Of the schools that didn't make it, T. Burgess asked about the shortcomings. S. Everlove said that Seattle World School had a good plan. She said the panelists talked about lowering the dollar amount awarded Cleveland and freeing up a smaller amount to partially fund another school. K. Aisenberg did an excellent job facilitating the funding discussion and in the end the panel decided partially funding two schools would have compromised the plan of the successful applicant.

T. Burgess added that we knew not all needy schools would get funding but these schools need support. G. Wong said this is an issue for Pegi McEvoy and the Seattle School District. All these schools need help and they need help with how to use their school data. He asked the District to look at schools that applied but that were not funded, as well as what the best practices were for the ones that received funding awards. SPS could help schools become competitive for the Levy or other grants. There should be some sort of follow through with schools not receiving awards and this is a shared responsibility with the District.

L. Gaskill-Gaddis asked if this should be addressed at budget time. P. McEvoy said SPS has a high school graduation grant, and they are working with the schools eligible for Levy funds. The challenge is how to get them sustainable funding.

T. Burgess asked if any of the four high schools that didn't get funding qualify as Creative Approach schools. P. McEvoy said she will need to check but that it wouldn't drive additional funding. T. Burgess said that goes to G. Wong's point—if schools are not qualifying for Levy funding or as Creative Approach schools, they need serious interventions. G. Wong added that funding is not the only issue but that schools need to improve how they use data to improve instruction. That will result in getting more funding.

S. Everlove said while she was reading the applications, she was almost desperately crying out for a logic model for the school plans. She tore them apart and rearranged them around budget, strategies, and outcomes. She scored higher the ones that pieced together well.

L. Gaskill-Gaddis said cross fertilization goes beyond what the Levy funds. How is successful Levy intervention integrated into planning at the School District? H. Miller responded that Susan Toth at Mercer did a good job of building professional learning communities. SPS could expand the same approach for schools not funded by the Levy. E. Chayet said at the last LOC meeting there was discussion on how to create a better data infrastructure which would be useful for all of the schools. P. McEvoy responded that SPS has been working with the Road Map Project and the High School Graduation Grant to develop risk reports for schools. She would be happy to present this work to the LOC.

J. DeGriek added that he thought this was a great conversation about the role of the Levy. There will never be enough funding to meet all the schools' needs. The Levy should be a catalyst to drive system change. T. Burgess asked if there is a common framework or logic model for the Levy applications. K. Aisenberg replied that OFE presents this information at the RFI information session. Potential applicants are instructed to examine school data elements, identify which students are struggling and in which specific areas, identify the best practices that will be effective in moving the needle for these identified students, and then provide a rationale for choosing the strategies. School must provide a plan for management oversight and ensure that the budget ties directly to the proposed strategies. K. Skanderup said schools need technical assistance. It is a huge challenge at the school level to access data without an Excel spreadsheet pivot table guru, very time consuming and very difficult. What OFE is asking schools to do is a huge challenge for them. SPS is working hard on that. Principals see other schools with access to data that they want and it's frustrating for them. They are hungry and ready and are learning from each other. H. Miller said one issue to think about is "application fatigue." An idea OFE is considering is to let it be known early in the process next year that we will potentially approve up to eight elementary schools with sequential funding. T. Burgess clarified that this would be for the 2014-15 school year. I. Muñoz-Colón said two schools had applied before; they took our feedback and used it in this year's application. It's really tough for schools to re-apply every year.

To kick off S. Sidorowicz' presentation on the 2011-12 Annual Report and Seven-Year Summary, H. Miller said she was struck as she reviewed it about how it confirms the direction that the Levy Planning Committee (LPC) took in planning this Levy. We learned a lot.

S. Sidorowicz said the report covers the last school year of the 2004 Levy, combined with a summary of the Levy's seven years and how things have changed over three Levies. He will send an electronic copy to the LOC members with comments due at the end of business two weeks from now (March 26). The final report will be ready by the April 9 meeting.

S. Sidorowicz said there are six sections in the report and he will mostly talk about two of them: the 2011-12 SY results and the seven-year summary. In the background section is the history of the 1990 and 1997 Levies. Then the recommendations from the 2004 LPC, which L. Gaskill-Gaddis sat on, set the tone to focus more on academic achievement.

S. Sidorowicz said OFE then worked with The Rensselaerville Institute and adopted the outcome funding framework with performance pay tied to achieving results. Over time, the measures of results have changed with the state adopting the WELPA for English Language Learners, dropping the WASL and creating the MSP, HSPE and End Of Course exams. OFE has tried to accommodate these changes and aligned with the SPS strategic plan and the Road Map Project. At the beginning of the 2004 Levy, course corrections were voluminous, but as things settled in, these diminished.

With respect to evaluation, there are challenges in using Levy data for comparison or longitudinal analysis since the students and schools are chosen specifically for their needs and the quality of their plans. There is no random assignment of students to interventions or random choice of schools. Even within schools, not just the targeted students feel the results of interventions. Some of the strategies have school-wide effects. For these reasons, it's

difficult to choose comparison groups. One evaluation identified a comparison group using statistical methods while another could not.

Longitudinal analysis is also problematic. Many programs were new and had startup challenges. The first high school 9th grade class served by the Levy just reached 12th grade this year. We are finally seeing middle school students in a stabilized cohort reaching high school. The first early learning cohort for whom we have SPS IDs is now in 2nd grade. We thought in theory we could look back at the end of the 2004 Levy and determine what the experience and long-term benefit was for students receiving Levy-funded supports. We should be able to do that in the next levy period as programs have matured. OFE evaluated School-Based Health Centers and the Family Support program because these had long histories.

OFE also funded the Mary Beth Celio research on the class of 2006. This research influenced the Levy's outcomes and indicators.

Patricia Lee asked if anyone had gone back to try to find data from the 1990 Levy. S. Sidorowicz said no data was collected on an ongoing basis and evaluations were done at end of year. Evaluators looked at data and put together summaries of activities for the programs. In this report, OFE is comparing Levy students demographically with the general student body. In Early Learning, SEEC is working with students who historically have been behind when entering kindergarten. L. Gaskill-Gaddis asked about the total population and S. Sidorowicz said there are over 4,000 four-year-olds in the city of Seattle at any given time. L. Gaskill-Gaddis asked how many children were in the Step-Ahead program and S. Sidorowicz said about 600.

S. Sidorowicz highlighted that, going forward, we have Teaching Strategies GOLD (TSG) as a measure for pre-K students. There are no assessments in 1st and 2nd grade that align with TSG but we now have the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). An analyst at HSD is looking at WaKIDS and TSG to see how results differ in various programs. S. Sidorowicz moved on to Elementary Investments – Family Support focus students and students in Elementary CLCs. The FSW program met indicator goals but has not seen much improvement in academic results. The same is the case with the CLCs which is why OFE moved to a new model of funding elementary schools. There is a more integrated model for schools to decide on the best strategies for their students. We're expecting that we'll begin to see a lot more progress in elementary grades going forward.

S. Sidorowicz moved on to Middle School Investments which have broader reach. About two-thirds of middle school students participate in the CLCs or MSSP. Middle School programs once again far exceeded their academic target, while some indicators fell short. SPS set a high bar for MAP growth, expecting that if these schools come up to standard, they need higher than average growth rate. OFE and SPS set fairly ambitious targets in that area.

While targets are set school by school, results are calculated in the aggregate. Individual school results are obscured in the reported data. S. Everlove asked if OFE knows which middle schools might have hit it out of the park for students exceeding typical growth. S. Sidorowicz responded that OFE and SPS know and give Kristi Skanderup results for each school. K. Skanderup said that schools love to see their data compared to other schools. The new Levy will have outcomes and indicators set and reported at the school level. S. Sidorowicz said this

will be more transparent. Everybody will see school results. E. Chayet asked if absentee data include time away for expulsion and S. Sidorowicz replied that it includes both excused and unexcused absences. E. Chayet said it might be interesting in the future to see that difference.

S. Sidorowicz moved on to High School Investments. High School Innovation is in three schools and serves first-time 9th graders. We are starting to see improvements; there is more movement toward standard-based grading, and investments in college/career preparation. H. Miller noted that the data shows red flags for Chief Sealth High School. L. Gaskill-Gaddis note that Sealth used to be fine and this may be an indication about school personnel. S. Sidorowicz replied that there was a change in their entire team and there's no continuity in the way their next plan looks.

S. Sidorowicz moved on to Health Investments. Indicator targets were exceeded. MSP/HSPE targets were not met but high school graduation goal was exceeded. The combined academic goal was met. OFE is moving away from these measures for health clinics. Many students served by the SBHCs do not have to take state tests, so passing courses will be used as the outcome measure for health investments. H. Miller added that we are looking at attendance also. S. Sidorowicz noted that research by the UW indicates that students who used SBHCs saw improvements in GPA and attendance. S. Everlove pointed out that it seems like targets are always low relative to outcomes. Will that be addressed? S. Sidorowicz replied that targets have been increased. S. Sidorowicz moved on to the seven-year summary. Many students were served by the Levy. There were 12,050 students served by FSWs; 23,000 used CLCs; and 22,000 used SBHCs. These are unduplicated numbers.

The next tables show targets and the actual result for seven years. When reading the section on course corrections, you can crosswalk how and when changes happened. The last table was suggested by CM Burgess' staff. It shows how much the Levy invested in the different SPS regions over seven years. The results are somewhat confusing because a number of programs are funded through SPS headquarters and are not clearly allocated by schools.

The meeting was adjourned at 5:30 p.m.



2004 Families and Education Levy Seven-Year Summary and 2011–12 School Year Annual Report



City of Seattle
Office for Education
April 2013

To: Families and Education Levy Oversight Committee

From: Holly Miller, Director, Office for Education

**Subject: 2004 Families and Education Levy Seven-Year Summary Report
2011–12 School Year Annual Report**

The Office for Education is pleased to present the 2004 Families and Education Levy Seven-Year Summary Report and the 2011–12 School Year (SY) Annual Report.

These reports cap off a seven-year period of innovation focused on student performance. These innovations required adjustments by City departments, schools, and community agencies. All are commended for moving into an investment process that emphasized student outcomes along with program agility—the ability to make quick adjustments based on the effectiveness of investments. This change in approach would not have been possible without the steadfast support and practical advice and attention of the Levy Oversight Committee. The Office for Education is deeply grateful for the hard work of students, teachers, principals, community partners, the Levy Oversight Committee, the Seattle City Council, the Seattle Mayor’s Office, and the citizens of Seattle who generously vote to support better outcomes for children.

HIGHLIGHTS

Early Learning

- The Levy-funded Step Ahead providers and their partners in the Seattle Early Education Collaborative (SEEC) continue to make gains toward their ambitious goal of having all children enter kindergarten with appropriate developmental skills. In the 2009–10 program year, the SEEC Assessment Team decided to raise the standard for children completing their programs. SEEC partners are now clearly meeting that challenge.
- As the Step Ahead program expands under the new Levy, efforts are under way to develop a stronger pre-K–3rd grade system, particularly in elementary schools receiving Innovation school investments. As part of this effort, the results from the Teaching Strategies GOLD assessments used by the SEEC partners are being analyzed for their alignment with the Washington Kindergarten Inventory of Developmental Skills.
- The City will begin using Levy professional development funds to develop an Early Learning Academy intended to improve teachers’ skills so all children benefit from a quality pre-school experience.

Elementary Schools

- Elementary school investments continue to have mixed results. While some indicator targets have been met, the investments are not meeting academic achievement goals.
- A new strategy was adopted for the 2011 Levy. Elementary school investments are being integrated more comprehensively into the overall improvement plans of the schools that receive Levy funds. Rather than make separate investments for Family Support and Community Learning Centers, Levy funds are invested in an overall school strategy that

addresses students' academic and social-emotional needs. This approach was used with Levy-funded middle schools in the 2004 Levy and resulted in strong academic gains.

Middle Schools

- Middle schools continue their trend of meeting or exceeding their academic goals.
- New indicators were adopted two years ago for middle school investments. Four of the seven targets were met. While three fell short, two of these showed an improvement over the 2010–11 school year.
- In the 2011 Levy, each middle school has its own targets, rather than having targets set for all schools in the aggregate. This approach was adopted for the high school 9th grade investments with some success. Individual school targets bring more focus to the improvements of each school and more clearly identify when course corrections are needed.

High Schools

- Except for one target, two of the three high schools participating in the 9th grade academic success program met 90 percent or more for each of their outcome and indicator targets in the 2011–12 school year. There has been steady improvement by these schools since the 9th grade program was adopted.
- One school, Chief Sealth, has struggled with results. Under the new Levy procedures, all Levy investments underwent a competitive allocation process. In the first round of investments, four schools were awarded funding; Franklin and West Seattle continue to receive funding in the new Levy, joined by Ingraham and Interagency. Chief Sealth was not chosen to receive further funding.

Student Health

- Health investments met all of their indicator targets and their overall academic goal.
- Because of the broad range of grade levels served by health investments, passing academic standards on state assessments has not been a meaningful target and has been dropped as a course correction. Many high school students are not required to continue to pass state assessments. Since these students make up the bulk of health services users, a new academic measure of success has been adopted: passing all classes. Research shows that passing classes is associated with improved likelihood of graduating on time.
- Targets for the new Levy health investments include student attendance. Again, research has shown that use of health services is associated with improved attendance.

The Office for Education will continue to use an outcome-focused approach to Levy investments to improve academic achievement for Seattle's students and to allow nimble program adjustments as needed.

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Seattle Office for Education Families and Education Levy

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I. Background

History

Seattle's initial Families and Education Levy, passed in 1990, was the result of a grassroots effort that began in the spring of 1989 when education became a major issue in the city's mayoral campaign. Norman B. Rice won that election and immediately put into place a plan to address education issues. Under the Mayor's direction, and with broad local support, the City held an Education Summit that brought together individuals from all sectors of the community: educators, parents, students, business people, community activists, government employees, and the general public. The Summit took place in April 1990 in a series of small-group meetings held at neighborhood forums throughout the city. More than 2,000 people participated, developing goals and establishing priorities. From these meetings, five key goal areas emerged:

- Involve the community in school-based decision-making and make schools the focal point of the community.
- Recognize and celebrate cultural diversity in schools.
- Make sure every child is safe, healthy, and ready to learn.
- Enhance the learning environment for students and teachers.
- Enhance basic education funding.

To assist and guide planners in developing programs to accomplish these goals, representatives of the City of Seattle, the Seattle School District, the business sector, and community organizations joined to form the Summit Implementation Group. They recommended that the City focus on programs and services that help children and youth become *safe, healthy, and ready to learn*.

1990 Levy

To fund new programs and meet expectations generated by the Education Summit, Mayor Rice turned to Seattle voters with a ballot initiative. They approved the \$69.2 million, seven-year Families and Education Levy in November 1990. This Levy cost taxpayers \$23 annually per \$100,000 of assessed property value. An annual five percent inflation rate was built into the Levy, and no more than five percent of total Levy funds could be used for program administration.

On January 1, 1991, the City of Seattle opened its Office for Education which began the planning and proposal process necessary to administer Levy funds. An oversight committee consisting of the mayor, the school district superintendent, a city council

member, a school board member, and community representatives was established to review Levy expenditures and policy issues and to advise the mayor.

Programs and services financed with Levy funds were earmarked to supplement the basic education funding provided by the state, not to displace it, nor to serve as a basis for reducing state funding for the District's education programs. With input from school district and community stakeholders, projects within the following four areas were targeted for funding.

1. Early Childhood Development *(25 percent of Levy)*

- Increase the number of childcare subsidies for low-income parents.
- Increase the quantity and quality of childcare programs.
- Open three community-based Family Support Centers.

2. School-Based Student/Family Services *(23 percent of Levy)*

- Fund parent and volunteer involvement activities in 80 Seattle schools.
- Implement a middle-school dropout prevention program in 15 schools.
- Fund Family Support Workers in Seattle elementary schools.

3. Comprehensive Student Health Services *(29 percent of Levy)*

- Open four school-based Teen Health Centers in high schools.
- Fund health education in elementary and middle schools.
- Fund additional school nurses.

4. Out-of-School Activities *(19 percent of Levy)*

- Expand school-aged childcare programs and a network of multi-cultural, community-based programs for teens to prevent involvement in gangs, drugs, and crime.
- Increase school-based after-school activities for middle school students, including transportation home for participants.
- Fund a program to engage teens in community service and leadership opportunities.

5. Administration and Evaluation *(4 percent of Levy)*

1997 Levy

In 1997, Seattle voters renewed their commitment to strengthening schools, families and communities. They overwhelmingly approved a second seven-year, \$69 million Families and Education Levy. The Levy's mission remained the same: to keep children and youth safe and healthy so they truly can be ready to learn. The new Levy expanded

upon the programs of the first, with one major revision—a stronger focus on meeting the social and developmental needs of young adolescents.

Approximately 60 percent of all Levy funds supported programs in Seattle public schools. The remainder helped support community-based programs and services, with over 150 community agencies receiving Levy funds. All Levy-funded programs were focused on meeting five outcomes. The programs were periodically evaluated in an effort to ensure that they successfully met the needs of the students, families, schools, and communities they served. The outcomes and some of the major initiatives included:

1. Ensure that children and youth are ready to learn and do well at school.

(Early Childhood Development, 16 percent)

- Subsidize child-care for children from birth–5 years through vouchers to low-income families.
- Provide staff training to help raise the quality of care children receive.
- Fund Family Centers to offer support, education, skill-building, and recreational activities to families.
- Provide support to immigrant and refugee families.

2. Empower middle and high school students to be healthy and make healthy choices. *(Comprehensive Student Health Services, 32 percent)*

- Develop and implement a broad-based health care curriculum for elementary and middle school youth.
- Open school-based Teen Health Centers in all ten regular high schools and four middle schools to provide students with access to comprehensive health services.
- Help to fund school district secondary school nurses.

3. Engage children and youth in safe and constructive out-of-school activities. *(Out-of-School Activities, 25 percent)*

- Fund after-school activities in nearly 20 middle, alternative, and/or K–8 schools.
- Fund day camp scholarships for low-income students to attend out-of-school time activities run by Parks Department community centers.
- Provide extensive case management to young people ages 12–19 who are at risk of gang and criminal involvement.
- Provide opportunities for young people to engage in leadership training, community service, and volunteer activities.
- Subsidize and support quality childcare programs to increase access for children ages 5–12 and improve the quality of available programming.

4. Enable families to nurture, support, and guide their children to succeed in school and help schools provide a caring, encouraging environment for students and families. (*School-Based Student/Family Services, 27 percent*)

- Fund Family Support Workers in nearly 60 elementary schools to provide outreach, education, and advocacy to children and families during difficult times.
- Fund initiatives in 22 selected elementary, middle, and high schools to integrate and institutionalize best practices in order to build authentic school and family partnerships.
- Fund a Middle School Support initiative to provide an array of programs to help schools meet the social and developmental needs of middle school students.

2004 Levy

In 2003, a Citizen’s Advisory Committee (CAC) was appointed by then-Mayor Greg Nickels to prepare a renewal of the Levy for consideration by the City Council and voters. The 43-member committee recommended expanding the Levy to the range of \$106.5 to \$114.2 million. In addition, the committee recommended that the Levy increase its focus on achieving measurable outcomes and supporting positive child, youth, and family programs that would help all of Seattle’s children become school-ready, be healthy, and succeed academically. This sharpened emphasis on academic outcomes continues to guide Levy programs today. The outcome approach is discussed further in the next section of this report.

The following is a summary of the CAC’s recommendations:

The Levy will focus resources in five strategic areas of investment: Early Learning, Out-of-School Time, Family Involvement, Student Health Services, and Support for Middle and High School Age Youth.

All Families and Education Levy programs and services in these strategic areas will be based on best practices, culturally inclusive and competent, and provide opportunities to help all children and youth succeed, particularly those who need extra support or lack access to services. All Levy programs will be held accountable for achieving outcomes consistent with the strategic areas of investment that contribute to students’ school success. Quantitative measurements of success, including graduation rates, grade trends and standardized test data, as well as appropriate qualitative performance data, will be monitored. Improved academic achievement for all students when measured by race, ethnicity, income, and language ability is a desired outcome for every strategic investment area. To that end, performance data will be disaggregated by race,

ethnicity, income, and language ability in sufficient detail to allow the City and School District to fully determine the impact of Levy programs and services on all students served.

While the Levy continued to fund many of the programs instituted through past Levies, there was a sharper focus on improving academic achievement and reducing disproportionate achievement rates. Emphasis was placed on serving students and schools that had traditionally underperformed.

Along with targeting academic results for students in all programs, indicators of progress were to be tracked to measure success. Tracking trends in attendance, grade retention, disciplinary actions, discipline disproportionality, and other factors correlated with improved academic performance would offer program providers important mid-course information.

The 2004 Levy programs were initially organized into the following general categories:

1. Early Learning

Quality early learning services for children ages birth–5 living in southeast and southwest Seattle—the two neighborhoods with the highest concentrations of low-income children and children most at risk of academic failure.

2. Student Health

- School-based primary care and school nursing services at all comprehensive high schools and selected middle schools, and available to Seattle’s diverse teen student population.
- A new, structured system that would screen youth, make early identifications, and provide diverse mental health treatments for those at risk of dropping out of high school.

3. High-Risk Youth (Seattle Team for Youth)

Case management services for youth who:

- Have low attendance leading to truancy petitions or have an active truancy petition on file with Superior Court.
- Are on short- or long-term suspension or have been suspended during the school year.
- Experience grade retention.
- Are dropouts or have been expelled from school.
- Are not enrolled in school.
- Are in an individual or family crisis that leads to a higher risk for suspension, failing grades, grade retention, low attendance, or dropping out.

- Are involved in or associate with others involved in gangs and/or criminal activity.

4. Out-of-School Time

Expanded out-of-school time opportunities for targeted elementary and middle school students who are living in poverty, learning the English language, qualify for special education, or are not meeting the state standards in reading and/or math.

5. Middle School Support

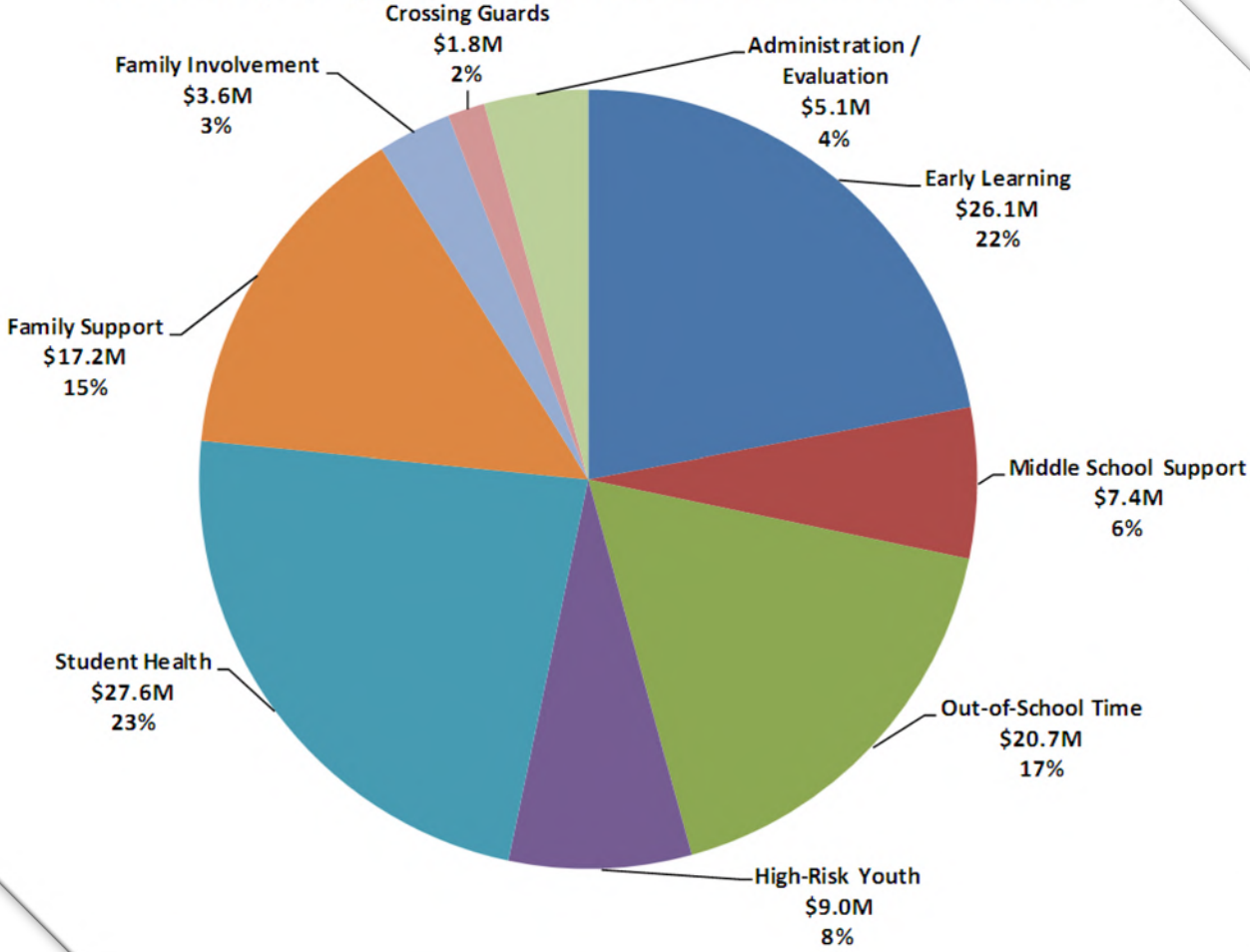
School-based mental health and social/emotional support, truancy and dropout prevention, and academic support for students who: have not passed the Washington Assessment of Student Learning (WASL) in reading and math, are English Language Learners, are living in poverty, or who are special education students. Schools receiving significant Levy investments in this area are called “Innovation Schools,” reflecting the intent that they explore creative means of addressing student needs.

6. Family Support and Family Involvement

- Support for children in pre-K–5th grade who are most at risk of academic failure, and their families, with special emphasis on students who have failed the reading and math WASL or who have low standardized test scores; low-income students; refugee/immigrant or limited English-speaking students; students of color; students with behavioral issues; and, those in special education.
- Support for Seattle public schools (elementary and K–8) that have a large percent of low-achieving students.

After considering the CAC’s recommendations, the Levy Oversight Committee and Mayor Nickels forwarded a proposal to the City Council for consideration. The Council expanded some programming and increased funding, then sent voters a \$116.1 million proposed Levy. The adopted proposal included the following distribution of funds (\$116.1 million in property taxes and \$2.4 million in investment earnings):

2004 Levy Original Expenditure Plan: \$118.5 million



The table below shows actual proposed dollar amounts.

Projected Expenditures for 2004 Levy

EXPENDITURES	1	2	3	4	5	6	7	8	
Investment Area	2005 Budget	2006 Budget	2007 Budget	2008 Budget	2009 Budget	2010 Budget	2011 Budget	2012 Budget	Total
Early Learning	\$1,242,109	\$2,594,788	\$3,310,118	\$4,025,554	\$4,085,937	\$4,147,226	\$4,209,435	\$2,518,341	\$26,134,000
Middle School Support	\$330,000	\$1,015,000	\$1,030,225	\$1,045,678	\$1,061,364	\$1,077,284	\$1,093,443	\$743,596	\$7,397,000
Out-of-School Time	\$747,426	\$2,084,261	\$2,743,582	\$3,146,500	\$3,193,698	\$3,241,603	\$3,290,227	\$2,237,519	\$20,685,000
Middle & High School Youth (High-Risk Youth)	\$400,500	\$1,231,840	\$1,250,318	\$1,269,072	\$1,288,108	\$1,307,430	\$1,327,042	\$902,455	\$8,977,000
Student Health	\$1,232,097	\$3,789,631	\$3,846,475	\$3,904,173	\$3,962,735	\$4,022,176	\$4,082,509	\$2,776,310	\$27,616,000
Family Support	\$768,982	\$2,365,202	\$2,400,680	\$2,436,690	\$2,473,240	\$2,510,339	\$2,547,994	\$1,732,763	\$17,236,000
Family Involvement	\$161,420	\$496,487	\$503,935	\$511,494	\$519,166	\$526,953	\$534,858	\$363,730	\$3,618,000
Crossing Guards	\$513,900	\$521,609	\$529,433	\$268,687	\$0	\$0	\$0	\$0	\$1,834,000
Administration	\$165,000	\$507,500	\$515,113	\$522,839	\$530,682	\$538,642	\$546,722	\$371,798	\$3,698,000
Evaluation	\$66,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$134,000	\$1,400,000
Total Expenditures	\$5,627,000	\$14,806,000	\$16,330,000	\$17,331,000	\$17,315,000	\$17,572,000	\$17,832,000	\$11,781,000	\$118,595,000

REVENUES	1	2	3	4	5	6	7	8	
	2005 Budget	2006 Budget	2007 Budget	2008 Budget	2009 Budget	2010 Budget	2011 Budget	2012 Budget	Total
Levy Legal Allocation (per Ordinance 121529)	\$16,684,000	\$16,684,000	\$16,684,000	\$16,684,000	\$16,684,000	\$16,684,000	\$16,684,000	\$0	\$116,788,000
Estimated Property Taxes to be Collected	\$16,272,000	\$16,516,000	\$16,573,000	\$16,614,000	\$16,619,000	\$16,619,000	\$16,620,000	\$349,000	\$116,182,000
Investment Earnings	\$77,000	\$226,000	\$283,000	\$345,000	\$429,000	\$596,000	\$393,000	\$67,000	\$2,416,000
Total Revenues	\$16,349,000	\$16,742,000	\$16,856,000	\$16,959,000	\$17,048,000	\$17,215,000	17,013,000	\$416,000	\$118,598,000

Voters approved the expanded Levy in September 2004. The Levy spanned 2004-2011 and programs were implemented between the 2005-06 SY and the 2011-12 SY.

II. Outcome Funding Framework

Since passage of the 2004 Families and Education Levy, most Levy programs have been selected and evaluated using the Outcome Funding Framework developed by The Rensselaerville Institute. This approach invests Levy proceeds in three outcomes:

- **School Readiness**
- **Academic Achievement and Reduction of the Academic Achievement Gap**
- **Dropout Reduction**

The Outcome Funding Framework shifts emphasis from program services to the results achieved. Proposals are reviewed on the basis of three key questions:

- What are we buying?
- What are the chances we will get it?
- Is this the best use of the funds?

The contracting process begins with the Office for Education (OFE) and our partner agencies setting clear numeric targets for the outcomes mentioned above using measures such as state standardized assessments. Program managers then describe their plans for achieving results.

At the heart of the outcome funding framework is the ability to monitor progress toward results during the course of the year. Rather than wait until all results are in and then determine what did and didn't work, programs are asked to monitor a set of indicators that measure progress toward targets on a regular basis. These indicators include, but are not limited to:

- Families attending parent/teacher conferences and other school events.
- Students progressing on-time to the next grade level.
- Students improving attendance.
- Reductions in student disciplinary actions.
- Three- and four-year-olds meeting developmental standards.
- Trends in key health indicators that impact academic performance including chronic conditions, births to teenage parents, and immunizations.

At the end of the school year, OFE determines the extent to which each program achieved its contracted outcomes and indicators. The measurement of these outcomes serves several functions. It allows for course corrections to be made during the school

year, informs strategies for the next year, and allows school staff and their partners to use the information to constantly explore improvements, either to program structure or specific training needs for staff.

Achievement of outcomes and indicators is also a factor in the reimbursement to schools and other contracted partners. Typically, up to 25 percent of Levy funds is awarded based on the extent to which the programs achieved their targeted results. This “performance pay” is allocated across the various indicators and outcomes. Fifteen percent may be earned by meeting certain indicators, such as reducing student absences, which are correlated with outcomes. The remaining ten percent is earned based on the proportion of the outcome target that was met. Unearned performance pay may be reinvested by OFE in order to improve performance in the future.

Reimbursement is allocated based on how closely targets were achieved, in increasing bands of ten percent. For example, a program that achieves more than 90 percent of their targeted academic outcomes would receive 100 percent of the performance pay associated with that outcome. This tiered approach both recognizes the relative imprecision of setting targets from year to year and encourages programs to set stretch goals without concern that exact results need to be achieved.

The academic outcomes established for the 2005–06 school year (the first year under the new outcome funding framework) included the following:

- **School Readiness** measured using two assessments: the DIAL-3 kindergarten readiness assessment and the 1st grade Developmental Reading Assessment (DRA).
- **Academic Achievement and Reduction of the Academic Achievement Gap** measured by the Washington Assessment of Student Learning (WASL) and 2nd grade DRA.
- **Dropout Reduction** measured by the number of students who stay in school and graduate.

Indicators reported in that first year included the following:

- Pre-school children improving by at least one level in each area of their developmental assessments.
- The number of days attending pre-school.
- Classroom assessment scores.
- Number of home visits conducted in the Parent-Child Home Program.
- Changes in WASL performance levels and raw scores.

- Attendance at Community Learning Centers.
- Number of students receiving health care services.
- Students served with chronic health conditions.
- Students meeting immunization requirements.

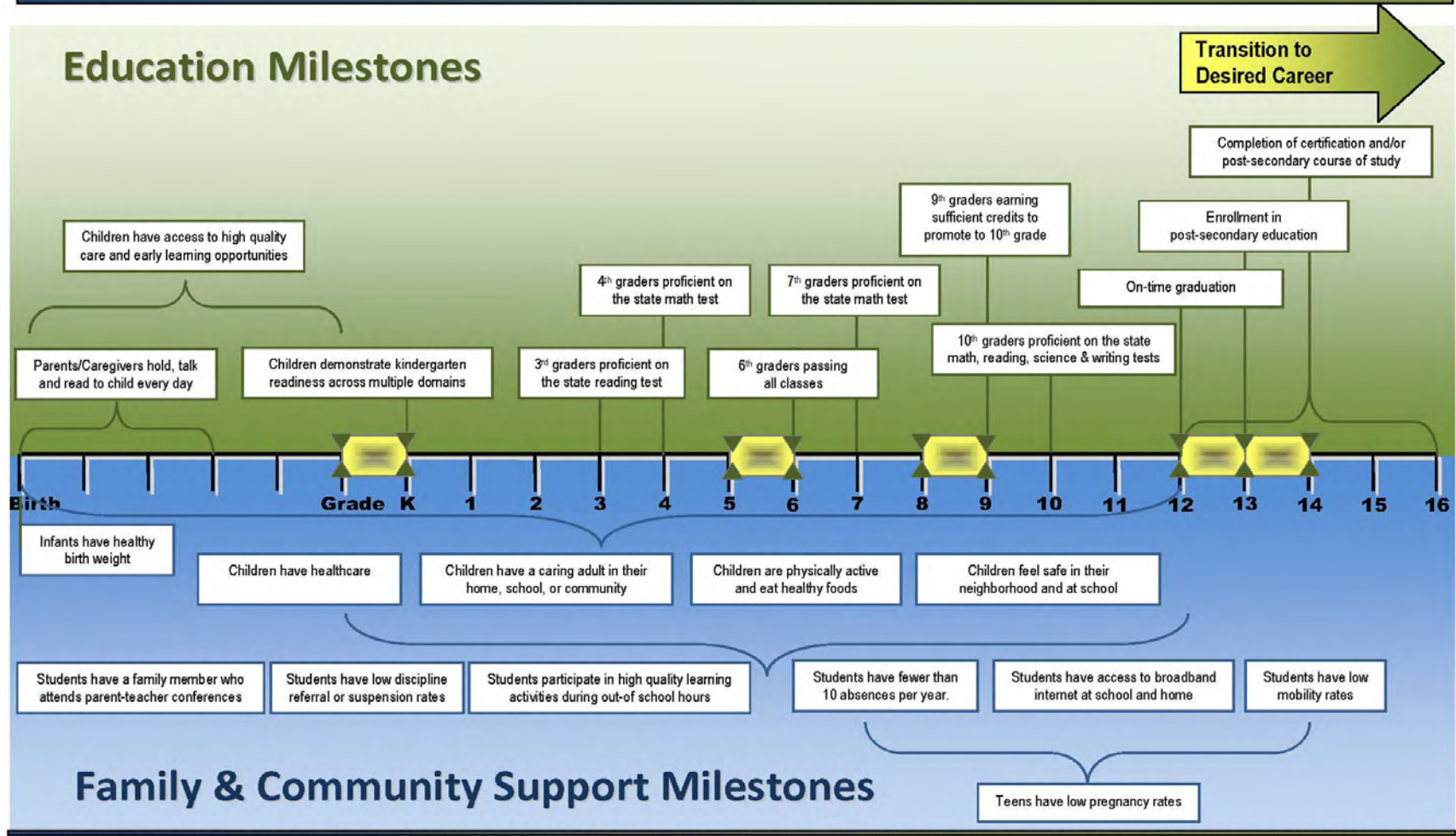
Programs used additional indicators to monitor their progress throughout the year; however, most were not reported by OFE, but were used internally for quality control. This ongoing attention to data has led many programs to become highly skilled at analyzing key information and making course corrections as needed. This is reflected in the high achievement level of many Levy-funded partners.

Of course, one element of course corrections is the adoption of new and better outcome measures as they become available. Over time, several new measures have replaced the original ones identified above, even as the goals of the Levy have remained unchanged. New assessments adopted by the state, such as replacement of the WASL by the Measures of Student Progress (MSP), have led to new Levy outcome measures. In other cases, the results of current research have led to more predictive measures, including passage of core courses by high school students.

Another reason that measures have changed has been an effort to better align Levy goals with the Seattle Public Schools' (SPS) strategic plan, and the recent effort by the Community Center for Education Results' (CCER) Road Map project. Beginning with the 2008–09 school year, SPS began operating under the Excellence for All strategic plan. The plan included 23 specific goals for students at various grade levels. The Levy Oversight Committee expressed an interest in OFE better-aligning strategies and outcomes measures with the plan's intended results.

At the same time, CCER began an effort in multiple King County school districts to double the percent of students that graduated and went on to pursue post-secondary credentials. Part of this effort included the adoption of key benchmarks at various grade levels to monitor progress toward this ambitious goal. The City of Seattle replicated this effort specifically for City investments in youth and families.

Seattle's Road Map to Success: Critical Milestones and Transition Years



The road map represents a timeline that begins with the birth of a child (far left side) and progresses through childhood, adolescence, and early adulthood to conclude at the point of transition to a desired career (far right side). Gold boxes highlight key transition years – beginning kindergarten, starting middle school, entering high school, graduating from high school, and both the freshman and sophomore years of college. Along the roadmap are critical milestones that provide opportunities to measure both individual and community progress toward success.

 = Key Transition Years

(Adapted with permission from Strive Cincinnati's Roadmap to Success)

In the final school year, 2011–12, the following measurement tools or strategies were in place for Levy outcomes:

- **School Readiness** – measured by Child Behavior Traits (CBT) and the Parent and Child Together (PACT), Teaching Strategies GOLD (TSG) or High/Scope Child Observation Record (COR), and/or the Peabody Picture Vocabulary Test (PPVT), Fourth Edition.
- **Academic Achievement and Reduction of the Academic Achievement Gap** – measured by the Washington English Language Proficiency Assessment (WELPA), Measurements of Student Progress (MSP), High School Proficiency Exam (HSPE), and/or Measures of Academic Progress (MAP).
- **Reducing Dropout Rates & Increasing Graduation Rates** – measured by successful on-time promotion to 10th grade and by the cohort graduation rate.

Indicators included:

- Pre-school classrooms meeting environmental assessment scores.
- Improvement in PPVT scores.
- Annual growth in reading and math assessments.
- Elementary students making progress on their case plans.
- Family involvement in school academic activities.
- Students having fewer than five absences per semester.
- Students passing all courses or core courses.
- Sustained attendance at Community Learning Centers (CLCs).
- Students receiving primary health care services.
- Students screened for health care needs and referred for services.
- Students served with chronic health conditions.
- Students meeting immunization requirements.

One of the challenges faced by the Levy Oversight Committee, OFE, and our partners has been setting meaningful annual targets for programs. Prior to the 2004 Levy, programs did not adopt specific annual goals for their achievements. With a new outcome funding framework, it is imperative that programs have a clear understanding of what results they are aiming for. However, OFE and our partners did not have a history of analyzing data in this way.

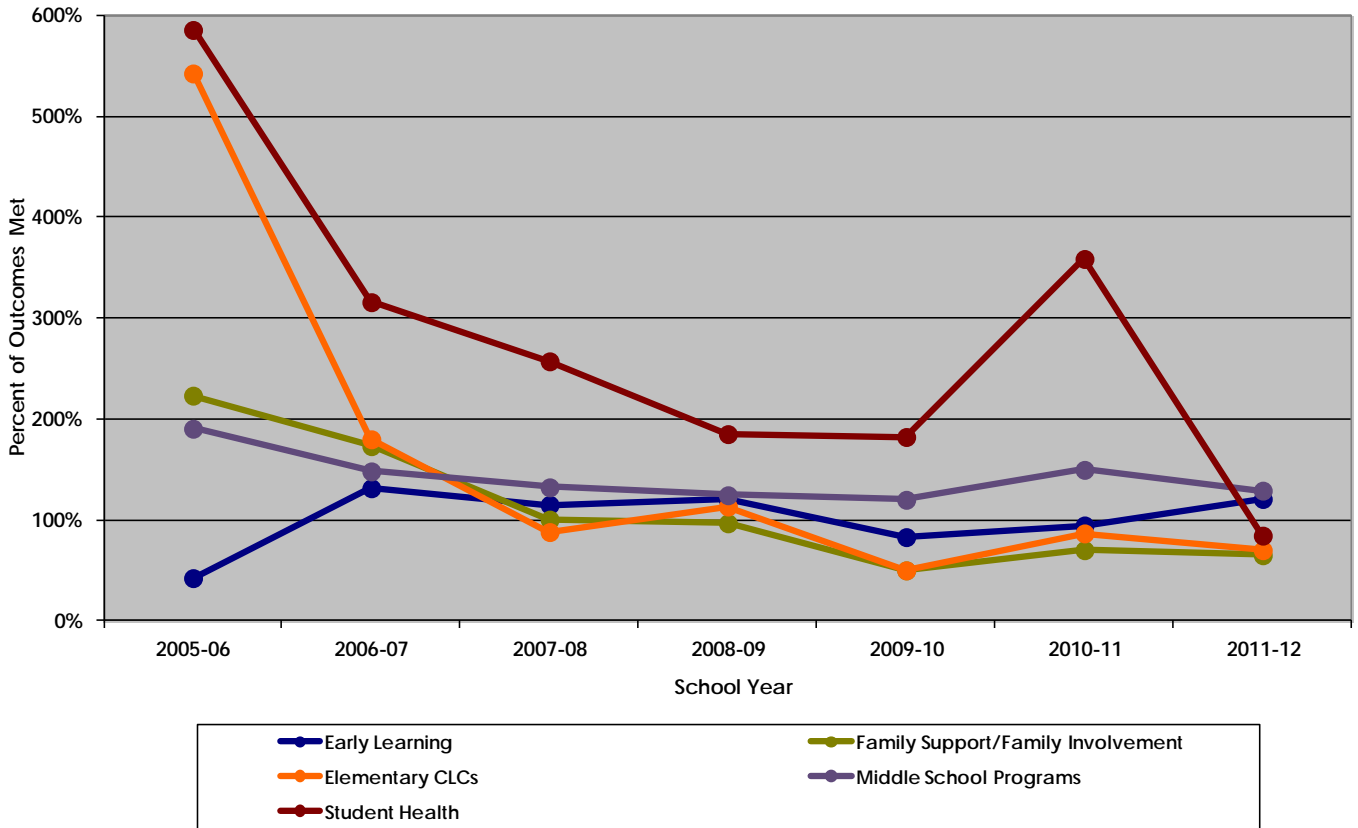
In 2004, the City and SPS entered into a new data-sharing agreement where SPS provides anonymous individual level records to OFE for analyzing needs, monitoring progress, and setting goals. This arrangement has been extremely beneficial not only in

setting targets, but in evaluating needs and developing course corrections. This topic is further addressed in the following sections.

The chart on the next page demonstrates trends in the percent of school readiness or academic achievement outcomes met by each Levy investment area. While the chart shows competing trends, this is actually a generally positive picture. The data below demonstrate the following:

- The original outcome targets for most Levy programs were too low – with the exception of Early Learning, where the original targets may have been unrealistic.
- After several years of using data, Levy partners have become better at setting realistic outcome targets, and programs are meeting those goals.
- Setting academic targets for health investments continues to be challenging given the range of grades served. Beginning in the 2012–13 school year, new outcome measures, based on research, were adopted that should address the volatility of these targets.
- More sophisticated and longitudinal data collection has provided the opportunity to track trends across school years.

Trends indicate the Levy is doing a better job of setting appropriate school readiness and academic achievement outcome targets for most investment areas.



III. Course Corrections and Evaluation

Collecting timely information about program services, clients, and outcomes helps improve Levy-funded programs and ensure that they are obtaining the intended results. Under previous Levies, evaluations were often conducted after programs had been in operation for some time and consisted of a retroactive review of activities and results. Outcomes were reported in some cases, but there was no standard requirement that this be done. Recommendations would be made for future improvements, and then evaluation resources would be targeted toward other programs.

Beginning with the 2004 Levy, data review and course corrections became a routine activity, and additional emphasis was placed on how programs are implemented. Some of the steps taken to ensure quality implementation include:

- Site visits to observe programs and provide program staff with feedback.
- Putting systems into place to collect and track data.
- Documenting the use of data to modify programs.
- Providing training and emphasis on implementing high-quality programs.
- Identifying and implementing quality assessment tools.

As described earlier, each program that utilizes Levy investments is now required to collect specific data that can be used to predict successful outcomes. OFE, school, and program staff review student and program data on an ongoing basis to determine if course corrections are necessary. Some of the implemented course corrections include:

- Programs monitor data on a regular basis (e.g., attendance on a daily basis, or grades on a weekly or biweekly basis).
- OFE reviews data at least quarterly.
- Technical assistance to help program staff try different strategies to improve outcomes.
- Defunding programs (after consultation with the Levy Oversight Committee) if improvements in outcomes could not be achieved over time.
- Changes to contracts and/or program procedures.

More in-depth analysis or evaluation of Levy programs can provide additional direction for course corrections. Following is a summary of some of the more significant recommendations and course corrections proposed and implemented during the 2004 Levy.

2006–07 School Year:

Early Learning

- Three-year-old children were enrolled on a one-time basis to fill empty slots because of low enrollment in the 2005–06 Levy pre-school classrooms.
- All pre-school classrooms opened on time in fall 2006, and the City’s Human Services Department (HSD) required that new providers have a site available prior to contracting for Step Ahead slots.
- HSD developed and implemented a plan to administer the DIAL-3 kindergarten readiness assessment to all pre-school students at the end of the 2006–07 school year.
- OFE and HSD began to examine increasing collaboration between early learning network providers, Head Start, and SPS, and strengthening teacher quality to improve kindergarten readiness.

Family Support

- Family Support Workers (FSWs) were assigned to schools based on schools’ academic performances for 2006–07.
- FSWs began implementing a new case management approach to help children of focus families improve academically.
- The District changed the structure of the Family Support and Family Involvement programs to allow them to be managed jointly by one individual.

Out-of-School Time

- One elementary Community Learning Center (eCLC) site was terminated due to poor performance, and the funds were used to improve quality at the remaining sites.
- Training and professional development were more closely aligned with academic goals.
- ECLCs began to collaborate more closely with Family Support and Family Involvement to select students and to help them achieve academically.

Middle School Support

- The Parks Department CLCs adopted an “enrollment” model that required students to commit to a higher level of participation.
- Middle school programs strengthened their focus on math.

High-Risk Youth

- Seattle Team for Youth (STFY) shifted funds to hire a case manager for East African youth.

All Programs

- OFE set “value-added” targets for outcomes that required programs to show academic improvements for students who had not previously met standard.

2007–08 School Year:

Early Learning

- The Seattle Early Education Collaborative (SEEC) was formed to better coordinate early learning programs. The first joint annual Early Learning Institute was held.
- HSD began setting goals for participation rates in Step Ahead pre-schools.

Middle School Support

- Middle School Support and CLCs strengthened their collaboration and aligned academic enrichment activities with the school's curriculum. Instead of negotiating directly with CLC providers over the level of services offered at schools, OFE allowed school principals to determine services needed; this approach increased principals' engagement with the CLC model.
- Middle school programs were redesigned to put greater emphasis on the lowest-performing math students in the lowest-performing schools.

High-Risk Youth

- STFY began focusing case management services on helping 8th–10th grade youth make successful transitions from middle school to high school and achieve academic success earlier in their high school careers.
- OFE and SPS worked together on developing new strategies for struggling high school students.

Student Health

- Middle and high school health centers increased emphasis on connecting mental health services and academic interventions.
- OFE, HSD, and Public Health – Seattle & King County (PHSKC) began to explore ways to measure and evaluate connections between student health services and academic outcomes.

2008–09 School Year:

Early Learning

- The SEEC Assessment Workgroup adopted the Early Childhood Environmental Rating Scale (ECERS) as a tool to assess classroom environments.
- Five Seattle Head Start grantees participated in the Levy-funded PPVT-4 assessment process, citywide trainings, and ongoing early learning content trainings. A tiered Levy involvement and outcomes model was implemented to track and measure the impact of Levy funds.
- Results from the ECERS, the PPVT-4, and curriculum-embedded assessments were used to develop and focus professional development based on the needs of individual students, classrooms, and centers, as well as the early learning network as a whole.

Family Support

- To cope with revenue losses from non-Levy sources, the Family Support Program (FSP) used student demographic and achievement data to redesign their service delivery model. The new model provided full-time FSWs for schools with high concentrations of students with risk factors; other schools determined to have less need either shared FSWs or used a referral service model.
- The FSP began working with early learning providers to identify children entering kindergarten at risk for academic failure, in order to link them to support services when they entered Seattle public schools. This was part of a broader strategy to shift the focus of FSWs to helping younger children (K–3) succeed academically in their first years of school, before they fell further behind.

Out-of-School Time

- To expedite the enrollment process, elementary CLCs began working with teachers and FSWs to identify and enroll students in the spring of the prior school year.

Middle School Support

- The Middle School Support Innovation Site schools began using standardized formative assessment data to better match math instruction with student needs.

High-Risk Youth

- Based on best practices research, OFE and SPS began collaborating to serve incoming 9th grade students at risk of dropping out of high school. The focus was on promoting academic achievement and positive school engagement early in a student's high school career, prior to academic failure, disengagement, and dropping out.
- Levy funding for the Seattle Team for Youth program was discontinued.

Student Health

- The Student Health program began working with University of Washington (UW) researchers to better understand and enhance the connection between student health programs and academic achievement.

2009–10 School Year:

Early Learning

- SEEC raised its standards for kindergarten readiness to focus on ensuring all children have the educational resources and opportunities necessary to meet those standards.
- The Step Ahead programs identified 22 primary languages spoken in homes, with English being the primary language in only 41 percent of them. Increasing English language acquisition for children with limited English proficiency was adopted as an outcome.

- When the district adopted a new Student Assignment Plan, the previous kindergarten transition activities (which had focused on helping parents through the enrollment choice process) became obsolete. The kindergarten transition plan shifted its focus to parent engagement, community involvement, and continuity of Levy services for academically at-risk students from preschool through 3rd grade.

Family Support

- The FSP began requiring signed agreements with school principals in order to strengthen the Levy’s elementary level investments and make them a more integral part of each school’s academic improvement plan.
- SPS began piloting FSWs in several middle schools in addition to serving younger children in elementary school.

Middle School Support

- Based on Levy-funded research, the Middle School Support Program adopted a goal of increasing the percent of students passing all classes. This goal aligned with the District’s scorecard.
- Due to the high number of incoming 9th graders with risk factors and the mobility of students between schools, the three Levy-funded high schools moved from serving a group of focus students to serving all 9th grade students. Services were prioritized based on students’ varying levels of need.
- Levy-funded high schools adopted performance targets for attendance and classes passed.

2010–11 School Year:

Family Support

- OFE, SPS, and UW researchers began an evaluation of the Family Support Program.
- Levy funding for the Family Involvement Program was terminated and resources directed toward a new health clinic at the Seattle World School.

Out-of-School Time

- The elementary CLCs adopted targets for academic growth and attendance.
- As planning began for a potential renewal of the Families and Education Levy, additional course corrections were incorporated into the Levy Planning Committee’s recommendations.

As resources have become available, and as program needs dictated, the Levy database and other information have been used for more rigorous statistical analysis of the effects of Levy investments on academic achievement. This research has been undertaken to address two of the primary challenges to understanding how Levy investments affect academic achievement.

The first challenge has been the lack of comparison groups that can be used to evaluate the impact of Levy investments on Seattle’s youth. Levy resources are targeted toward struggling students as well as to schools with significant numbers of students who are behind academically. Students are not chosen and assigned to programs randomly; hence the “gold standard” of comparison groups is not available. Even within schools, it is a challenge to compare students with similar academic backgrounds who do or do not participate in Levy interventions. This is because some Levy-funded approaches, such as the use of better formative assessments or training in the use of tools for very-low-performing students, can have effects that go beyond single classrooms and begin to improve instruction school-wide.

Comparisons across schools raise other issues. Since Levy resources are targeted toward schools with significant numbers of struggling students, almost every school that fits this description receives Levy resources. There may be a few comparable schools that do not receive Levy investments, but they may receive funds from other sources to implement similar interventions.

The second challenge is the unreliability of longitudinal analyses conducted on programs that are not yet well established. For many new interventions, researchers often suggest a timeframe of five to ten years before meaningful outcome evaluations can be undertaken. New initiatives undergo a startup phase where training staff, testing new methods, and the phase-in of capacity affect the quality of the intervention. The numerous course corrections described above, for example, suggest that it was several years before the new Levy investments funded after 2004 were stabilized.

Since many Levy investments are new or have been significantly altered, we are only now reaching a stage where cohorts of students that have participated in Levy programs are reaching key milestone years. For example, the first cohort of children who participated in Step Ahead, for whom we have SPS student IDs, entered 2nd grade in the 2010–11 school year; these children were in Step Ahead during the 2007–08 school year. Approximately 70 children in that cohort had a Developmental Reading Assessment conducted. In the 2012–13 school year, there may be as many as 230 SEEC children who participated in the more developed pre-school programs of 2009–10. Similarly, students who participated in the first year of the 9th grade high school academic achievement program in 2008–09 reached 12th grade in 2011–12. This first cohort participated in a shortened program year. Longitudinal analysis of these programs will begin in the upcoming years.

OFE undertook four research studies in collaboration with outside evaluators. Two of these reviewed the contribution of Levy health investments to academic outcomes. Since a significant portion of Levy proceeds has been expended on school-based health

centers (SBHCs), it is important to better understand whether and in what ways these investments affected academic achievement. A third study reviewed the Family Support Program. In these cases, studies were of long-term investments of Levy funds since its first enactment in 1990.

The first health study, published in 2009, indicated that SBHC medical users saw a significant increase in attendance, while mental health users saw increases in grade point average.¹ These users were compared to nonusers using propensity scoring analysis to control for self-selection between the two groups. These findings reinforced the use of some of the academic outcomes and indicators for health services.

The second health study, published in 2011, initially concluded that “low to moderate SBHC use was associated with a 33 percent reduction in dropout compared with non-SBHC users.”² Further statistical analysis led to an inconclusive determination of academic impacts because students who stayed in school had more opportunities to participate in SBHC services. This biased the choice of comparison students and illuminates the challenges of this type of analysis.

A study of the Family Support Program was started in 2011. Its purpose was to:

1. Conduct a literature review of family support and engagement programs.
2. Develop a theory of change for the FSP as articulated by SPS and other stakeholders.
3. Determine the alignment of FSP activities with the theory of change and literature review.
4. Identify intermediate outcomes for the FSP.
5. Identify predictors of successful outcomes.
6. Make recommendations for reforming the FSP to increase its alignment with the theory of change and to increase the likelihood of student success.

This study provided valuable information on how to improve the FSP when the Levy was reauthorized in 2011. Changes in professional development and FSW activities are taking place as a result of these recommendations. However, once again researchers were unable to construct meaningful comparison groups using statistical controls. As a result, no definitive conclusions could be drawn about the effect of FSW services on academic results. While FSWs provide services to a group of “focus students,” they also

¹ *Impact of School-Based Health Center Use on Academic Outcomes*. Sarah Cusworth Walker, PhD; Suzanne E.U. Kerns, PhD; Aaron R. Lyon, PhD; Eric J. Bruns, PhD; T.J. Cosgrove, MSW.

² *Adolescent Use of School-Based Health Centers and High School Dropout*. Suzanne E. U. Kerns, PhD; Michael D. Pullmann, PhD; Sarah Cusworth Walker, PhD; Aaron R. Lyon, PhD; T. J. Cosgrove, MSW; Eric J. Bruns, PhD.

tend to have an effect on the school structure overall. In addition, FSWs are assigned to all schools with high numbers of low-income minority students.

The final research study funded by OFE was an examination of the SPS graduating class of 2006.³ This study followed the trajectories of students whose expected graduation year was 2006, beginning with their 6th grade experience. The final report demonstrated several key indicators for predicting dropouts, including failing classes and poor attendance rates. In response to these findings, the district developed weekly attendance and grade reports to allow schools to easily identify students having difficulties. These indicators became elements of OFE contracts for services to middle and high school students. A new, similar study is being undertaken for the classes of 2009 and 2011 beginning with the 3rd grade.

These studies have made important contributions to the improvement of Levy investments. They have also contributed knowledge to their fields of study as similar research had not been conducted in other school districts.

³ *THE SEATTLE PUBLIC SCHOOLS, Identifying Early Warning Indicators and Tipping Points to Prevent Dropouts, A longitudinal cohort study of the Seattle Class of 2006; October 27, 2009, Mary Beth Celio, Northwest Decision Resources.*

IV. 2011–12 School Year Outcomes

The following pages summarize the results from the 2011–12 school year, the final year of the seven-year 2004 Families and Education Levy. Section V will discuss the results of the full seven school years of investments.

As a reminder, each Levy investment has indicator and outcome targets used to measure effectiveness and academic success. Measures include:

- Meeting grade-level standards on state tests (math, reading, and writing).
- Meeting typical growth on the Measures of Academic Progress (MAP) in math and reading.
- Passing courses each semester.
- Attendance each semester.
- Families attending parent/teacher conferences and other school events.
- Students identified and served by school-based health centers.
- Student participation levels in programs.

Each Levy investment has performance pay attached to specific performance targets.

- Up to 25 percent of the Levy funds are contingent on the successful achievement of performance targets.
- The Levy strives to set attainable yet ambitious targets with all of its investments.
- In order to encourage our partners to aim high, the Levy provides full reimbursement once a program has achieved 90 percent or more of its goal.
- This report uses arrows to depict a 90 to 110 percent range around each target to show how close programs were to hitting their performance targets.

EARLY LEARNING INVESTMENTS

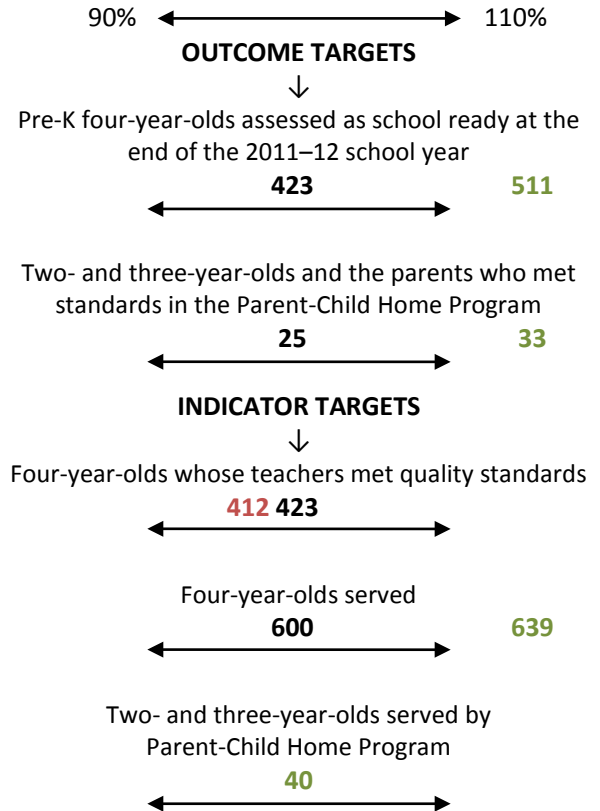
The Levy-funded Step Ahead programs and their partners in the Seattle Early Education Collaborative (SEEC) continue to make gains toward their ambitious goal of having all children enter kindergarten with appropriate developmental skills. In the 2009–10 program year, the SEEC Assessment Workgroup decided to raise the standard for children completing their programs. The programs are now clearly meeting that challenge.

Going forward, as the Step Ahead program expands under the new Levy, efforts are under way to develop a stronger pre-K–3rd grade system, particularly with elementary schools receiving Innovation school investments. As part of this effort, the results from the Teaching Strategies GOLD assessments used by the SEEC partners are being analyzed for their alignment with the Washington Kindergarten Inventory of Developmental Skills.

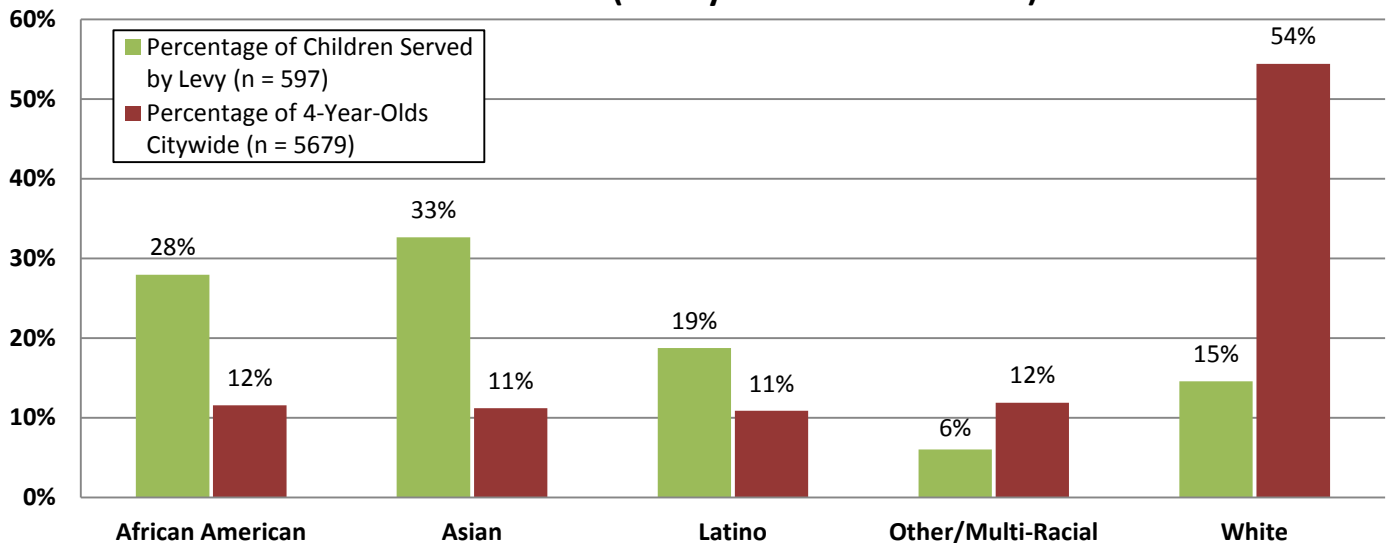
In addition, the City will begin using Levy funds to develop an Early Learning Academy intended to improve the skills of teachers so all children benefit from a quality pre-school experience.

ANNUAL OUTCOMES: 2011–12

Figures shown to the right of target in green indicate goal was **met** or **surpassed**; figures shown to the left in red indicate goal was **not attained**. Lines below the numbers represent the range of 90 to 110% of the target. Distance outside the lines is not proportional.



Children Served (Four-year-olds in 2011–12)



FAMILY SUPPORT – ELEMENTARY SCHOOL INVESTMENTS

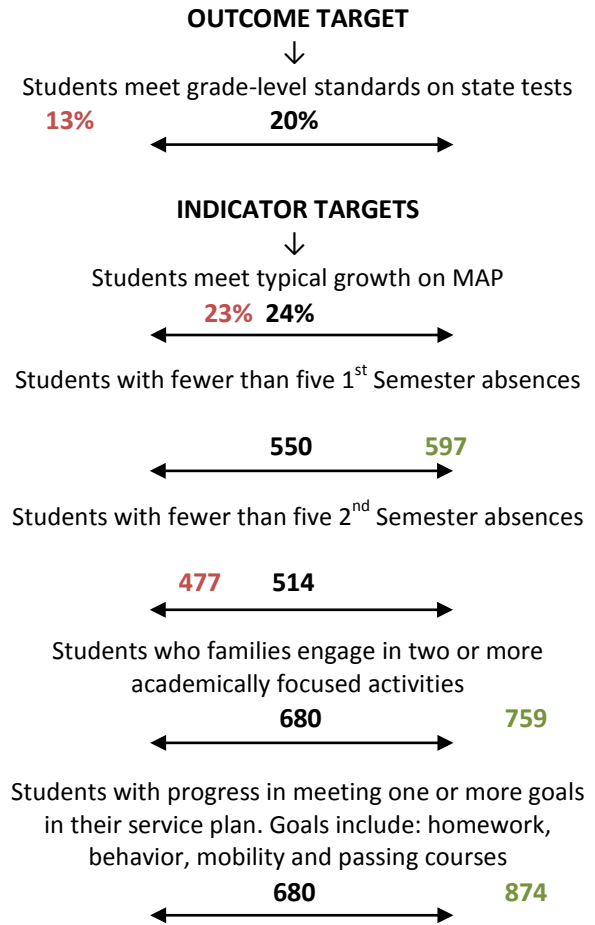
Elementary school investments continue to have mixed results. While some indicator targets have been met, the investments have not seen results with respect to academic achievement.

A new strategy has been adopted where elementary school investments are being more comprehensively integrated into the overall improvement plans of the schools that receive Levy funds. Rather than make separate investments for Family Support and Community Learning Centers, Levy funds are invested in an overall school strategy that addresses the academic and social emotional needs of students.

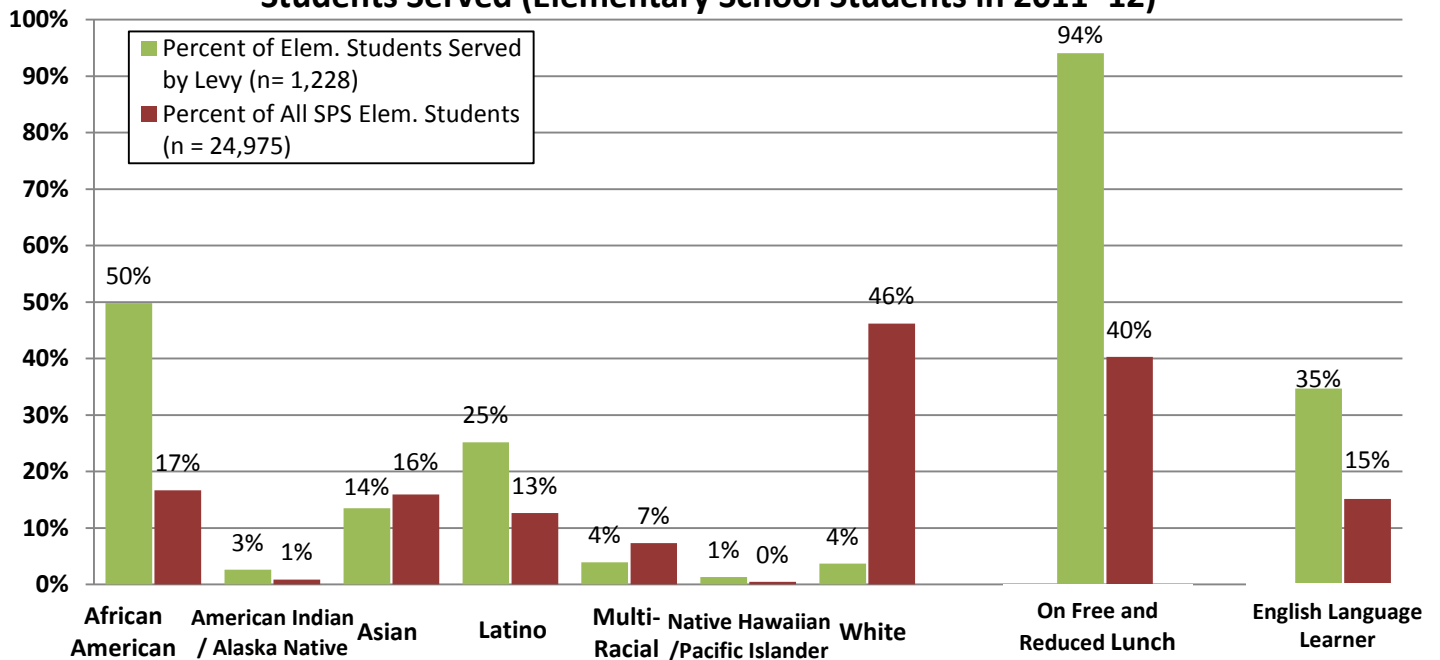
This approach has been used with Levy-funded middle schools, resulting in strong academic gains.

ANNUAL OUTCOMES: 2011–12

Figures shown to the right of target in green indicate goal was **met** or **surpassed**; figures shown to the left in red indicate goal was **not attained**. Lines below the numbers represent the range of 90 to 110% of the target. Distance outside the lines is not proportional.



Students Served (Elementary School Students in 2011–12)

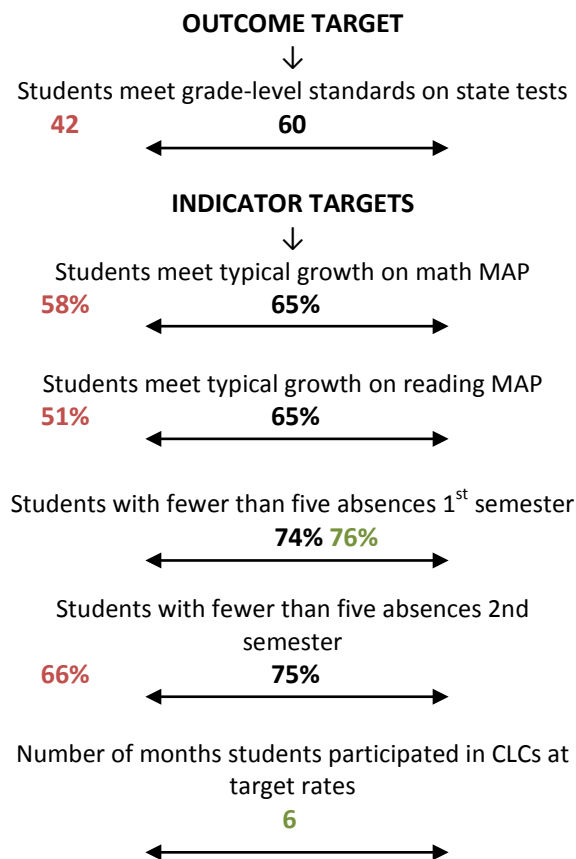


OUT-OF-SCHOOL TIME ELEMENTARY INVESTMENTS

Community Learning Centers

ANNUAL OUTCOMES: 2011–12

Figures shown to the right of target in green indicate goal was **met** or **surpassed**; figures shown to the left in red indicate goal was **not attained**. Lines below the numbers represent the range of 90 to 110% of the target. Distance outside the lines is not proportional.



MIDDLE SCHOOL SUPPORT INVESTMENTS

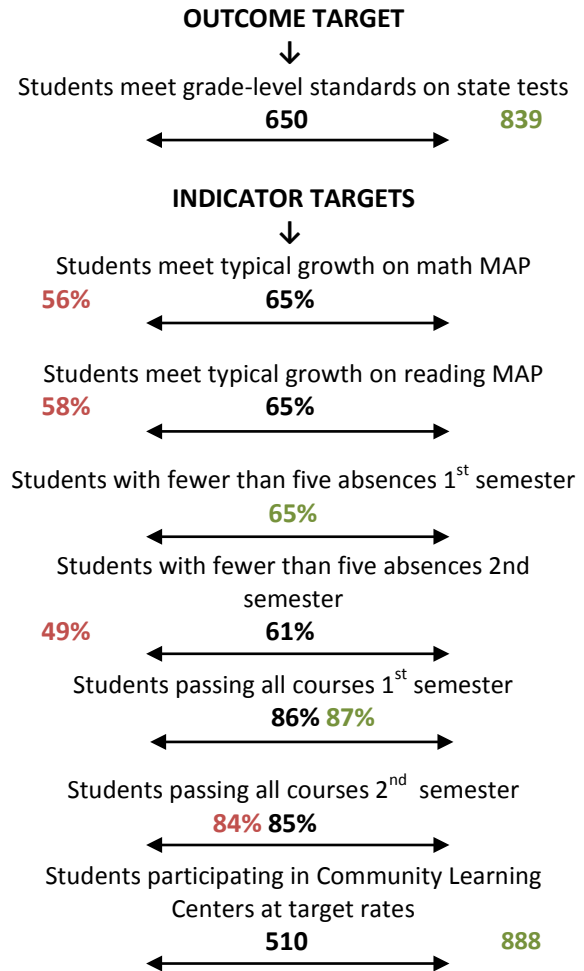
Middle schools continue their trend of meeting or exceeding their academic goals.

New indicators were adopted for middle school investments two years ago. Four of the seven targets were met, while three fell short. Nonetheless, two of these showed an improvement over the 2010–11 school year.

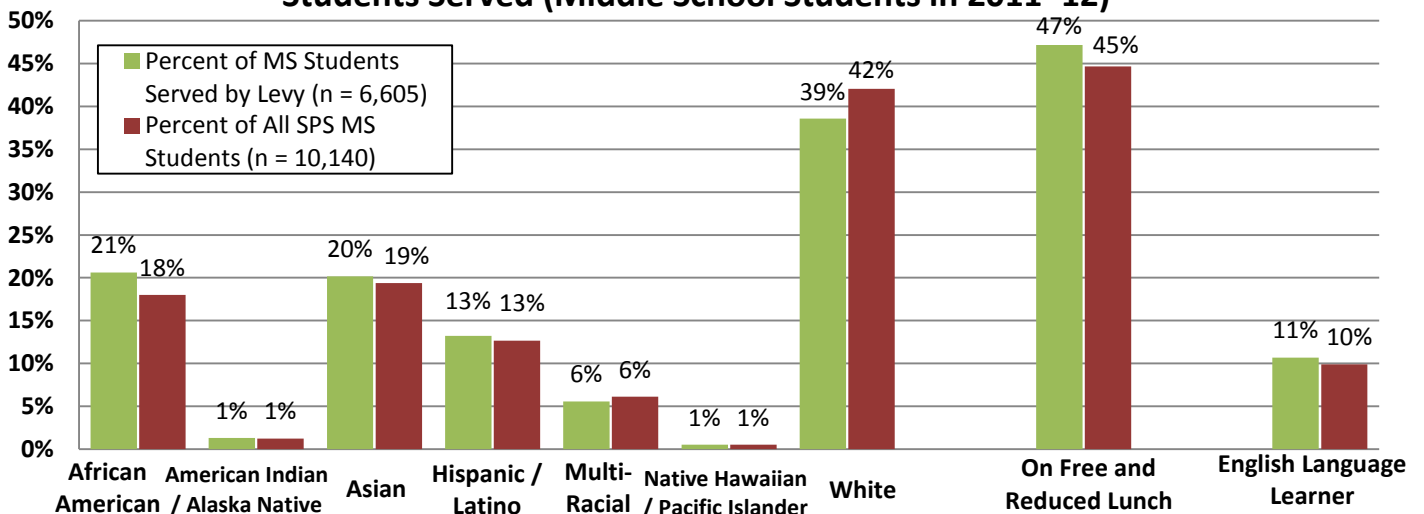
With new Levy investments, individual middle schools will have their own targets, rather than having them set for all schools in the aggregate. This approach was adopted for the high school 9th grade investments with some success. Individual school targets bring more focus to the improvements of each school and more clearly identify those that need support with course corrections.

ANNUAL OUTCOMES: 2011–12

Figures shown to the right of target in green indicate goal was **met** or **surpassed**; figures shown to the left in red indicate goal was **not attained**. Lines below the numbers represent the range of 90 to 110% of the target. Distance outside the lines is not proportional.



Students Served (Middle School Students in 2011–12)



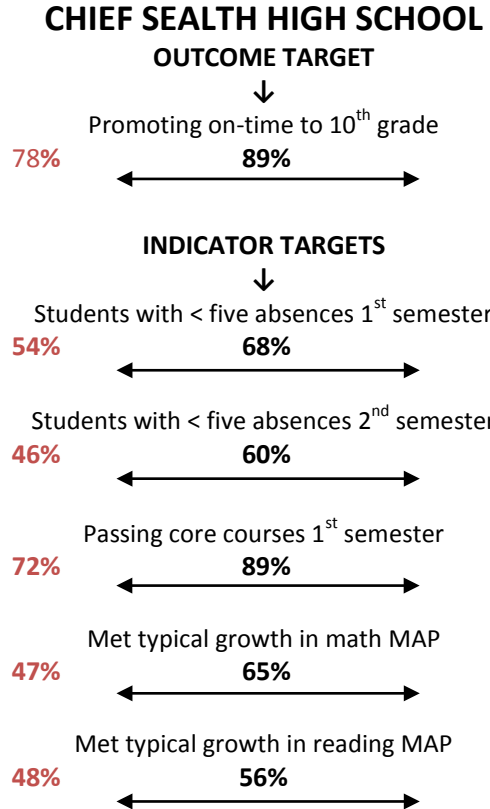
HIGH-RISK YOUTH – HIGH SCHOOL INVESTMENTS

Except for one target, two of the three high schools participating in the 9th grade academic success program met 90 percent or more for each of their outcome and indicator targets in the 2011–12 school year. This is evidence of steady improvement by these schools since the 9th grade program was adopted.

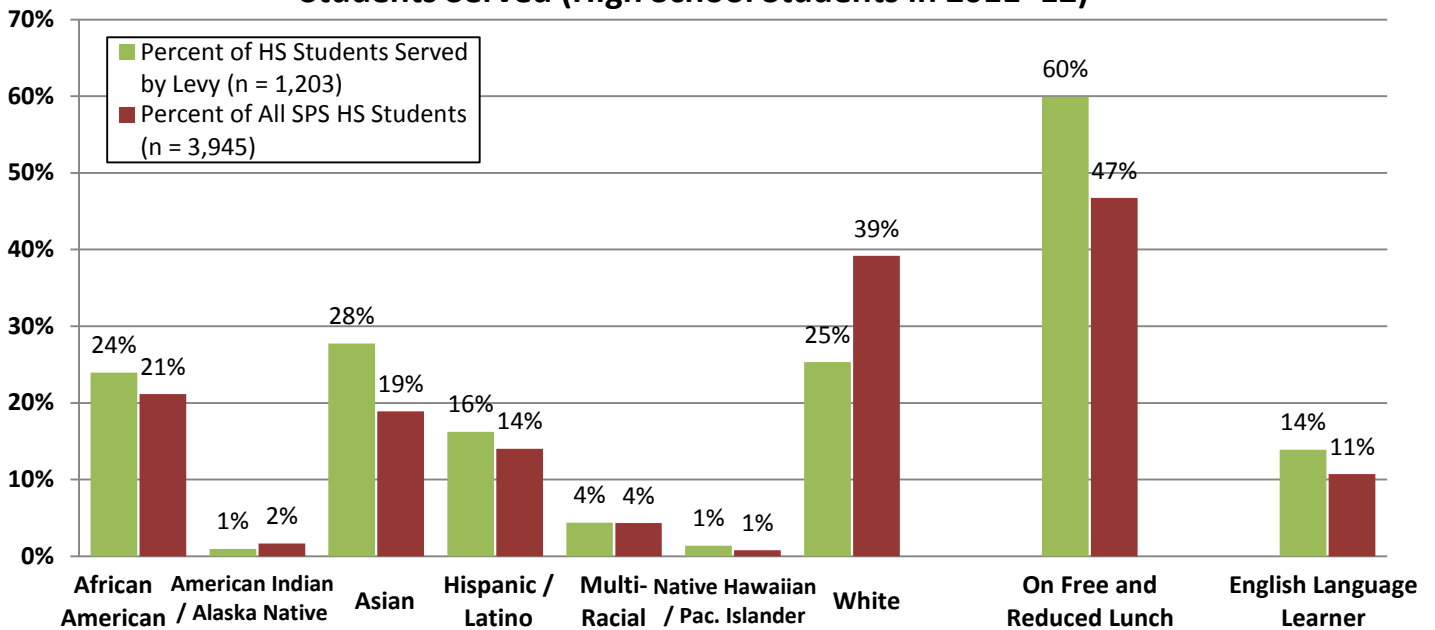
One school, Chief Sealth, has struggled with results. Under the new Levy procedures, all Levy investments underwent a competitive allocation process. In the first round of investments, four schools were awarded funding; Franklin and West Seattle continue to receive funding in the new Levy, joined by Ingraham and Interagency. Chief Sealth was not chosen to receive funding for the 2012–13 school year.

ANNUAL OUTCOMES: 2011–12

Figures shown to the right of target in green indicate goal was **met** or **surpassed**; figures shown to the left in red indicate goal was **not attained**. Lines below the numbers represent the range of 90 to 110% of the target. Distance outside the lines is not proportional.



Students Served (High School Students in 2011–12)



HIGH-RISK YOUTH – HIGH SCHOOL INVESTMENTS

ANNUAL OUTCOMES: 2011–12

Figures shown to the right of target in green indicate goal was **met** or **surpassed**; figures shown to the left in red indicate goal was **not attained**. Lines below the numbers represent the range of 90 to 110% of the target. Distance outside the lines is not proportional.

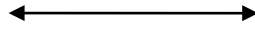
FRANKLIN HIGH SCHOOL

OUTCOME TARGET



Promoting on-time to 10th grade

82% 86%



INDICATOR TARGETS



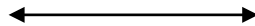
Students with < five absences 1st semester

71% 72%



Students with < five absences 2nd semester

60% 61%



Passing core courses 1st semester

78% 84%



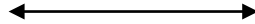
Met typical growth in math MAP

63% 65%



Met typical growth in reading MAP

65%



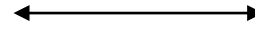
WEST SEATTLE HIGH SCHOOL

OUTCOME TARGET



Promoting on-time to 10th grade

87% 91%



INDICATOR TARGETS



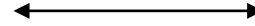
Students with < five absences 1st semester

61%



Students with < five absences 2nd semester

51% 54%



Passing core courses 1st semester

85% 90%



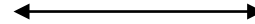
Met typical growth in math MAP

59% 65%



Met typical growth in reading MAP

47% 65%



STUDENT HEALTH INVESTMENTS

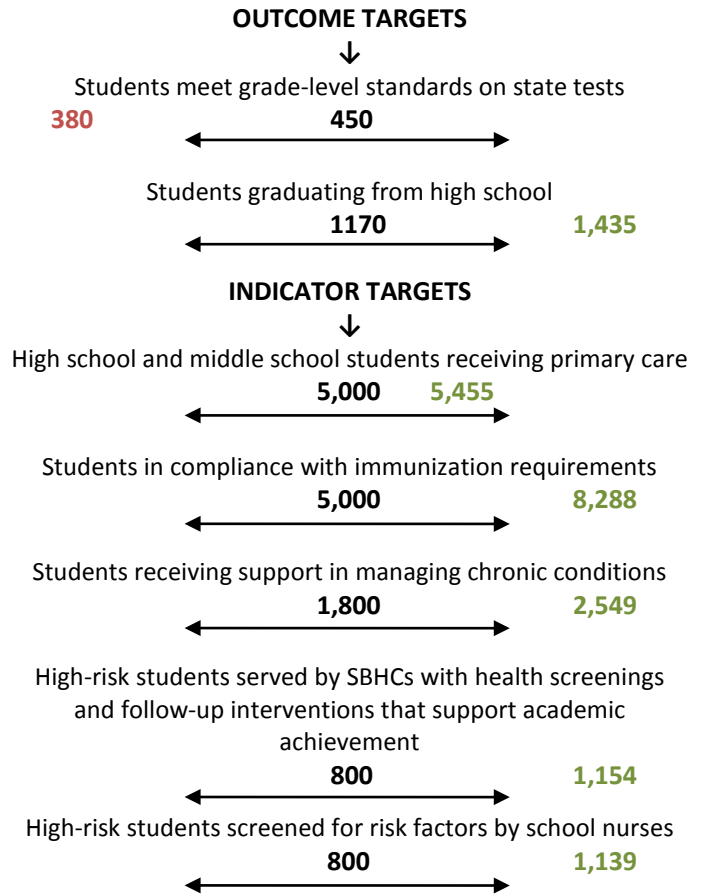
Health investments met all of their indicator targets and their overall academic goal.

Because of the broad range of grade levels served by health investments, passing standards on state assessments has not been a meaningful target and has been dropped as a course correction. Many high school students are not required to continue to pass state assessments. Since these students make up the bulk of health services users, passing all classes has been adopted as a new academic measure of success.

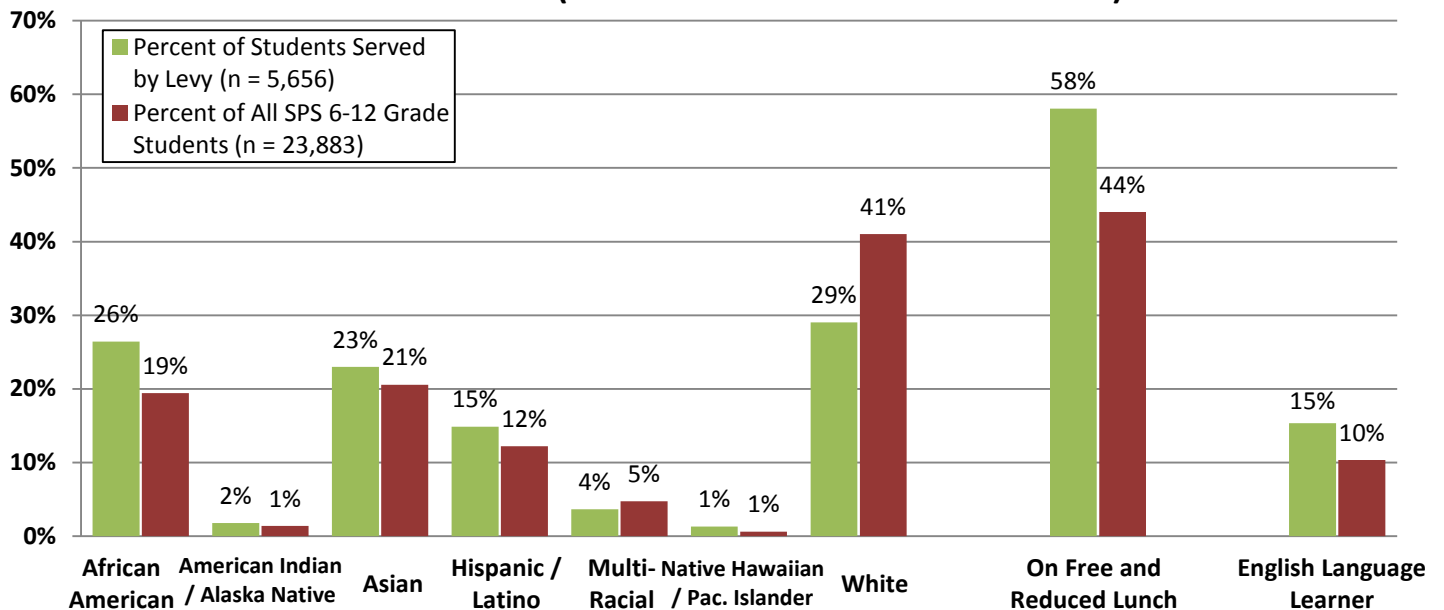
Research shows that passing classes is associated with improved likelihood of graduating on time. In addition, future targets for health investments include targets for attendance. Again, research has shown that use of health services is associated with improved attendance.

ANNUAL RESULTS: 2011–12

Figures shown to the right of target in green indicate goal was **met** or **surpassed**; figures shown to the left in red indicate goal was **not attained**. Lines below the numbers represent the range of 90 to 110% of the target.



Students Served (6th–12th Grade Students in 2011–12)



V. Summary of Seven Years of Results

Thousands of Seattle public school students have participated in Levy-funded programs during the seven school years since the 2004 Levy renewal. The following numbers are unduplicated counts of students served in each Levy investment area during that time. Many students received services in multiple areas:

- 3,500 children attended SEEC pre-school programs; 1,640 of these were in the Step Ahead program.
- 1,300 elementary students used the Community Learning Centers.
- 12,050 students were served by Family Support Workers, either as focus students or through briefer interventions.
- 2,600 students participated in the Family-Community Partnerships program.
- 22,900 middle school students used the Community Learning Centers.
- 11,150 students participated in the Middle School Support program.
- 21,900 middle and high school students utilized the School-Based Health Centers.
- 31,300 students were seen by nurses in schools with SBHCs.
- 1,150 high-risk SPS students participated in the Seattle Team for Youth program.
- Approximately 2,700 students attended 9th grade at Chief Sealth, Franklin, and West Seattle High Schools during the three full school years the high school academic achievement strategy has been in effect. This strategy targets all first-time 9th grade students at these schools.

As these numbers illustrate, Levy-funded programs have touched the lives of many students and their families. For example, in any given year, more than two-thirds of Seattle middle school students participate in one or more of the Community Learning Center, sports, middle school support, or health programs. Table 4 below summarizes the results obtained from this broad investment in middle school programs. As these programs have matured, they have reinforced each other in supporting individualized instruction for struggling students. Where we have seen the best results—interventions funded by middle school support—CLC and health staffs have collaborated to make sure students are able to take advantage of educational opportunities.

As mentioned previously, OFE and our partners set targets each year to keep our focus on a common goal: improving student achievement. Starting with the 2006–07 school year, OFE adopted a new approach that measured whether results were “value-added.” This means that student test results were counted only for those students who had previously not met standard. Following is a seven-year summary of these targets and results.

Table 1 - Early Learning Targets

	School Year													
	2005–06		2006–07		2007–08		2008–09		2009–10		2010–11		2011–12	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Early Learning Network (ELN)/SEEC pre-K children served	280	155	388	427	420	447	500	516	600	645	600	609	600	639
4-year-olds in ELN pre-K whose teachers participate in training	280	155	330	420										
Children in pre-K programs whose teachers meet quality standards by the end of the school year					273	439	325	484	423	553	423	499	423	412
ELN pre-K 4-year-olds assessed as school ready at the end of the school year	182 / 65%	77 / 50%	248 / 64%	326/76%	300/72%	345/77%	361	433	423 ⁴	351	423	400	423	511
Children entering SPS kindergarten that were served by ELN pre-K programs as 4-year-olds	238	95	330	345	357	348	425	356	⁵					
ELN students who met the DRA standard in 2 nd grade	97 / 70%	SPS IDs Not Available	193 / 77%	SPS IDS Not Available	193 / 77%	35 of 70 50%		SPS IDs Not Available						
2- and 3-year-olds served through the Parent-Child Home Program (PCHP)	100	96	200	212	200	211	200	201	200	198	40 ⁶	42	40	40
3-year-olds served by the PCHP meeting standards at the end of two years	N/A	N/A	64	73	75	N/A	75	83	75	75	25	35	25	33

⁴ SEEC raised the standard for children to be considered kindergarten-ready as measured by embedded assessments.

⁵ The Kindergarten Transition program was discontinued due to the new student assignment plan.

⁶ Until the 2010–11 SY, OFE reports on the PCHP program included all children funded by the Levy and the Business Partnership for Early Learning. Starting with 2010–11, only Levy-funded children are being reported.

Table 2 – Family Support Targets

	School Year													
	2005–06		2006–07		2007–08		2008–09		2009–10		2010–11		2011–12	
	Target	Actual	Target	Actual	Target ⁷	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
FSW focus students served	2,000	1,331	2,000	1,528	1,500	1,440	1,200	1,414	1,000	1,052	800	1,093	None set	N/A
FCP students served	150	293	400	448					300	N/A	⁸			
FSW focus students achieving at least one of their service plan academic goals	800	845	800	1,126	800	919	697	1,032	580	885	680	1,051	680	874
FSW and FCP student families engaged in academically-focused family activities	900	1,055	1,050	1,408 ⁹	1,000	1,055	871	1,032	730 FSW 112 FCP	620 FSW 152 FCP	680	931	680	759
FCP students completing a WASL/tutoring program					500	502	436	503						
Students served who meet DRA or WASL/MSP standard	160 / 8%	326 / 25%	200 / 13%	334 / 22%	275 / 18%	276	240	232	20%	10%	20%	14%	20%	13%
FCP students served who meet DRA or WASL standard	16 / 11%	67 / 23%	50 / 13%	99 / 22%					20%	11%				
Students who meet typical growth on MAP											20%	31%	24%	23%
Students with fewer than 10 absences											480	559		
Students with fewer than five 1 st semester absences													510	597
Students with fewer than five 2 nd semester absences									102 FCP	108 FCP			514	477

⁷ Starting with the 2007–08 school year, some of the targets for Family Support and Family and Community Partnerships have been combined.

⁸ Levy funding for the FCP program was terminated in the 2010–11 SY.

⁹ Includes double counts of students that were in both programs. Counts are unduplicated after this year.

Table 3 – Out-of-School Time – Elementary School Community Learning Centers Targets														
	School Year													
	2005–06		2006–07		2007–08		2008–09		2009–10		2010–11		2011–12	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Elementary students served	200	227	210	264	230	290	230	304	230	336	230	298	¹⁰	N/A
Students meeting the participation target			105	190										
Number of months participation target was met					9	8	9	9	9	9	9	9	6	6
Students showing increased homework completion within 6 months			84	86	115	131	138	172	138	141				
Students served who met the WASL/MSP or DRA standard	14 / 7%	76 / 34%	30 / 14%	54 / 20%	50 / 22%	44 / 15%	60	68	20%	10%	60	52	60	42
Students meet typical growth on math MAP											75%	65%	65%	58%
Students meet typical growth on reading MAP											63%	54%	65%	51%
Students with fewer than five 1 st semester absences											69%	71%	74%	76%
Students with fewer than five 2 nd semester absences											70%	63%	75%	66%

¹⁰ No target was set for number of students served in 2011–12.

Table 4 – Middle School Support Program and Out-of-School Time – Middle School Community Learning Center Targets¹¹

	School Year													
	2005–06		2006–07		2007–08		2008–09		2009–10		2010–11		2011–12	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Middle school students served	1,200	1,571	4,350	5,104	N/A	6,258	N/A	6,593	3,000	6,789				
Students showing improved outcomes as required by their Student Learning Plan	200	207	240	829	550	1,217	678	1,939						
Students meeting the CLC participation goal	200	209	240	302	415	452	510	655	539	1,048	1510	1,441	510	888
Students moving from Level 1 to Level 2 on the math WASL/MSP			20%	21%	30% linkage / 50% innov.	16% linkage / 15% innov.	30%	15%	30%	26%				
Students served who meet WASL/MSP standard	84 / 7%	160 / 10%	301 / 7%	446 / 9%	414	548	510	635	650	780	650	973	650	839
Students meet typical growth on math MAP											61%	57%	65%	56%
Students meet typical growth on reading MAP											57%	47%	65%	58%
Students with fewer than five 1 st semester absences											60%	56%	65%	65%
Students with fewer than five 2 nd semester absences											56%	47%	61%	49%
Students passing all courses 1 st semester											86%	82%	86%	87%
Students passing all courses 2 nd semester											85%	80%	85%	84%

¹¹ For the 2005–06 SY, targets were established only for students in the MSSP, whether or not they were participating in a CLC program. For 2006–07, targets were established for students in MSSP alone, students in MSSP and CLCs combined, and students participating in CLCs alone. For 2007–08, a new approach was adopted, setting targets for schools, without regard to the particular programs students used. For simplicity, targets for each of the three years have been displayed similarly in this table.

Table 5 – High-Risk Youth – High School Academic Achievement Strategy Targets

	School Year							
	2008–09		2009–10		2010–11		2011–12	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
9 th grade students served		720	First-time 9th graders	Chief Sealth: 182	First-time 9th graders	N/A	First-time 9th graders	N/A
				Franklin: 305				
				West Seattle: 271				
Focus students who promote to 10 th grade on time	450	537						
9 th graders who promote to 10 th grade on time			Chief Sealth: 77%	Chief Sealth: 87%	Chief Sealth: 88%	Chief Sealth: 88%	Chief Sealth: 89%	Chief Sealth: 78%
			Franklin: 78%	Franklin: 78%	Franklin: 82%	Franklin: 77%	Franklin: 86%	Franklin: 82%
			West Seattle: 83%	West Seattle: 80%	West Seattle: 83%	West Seattle: 87%	West Seattle: 87%	West Seattle: 91%
Focus students who have fewer than nine 1 st semester absences	N/A	511 / 71%						
Focus students earning 2.5 or more credits 1 st semester	75%	574 / 80%						
Focus students who improve on their baseline of math and/or reading assessments at mid- and end-of-year	75%	30% (mid) 16% (end)						
Students passing all core courses 1 st semester			Chief Sealth: 71%	Chief Sealth: 80%	Chief Sealth: 83%	Chief Sealth: 88%	Chief Sealth: 89%	Chief Sealth: 72%
			Franklin: 78%	Franklin: 75%	Franklin: 80%	Franklin: 77%	Franklin: 84%	Franklin: 78%
			West Seattle: 77%	West Seattle: 70%	West Seattle: 77%	West Seattle: 80%	West Seattle: 85%	West Seattle: 90%
Students with fewer than eight 1 st semester excused or unexcused absences			Chief Sealth: 65%	Chief Sealth: 73%				
			Franklin: 67%	Franklin: 76%				
			West Seattle: 68%	West Seattle: 65%				
Students with fewer than eight 2 nd semester excused or unexcused absences			Chief Sealth: 57%	Chief Sealth: 67%				
			Franklin: 60%	Franklin: 70%				
			West Seattle: 65%	West Seattle: 58%				
Students with fewer than five 1 st semester absences					Chief Sealth: 63%	Chief Sealth: 55%	Chief Sealth: 68%	Chief Sealth: 54%
					Franklin: 67%	Franklin: 67%	Franklin: 72%	Franklin: 71%
					West Seattle: 56%	West Seattle: 53%	West Seattle: 61%	West Seattle: 61%

Table 5 – High-Risk Youth – High School Academic Achievement Strategy Targets

	School Year							
	2008–09		2009–10		2010–11		2011–12	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Students with fewer than five 2 nd semester absences					Chief Sealth: 55%	Chief Sealth: 41%	Chief Sealth: 60%	Chief Sealth: 46%
					Franklin: 56%	Franklin: 58%	Franklin: 61%	Franklin: 60%
					West Seattle: 46%	West Seattle: 48%	West Seattle: 51%	West Seattle: 54%
Students meeting typical growth on math MAP					Chief Sealth: 65%	Chief Sealth: 53%	Chief Sealth: 65%	Chief Sealth: 47%
					Franklin: 72%	Franklin: 63%	Franklin: 65%	Franklin: 63%
					West Seattle: 61%	West Seattle: 59%	West Seattle: 65%	West Seattle: 59%
Students meeting typical growth on reading MAP					Chief Sealth: 56%	Chief Sealth: 62%	Chief Sealth: 56%	Chief Sealth: 48%
					Franklin: 61%	Franklin: 60%	Franklin: 65%	Franklin: 65%
					West Seattle: 52%	West Seattle: 40%	West Seattle: 65%	West Seattle: 47%

Table 6 – Student Health Targets

	School Year													
	2005–06		2006–07		2007–08		2008–09		2009–10		2010–11		2011–12	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
High school and middle school students receiving primary care in school-based health centers	5,000	4,755	5,000	5,118	5,000	5,045	5,000	5,268	5,000	5,532	5,000	5,186	5,000	5,455
Students brought into compliance with required childhood immunizations	2,500	4,001	1,500 / 17%	4,911	5,000	5,612	5,000	5,299	5,000	7,388	5,000	7,482	5,000	8,288
Students assisted by school nurses and health center clinicians in managing asthma, depression, and other chronic conditions	600	1,700	1,800 / 36%	1,814	1,800	2,067	1,800	2,178	1,800	2,364	1,800	2,474	1,800	2,549
High-risk students identified and served through more intensive SBHC interventions that support academic achievement	1,500	436	800	1,793	600	896	600	1,056	600	902	600	921	800	1,154
High-risk students screened for behavioral risk factors by school nurses					600	1,044	600	867	600	729	600	1,001	800	1,139
Students helped by school-based health services who pass the WASL/MSP	100 / 2% of all SBHC Users	586 / 17%	150 / 3% of all SBHC Users	474 / 9%	150	386	175	324	175	319	175	628	450	380
Graduating 12 th grade students helped by school-based health services and nurses					825	1,221	825	1,306	825	1,353	825	1,230	1,170	1,435

Table 7 – High-Risk Youth – Seattle Team for Youth Targets

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

¹² Methodology for calculating this result was changed in 2006–07.

¹³ As reported to OFE by STFY; includes clients without a valid SPS ID.

¹⁴ As reported to OFE by STFY; includes clients without a valid SPS ID.

Levy Revenue and Expenditure Comparison

A. Estimated Revenue

The 2004 Families and Education Levy (2004 Levy), approved by Seattle voters in September 2004, could legally collect \$116,788,000 in property taxes over seven years (\$16,684,000 annually) for the period 2005–2011. The 2004 Levy gained additional revenue from interest earnings on the fund balance. The original 2004 Levy plan expected to receive an estimated \$118,456,000 in revenue from 2005 through 2012, including \$116,182,000 in property taxes and \$2,274,000 in interest earnings.

Revenue Summary:	2005	2006	2007	2008	2009	2010	2011	2012	Total
Levy Legal Allocation	\$16,684	\$16,684	\$16,684	\$16,684	\$16,684	\$16,684	\$16,684		\$116,788
Estimated Property Tax to be Collected	\$16,272	\$16,516	\$16,573	\$16,614	\$16,619	\$16,619	\$16,620	\$349	\$116,182
Estimated Investment Earnings	\$70	\$280	\$370	\$350	\$345	\$483	\$323	\$53	\$2,274
Total Estimated Revenues	\$16,342	\$16,796	\$16,943	\$16,964	\$16,964	\$17,102	\$16,943	\$402	\$118,456

B. Actual Revenue – 2005-2012

For the period 2005 through 2012, the 2004 Levy received \$752,000 in excess revenue from investment earnings and under collected in property tax revenue by \$72,000. The 2004 Levy collection expired in 2011, but the 2004 Levy will continue to collect revenue from delinquent tax receipts for several years. Property tax collections were fairly stable when viewed cumulatively over the life of the Levy through 2012. Investment earnings exceeded the original \$2.274 million estimate, though actual investment earnings were less than estimated in 2005 and for the period 2009–2012. Investment earnings for 2011 and 2012 were revised in 2010 during the 2011–12 biennial budget process, resulting in a revised total investment earnings estimate of \$2.4 million.

	2005	2006	2007	2008	2009	2010	2011	2012	Total
Estimated Property Taxes	\$16,272	\$16,516	\$16,573	\$16,614	\$16,619	\$16,619	\$16,620	\$349	\$116,182
Actual Property Taxes	\$16,381	\$16,598	\$16,601	\$16,595	\$16,570	\$16,575	\$16,612	\$178	\$116,110
Excess/(Shortfall)	\$109	\$82	\$28	(\$19)	(\$49)	(\$44)	(\$8)	(\$171)	(\$72)
Est. Investment Earnings	\$70	\$280	\$370	\$350	\$345	\$483	\$247	\$269*	\$2,414
Actual Investment Earnings	\$25	\$757	\$1,007	\$790	\$251	\$138	\$145	\$53	\$3,166
Excess/(Shortfall)	(\$45)	\$477	\$637	\$440	(\$94)	(\$345)	(\$102)	(\$216)	\$752
Total Estimated Earnings	\$16,342	\$16,796	\$16,943	\$16,964	\$16,964	\$17,102	\$16,867	\$618	\$118,596
Total Actual Earnings	\$16,406	\$17,355	\$17,608	\$17,385	\$16,821	\$16,713	\$16,757	\$231	\$119,276
Total Excess/(Shortfall)	\$64	\$559	\$665	\$421	(\$143)	(\$389)	(\$110)	(\$387)	\$680

*Estimated investment revenue for 2011 and 2012 was revised by the City Budget Office in 2010.

Over the life of the 2004 Levy, the current projection (shown below in Table 3) is that the Levy’s revenues will be approximately \$498,000 short of what is currently budgeted. Appropriations made for Summer College and the extended Crossing Guard program (costs that were not included in the original Levy plan) have been factored into the budgeted amounts below. OFE is keeping a reserve in program under spend in the event that revenues received beyond 2012 do not offset the current shortfall.

Table 3: 2005–2012 Levy Revenue Estimates vs. Actuals (\$000s)

	2005 (Actuals)	2006 (Actuals)	2007 (Actuals)	2008 (Actuals)	2009 (Actuals)	2010 (Actuals)	2011 (Actuals)	2012 (Actuals)	TOTAL
Budget	\$5,621	\$14,764	\$16,395	\$17,641	\$17,564	\$17,971	\$17,887	\$11,931	\$119,774
Property Tax & Investments (Actual/Estimated)	\$16,406	\$17,355	\$17,608	\$17,385	\$16,821	\$16,713	\$16,757	\$231	\$119,276
Excess/ (shortfall)	\$10,785	\$2,591	\$1,213	(\$256)	(\$743)	(\$1,258)	(\$1,130)	(\$11,700)	(\$498)

C. Fund Cash Balance

The 2004 Levy total cash balance as of February 28, 2013 was \$1,724,175.

D. Medicaid Match Revenue

In addition to the revenue noted in prior sections, the Levy received Medicaid Match funds via an annual OFE contract with PHSKC for the purposes of claiming Title XIX Medicaid Match reimbursement generated by the Levy’s Family Support Worker program. This revenue was allocated to Seattle Public Schools to augment Family Support Worker services. The Levy received approximately \$1.3 million in revenue for the period 2006-2012.

Expenditure Update

A. Estimated Expenditures

Planned expenditures for the 2004 Levy—both from the original plan and subsequent changes—are noted in the table below. This Levy assumed a 1½ percent rate of growth for programs once they were phased in completely, with the exception of the Crossing Guard program, which was planned to be funded through mid-2008. Administration was capped by ordinance at five percent of the total program cost per year, though less than that was appropriated for this purpose. In addition, each program had an administration cap spelled out by ordinance. As of 2009, all Levy programs had fully ramped up. Table 4 on the next page shows adopted Levy budgets from 2005-2012. The 2011–12 school year was the final year funded by this Levy.

Table 4: 2005-2012 Adopted (2005-2012) 2004 Levy Expenditures (\$000s)

	2005 ¹	2006 ²	2007 ³	2008 ⁴	2009 ⁵	2010 ⁶	2011 ⁷	2012 ⁸	Total	% of Total
Early Learning	\$1,271	\$2,587	\$3,270	\$4,026	\$4,086	\$4,147	\$4,209	\$2,518	\$26,114	22%
Family Support	\$ 747	\$2,350	\$2,401	\$2,437	\$2,473	\$2,510	\$2,548	\$1,733	\$17,199	14%
Family Involvement	\$ 161	\$ 499	\$ 504	\$ 511	\$ 519	\$ 335	\$ 119	\$ 364	\$ 3,012	3%
High-Risk Youth	\$ 400	\$1,167	\$1,250	\$1,269	\$1,288	\$1,307	\$1,327	\$ 902	\$ 8,910	7%
Middle School Support	\$ 330	\$1,014	\$1,030	\$1,477	\$1,322	\$1,442	\$1,420	\$ 991	\$ 9,026	8%
Out-of-School Time	\$ 737	\$2,087	\$2,743	\$2,715	\$2,934	\$2,877	\$2,963	\$1,991	\$19,047	16%
Student Health	\$1,231	\$3,834	\$3,846	\$3,904	\$3,963	\$4,214	\$4,499	\$2,777	\$28,268	23%
Crossing Guards	\$ 513	\$ 520	\$ 529	\$ 269	\$ 248	\$ 292			\$ 2,371	2%
Admin & Evaluation	\$ 231	\$ 706	\$ 715	\$ 723	\$ 731	\$ 847	\$ 747	\$ 606	\$ 5,306	4%
Subtotal, Original Plan	\$5,621	\$14,764	\$16,288	\$17,331	\$17,564	\$17,971	\$17,832	\$11,881	\$119,252	100%
Summer College			\$ 107	\$ 310			\$ 55	\$ 50	\$ 522	
Total	\$5,621	\$14,764	\$16,395	\$17,641	\$17,564	\$17,971	\$17,887	\$11,931	\$119,774	

Endnotes for Table 4 - 2004

¹ 2005: Amount includes a \$5,419 reduction to the 2005 Adopted Budget via Ordinance 121815. Also, a \$30K transfer was made from Out-of-School Time project under spend to the Early Learning program to cover Citywide Institute costs in the 2009–10 SY. A \$21.2K transfer was made from under spend in the Family Support program to the Out-of-School Time program to fund professional development costs in the Out-of-School Time program.

² The original 2006 Levy expenditure plan was \$14,806,000; this amount was later amended by Ordinance 121991 to \$14,765,318. The 2006 budget was further increased by \$268,000 via Ordinances #122226 (\$244,488) and #122426 (\$24,341) to include funding for Medicaid Match grant revenue received in 2006. In 2006, a \$4,954 transfer was made from Family Support under spend and \$4K from High Risk Youth program under spend to help fund elementary CLC professional development. Also, in 2007 a \$56K transfer was made from 2006 High-Risk Youth program under spend to the 2006 Health project for a Human Papillomavirus (HPV) vaccine campaign.

³ In 2007, the Levy's planned expenditures were \$16,534,055 (which included a \$40,312 reduction from the original Early Learning program amount of \$3.3 million); the amount was later increased by \$56,000 via Ordinance #122426 to account for additional anticipated revenue to be received from the Medicaid Match grant revenue and by \$107,000 (Ordinance #122426) for 2007 Summer College costs.

⁴ In 2008, an additional \$300,488 was appropriated to the Family Support program to account for additional anticipated Medicaid Match grant revenue, and \$310,000 was appropriated for the Summer College program via the 2008 Adopted Budget. Also in 2008, the Out-of-School Time program was reduced by \$431,000, and the Middle School Support program was increased by the same amount to account for a program change approved by the LOC in the spring of 2007. In the spring of 2007, Innovation Sites submitted an RFI that included a proposal for how to spend an allocation of \$326,576 per site, for a total of \$1,306,304 (NOTE: This represented an increase of approximately \$184,000/site or \$736,000 from the previous school year and included a combination of Middle School Support funding and Out-of-School Time funding). The

Innovation Site proposals included varying levels of funding for the Community Learning Centers (CLCs), which are funded by the Levy's Out-of-School Time program. Funding not earmarked for CLC purposes was then reallocated to the Levy's Middle School Support program from the Out-of-School Time program.

⁵ In the 2009 Adopted Budget, the Out-of-School Time program was reduced by \$220,213 and the Middle School Support program was increased by the same amount to continue the program change made in 2007 (see Endnote 4 above). The 2009 Adopted Budget also included a \$248,000 appropriation to continue the Crossing Guard program through calendar year 2009. Ordinance #123007 included a \$260,000 appropriation to account for 2009 anticipated Medicaid Match grant revenue.

⁶ The 2010 Adopted Budget shows the original Levy plan, plus the addition of \$400,000 to continue the Crossing Guard program. In addition, the Out-of-School Time program was reduced by \$364,981 and the Middle School Support program was increased by the same amount to continue the program change made in 2007 (see Endnote 4 above). A \$192K transfer was made via Ordinance 123508 from the Family Support/Involvement budget to the Health budget to fund a Secondary Bilingual Orientation School Based Health Center (SBHC) that began in the 2010–11 SY. In addition, \$107K in Crossing Guard under spend was transferred to the Admin/Evaluation project.

⁷ The 2011 Adopted Budget included a \$55,000 appropriation for Summer College. In addition, the Out-of-School Time program was reduced by \$326,879 and the Middle School Support program was increased by the same amount to continue the program change made in 2007 (see Endnote 4 above); \$416,000 was transferred from the Family Support/Involvement budget to the Health budget via Ordinance #123664 to fund Seattle World School SBHC costs in 2011–12 and Mercer SBHC costs in 2011–12.

⁸ The 2012 Adopted Budget includes a \$150,000 appropriation for Summer College. In addition, the Out-of-School Time program is proposed to be reduced by \$246,847 and the Middle School Support program to be increased by the same amount to continue the program change made in 2007 (see Endnote 4 above). A \$100K transfer was made from the Academic Improvement Activities BCL to the Administration/Evaluation BCL via Ordinance #123932. Ordinance #123932 also included a \$260,000 appropriation to account for 2012 anticipated Medicaid Match grant revenue.

B. Actual Expenditures – 2005–2012

Table 5 shows the percent of program budgets expended in 2005–2012.

Notes regarding percents in Table 5 on the next page:

- There was no overspending of 2004 Levy allocated budgets.
- Most budgets have been expended in the 90–100 percent range.

Table 5: 2005-2012 Percent of 2004 Levy Budgets Expended as of 12/31/12								
	2005	2006	2007	2008	2009	2010	2011	2012
Early Learning	99%	99%	98%	100%	98%	98%	99%	98%
Family Support/Involvement	100%	100%	100%	100%	100%	100%	100%	86%
High-Risk Youth	100%	100%	98%	100%	97%	92%	94%	76%
Middle School Support*	N/A	N/A	100%	100%	97%	97%	99%	95%
Out-of-School Time	94%	92%	100%	98%	97%	97%	97%	95%
Student Health	100%	100%	100%	100%	100%	100%	100%	100%
Crossing Guards	100%	100%	100%	100%	100%	100%	N/A	N/A
Administration & Evaluation	100%	100%	100%	100%	100%	100%	100%	100%

* In 2005 and 2006, Middle School Support expenditures were included in the High-Risk Youth project.

VI. 2011 Families and Education Levy Renewal

Starting in June 2010, a 24-member Levy Advisory Committee (LAC) began meeting to prepare a proposal for renewing the Families and Education Levy in fall of 2011. In their planning, the LAC considered the current academic performance of students in Seattle public schools, research on best practices to improve academic performance, input of the public through the Mayor's Youth and Families Initiative, and lessons learned from the 2004 Families and Education Levy.

Following is the report from the LAC about important lessons from the 2004 Levy and how they should be applied going forward:

Early Learning Investments

Research on early learning is clear: The achievement gap is present before students enter pre-school. Assessment tools implemented through current Levy investments indicate that some children enter pre-school two to three years behind in their receptive English language skills. Many children also struggle in other developmental areas. To close these gaps, current Levy investments work with families in their homes to promote early learning skills, provide pre-school opportunities for low-income families, increase the quality of classrooms and pre-school teachers through professional development, and provide kindergarten transition support. Increasing numbers of children have been meeting kindergarten readiness guidelines adopted by the City and its partners. The Committee recommends continuing these strategies. In order to reach the pre-school children with the greatest needs, the new Levy will expand its quality and professional development focus to include children served in less formal settings, such as home day care centers and those cared for by family members, friends, and neighbors (known as FFN care). The Committee also recommends the addition of a health and mental health screening and services component.

Elementary Investments

Current Levy investments at the elementary school level provide family support and out-of-school time programs. Both of these investments are largely viewed as external to the core instructional function of the school and less integrated into a broader academic strategy. Analysis of current Levy data shows elementary investments having a smaller impact on academic achievement, compared to current middle and high school Levy investments. While Levy-funded elementary programs have largely focused on making meaningful connections with families, students who enter elementary school behind are not getting the academic support they need to close the gap. The Committee recognized the

need to strengthen the Levy's investment at the elementary level to be a more integral part of each school's academic improvement plan. In addition to keeping the current elementary strategies, several new strategies are included in this recommendation, including extended learning time and summer learning opportunities. The Committee is also recommending a new community-based family support strategy to provide culturally and linguistically competent services for immigrant, refugee and Native American families.

Middle School Support Investments

Current Levy investments at the middle school level support all K–8 and middle schools in sports, out-of-school time programs, social/emotional supports, and academic intervention strategies. The bulk of this investment has focused on five “innovation” middle schools. These investments are larger and more integrated into the structure of the school, creating alignment in academic interventions and support services to meet student needs. While results at the middle school level have been strong with more students meeting grade-level standards who had not done so previously, the achievement gap persists. Given these findings, the Committee recommends continuing current middle school efforts and adding three additional strategies to improve achievement. First, summer learning programs to provide additional learning time and prevent summer slide. Second, academic advising to provide students with both the information and support they need to get and stay on a post-secondary track. Finally, case management services to provide stronger supports for students farthest behind in college and career readiness.

High-Risk Youth – High School Investments

Current Levy investments at the high school level focus on supporting 9th grade students at three “innovation” high schools. Strategies include social/emotional supports, academic interventions, and summer learning opportunities. Findings indicate a reduction in the total number of absences for 9th graders, with equal or greater reductions made for many students of color and those who qualify for free and reduced lunch. These 9th graders are also passing their classes at a higher rate. Given this success, the Committee recommends continuing the current high school strategies, expanding to two additional “innovation” high schools. Two new strategies are also recommended, including academic advising, to provide students with both the information and support they need to get and stay on a post-secondary track, and case management services to provide stronger supports for students farthest behind in college and career readiness. Both of these strategies are necessary to meet the enhanced Levy goal of students graduating from high school, ready for college and career.

Student Health Investments

Recognizing the health and mental health barriers to academic achievement, the Levy has long invested in student health services. These health services, particularly the school-based health centers (SBHCs), provide the critical physical and mental health support necessary to remove those barriers, and have resulted in higher GPA, attendance, and graduation rates. The Committee recommends continuing the school-based health services strategy, expanding such services to the Secondary Bilingual Orientation Center and Mercer Middle School. Three new strategies are also recommended as part of the comprehensive student health investment. First is the strategy to provide school-based health services for elementary schools. Services will be coordinated through SBHCs already in place at middle schools and families' health care homes. The second strategy is a health services model to serve high-risk middle and high school students in alternative education settings. Finally, the Levy will provide enhanced dental and mental health services at SBHCs.

The LAC also supported the accountability structure of the 2004 Levy and recommended its continuation:

Accountability is also critical to the success of Levy investments. The LAC recommends maintaining the current Levy accountability structure for the 2011 Levy. This accountability structure is based on Levy-funded programs meeting goals for student outcomes and indicators. For the current Levy, the City and Seattle Public Schools have a data-sharing agreement that allows the City to track indicators and outcomes for students participating in Levy-funded programs. This data system is critical to measuring student outcomes and continuing to improve Levy investments. The City will continue its data-sharing agreement with Seattle Public Schools for the 2011 Levy in order to measure the effectiveness of Levy investments.

The LAC recommended funding these investments by doubling the size of the Levy requested from Seattle residents. The total seven-year Levy was increased from \$116.8 million to \$234.1 million. Investments for early learning and elementary schools were substantially increased to address the needs identified in early grades that could not be met at the current level of funding. The distribution of new Levy resources is shown in the following table:

2011 LEVY CALENDAR YEAR EXPENDITURES:	2012	2013	2014	2015	2016	2017	2018	2019	Total
Early Learning	\$1,706,007	\$5,765,435	\$7,249,028	\$8,178,208	\$9,153,954	\$10,173,376	\$11,084,099	\$7,739,956	\$61,050,064
Elementary	\$1,394,262	\$4,610,427	\$5,759,323	\$6,965,430	\$8,234,147	\$9,484,236	\$10,383,276	\$7,176,592	\$54,007,694
Middle Schools	\$1,421,180	\$4,695,173	\$5,656,949	\$6,213,582	\$6,694,169	\$7,184,799	\$7,564,130	\$5,163,780	\$44,593,762
High Schools	\$ 831,385	\$2,546,532	\$2,605,103	\$2,719,222	\$2,946,049	\$3,182,518	\$3,425,816	\$2,471,783	\$20,728,408
Health	\$1,711,236	\$5,509,470	\$6,187,471	\$6,335,971	\$6,494,370	\$6,656,729	\$6,816,491	\$4,653,391	\$44,365,128
Administration	\$ 409,396	\$1,253,981	\$1,282,823	\$1,313,611	\$1,346,451	\$1,380,112	\$1,413,235	\$964,768	\$9,364,377
Research and Evaluation	\$66,667	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$133,333	\$1,400,000
TOTAL EXPENDITURES:	\$7,540,134	\$24,581,019	\$28,940,696	\$31,926,024	\$35,069,140	\$38,261,770	\$40,887,046	\$28,303,603	\$235,509,433

Keeping with the outcome funding framework established for the Levy, OFE proposed an implementation plan for the new Levy that set specific outcome goals for how investments would improve academic achievement for Seattle students. These outcomes were developed for key milestone years consistent with the Road Map and the SPS strategic plan goals. The overall goal of these efforts is to double by 2020 the percent of students graduating from Seattle public schools that go on to gain post-secondary career credentials. Levy investments are intended to help SPS meet the following goals for their students. Indicators were adopted for each year that should allow OFE and our partners to track progress toward results.

Targets	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
Children meeting age level expectations on WaKIDS	65%	69%	72%	75%	79%	82%	85%
3 rd graders meeting MSP reading standard	79%	79%	80%	81%	82%	84%	85%
4 th graders meeting MSP math standard	65%	65%	66%	68%	70%	72%	74%
5 th graders meeting MSP science standard	64%	65%	66%	68%	71%	74%	78%
6 th graders meeting MSP reading standard	78%	79%	80%	82%	83%	84%	86%
7 th graders meeting MSP math standard	67%	69%	71%	73%	75%	76%	78%
8 th graders meeting MSP science standard	71%	72%	73%	74%	75%	76%	77%
Students passing EOC math 2 test	70%	71%	72%	73%	75%	78%	80%
9 th graders promoting on time to 10 th grade	89%	90%	91%	92%	92%	93%	94%
Students graduating on time	75%	78%	80%	82%	85%	87%	90%
Students graduating with HECB requirements for entry into college	63%	65%	66%	68%	70%	72%	73%
Students completing CTE course of study before graduation*	TBD	TBD	TBD	TBD	TBD	TBD	TBD
SPS graduates enrolling in post-secondary education	68%	69%	69%	70%	71%	72%	72%
SPS graduates not taking remedial courses in college	66%	68%	69%	71%	72%	74%	75%
SPS graduates continuously enrolled in college for one year	74%	75%	77%	79%	81%	82%	84%

*New measure under development by CCER

The City Council directed that, beginning with the 2012–13 school year, most Levy investments would be competitively awarded. OFE engaged in a two-step process to award elementary, middle and high school investments. The first step was a Request for Qualification (RFQ) process which selected, via an approved/not approved procedure, community organizations that had a track record of successfully achieving positive academic results tied to key Levy outcomes and indicators. Organizations expecting to receive less than \$5,000 in Levy funds per year from school contracts are exempt from the RFQ process. No Levy funding is awarded directly through the RFQ process. The second step is a school RFI process wherein eligible schools compete for Elementary Innovation, Middle School Innovation, Middle School Linkage, and High School

Innovation funds. The schools can partner with and fund services from community-based agencies that were approved in the RFQ process. The following schools have been awarded Levy funds for the 2012–13 and 2013-14 school years:

Investment Area	2012–13 SY	2013-14 SY
Elementary Innovation	Beacon Hill, Madrona, Olympic Hills, Roxhill	Graham Hill, Highland Park, South Shore, Wing Luke
Middle School Linkage	Hamilton, Madison, Madrona, McClure, Pathfinder, South Shore, Whitman	Broadview-Thomson, Jane Adams, Orca, Salmon Bay
Middle School Innovation	Denny, Mercer, Washington	Aki Kurose, Eckstein
High School Innovation	Franklin, Ingraham, Interagency, West Seattle	Cleveland

Once awarded Levy investments, schools continue receiving funds throughout the life of the Levy, as long as they achieve their contracted outcomes.

These schools proposed using the following community partners who have been approved through the RFQ process:

2012–13 SY	
Organization	School(s)
Community Day School Association	Beacon Hill, Madrona
Children's Home Society of Washington	Madrona
City Year	Roxhill
College Success Foundation	Mercer, Washington
Communities in Schools	Pathfinder, Roxhill
Diplomas Now	Denny
El Centro de la Raza	Beacon Hill, Denny, Ingraham, Washington
Making Connections	Ingraham
Marilyn Moritz	Washington
Powerful Schools	Beacon Hill
Rainier Vista Boys & Girls Club	South Shore
Seattle Mental Health	Mercer
Seattle Parks and Recreation	Denny, Madrona, McClure, Mercer
Sound Discipline	Madrona
Sound Mental Health	Olympic Hills
Technology Access Foundation	Washington
Therapeutic Health Services	Madrona
University Tutors	Beacon Hill, Denny, Ingraham, Madison, Madrona, Roxhill, South Shore, Washington
YMCA	Hamilton, Madison, Madrona, Olympic Hills, Washington, West Seattle
Youth Care	Interagency

2013-14 SY	
City Year	Highland Park
College Success Foundation	Cleveland
Community Day School Association	Highland Park
Diplomas Now	Aki Kurose
Powerful Schools	Graham Hill, South Shore K-8
Seattle Parks and Recreation	Aki Kurose, Eckstein
Sound Mental Health	Graham Hill
Team Read	South Shore K-8
Tiny Tots	Wing Luke
University Tutors	Aki Kurose, South Shore K-8, Cleveland
Vietnamese Friendship Association	Wing Luke
White Center Community Development Association	Highland Park
YMCA of Seattle	Cleveland
Youth Ambassadors	Cleveland

OFE also issued RFIs for Community-Based Family Support organizations, Elementary Health, and Summer Learning. Separately, the Human Services Department (HSD), with OFE's review and input, issued RFIs for Early Learning Step Ahead pre-school slots and Early Learning Health/Mental Health. RFQs have been issued for Assessments and Early Learning Professional Development. Those RFIs were awarded as follows:

Community-Based Family Support

- Chinese Information and Service Center
- Refugee Women's Alliance (ReWA)

Elementary Health

- Neighborcare Health (supports Highland Park, West Seattle, Bailey Gatzert and Roxhill Elementaries)
- Odessa Brown Children's Clinic (supports Beacon Hill International and Madrona K-8)

Step Ahead

- Causey's Learning Center
- Chinese Information and Service Center
- Community Day School Association
- Denise Louie Education Center
- El Centro de la Raza
- Neighborhood House
- Refugee Women's Alliance
- Seattle School District
- Sound Child Care Solutions

Summer Learning		
Elementary School	Denise Louie Education Center	<ul style="list-style-type: none"> Sites: Denise Louise Education Centers on Beacon Hill and at the Lake Washington Apartments
	Seattle Parks & Recreation	<ul style="list-style-type: none"> Site: Northgate Elementary School Other Key Partners: City of Seattle Human Services Department; Seattle Public Library
Middle School	Denny International Middle School	<ul style="list-style-type: none"> Sites: Denny International Middle School Key Partners: Seattle Parks Department; Roxhill, Concord, West Seattle, and Highland Park Elementary Schools; the Seattle Youth Violence Prevention Initiative (SYVPI), Interns from Seattle Youth Employment Program (SYEP), Neighborhood House (BridgeStart), Seattle Police Department, and Sound Mental Health
	Seattle Parks & Recreation	<ul style="list-style-type: none"> Sites: Asa Mercer and Eckstein Middle Schools
	YMCA of Greater Seattle	<ul style="list-style-type: none"> Site: TBD Key Partners: Aki Kurose, Hamilton, Madison, Washington Middle Schools, and Madrona K-8
High School	Refugee Women's Alliance	<ul style="list-style-type: none"> Site: Seattle World School Key Partner: Vietnamese Friendship Association
	Seattle Public Schools	<ul style="list-style-type: none"> Sites: Chief Sealth and Roosevelt High Schools; one more Central/South site TBD. Key Partners: College Access Now
	Southwest Youth & Family Services	<ul style="list-style-type: none"> Site: Southwest Education Center at SW Youth & Family Services Key Partner: Interagency Academy
	YMCA 9 th Grade Transition	<ul style="list-style-type: none"> Sites: Chief Sealth (combined with West Seattle), Cleveland, and Franklin High Schools

As we continue to build on the strengths of the 2004 Levy, award funds competitively, and require clear outcomes from Levy investments, we expect that the Office for Education will make substantial progress toward achieving the overall goal of the 2011 Levy renewal:

All students in Seattle will graduate from high school college/career ready.

West Seattle High School

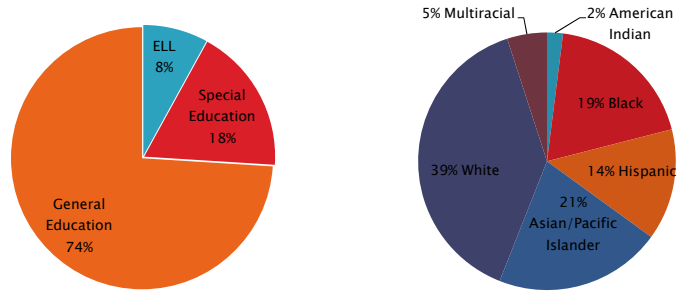
Levy Oversight Committee

April 9, 2013



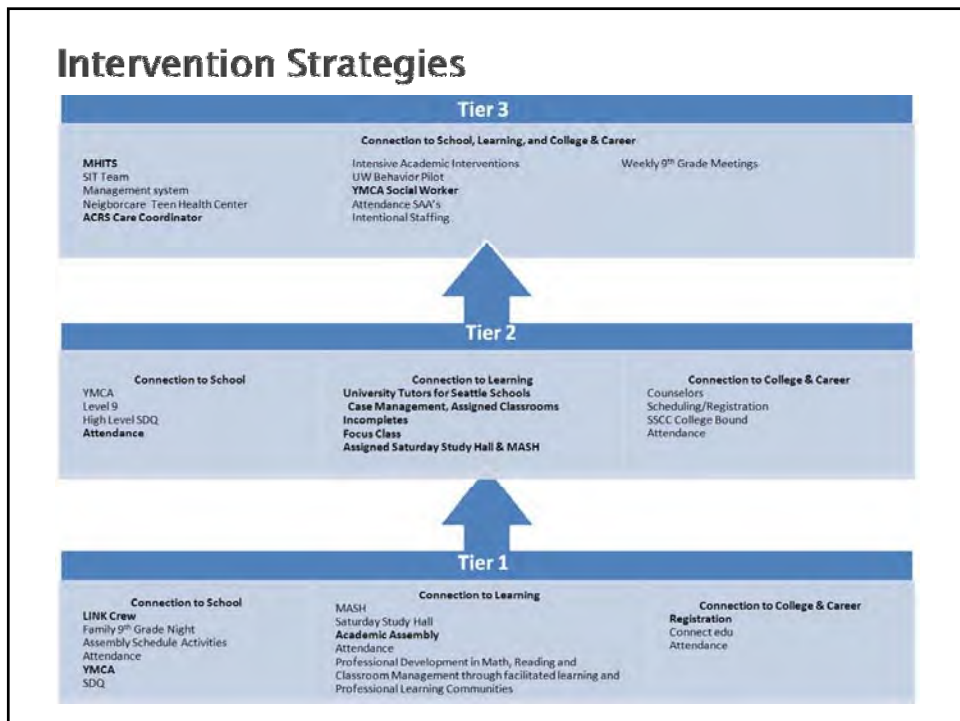
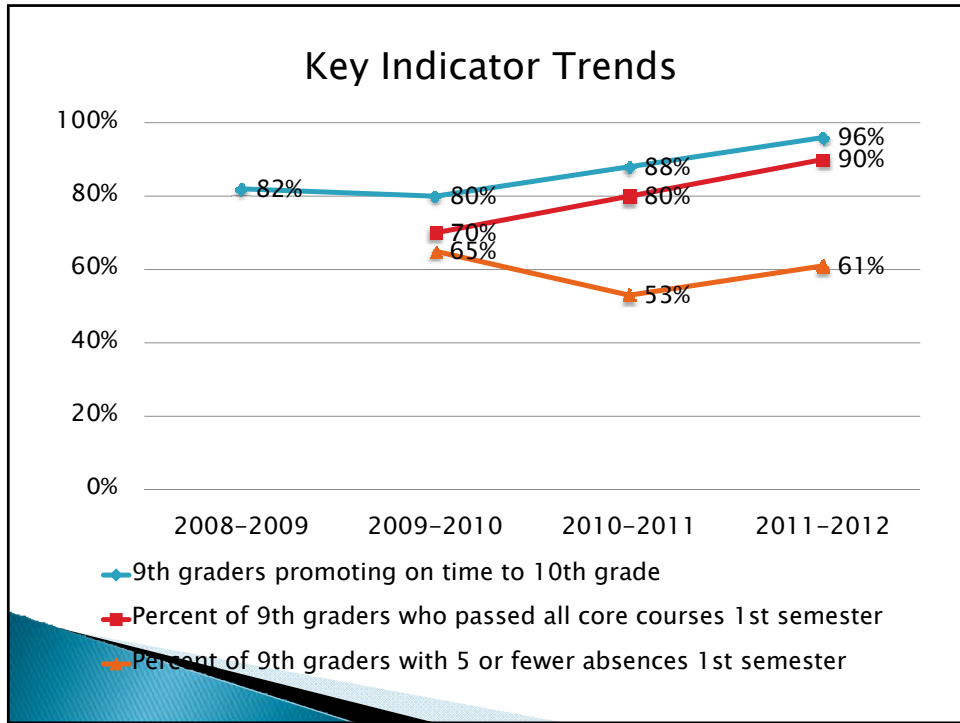
Demographics: West Seattle High School

Enrollment: 995
Freshman Class: 261



2012-2013 Levy Targets

Proposed Outcome or Indicator	TARGET % (Goal)
% of first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	96%
% of first-time 9th graders meeting standards on state end of course exams in Algebra or Geometry	58%
% of first-time 9th graders meeting or exceeding typical growth on math MAP	63%
% of all first-time 9th graders passing all core classes (math, language arts, science, and social studies) first semester	95%
% of all first-time 9th graders passing all core classes (math, language arts, science, and social studies) second semester	92%
% of first-time 9th graders absent fewer than five days first semester (excused and unexcused)	69%
% of first-time 9th graders absent fewer than five days second semester (excused and unexcused)	59%



Link Crew's Responsibilities

- ▶ Facilitate 9th Grade Orientation
- ▶ Teach Lessons
 - Shaping and managing time
 - Working together
 - Using available resources
 - Building strong relationships
 - Understanding perception paradigms
 - Making choices

Link Crew Survey Data

	2011-2012	2012-2013
Link Crew has helped make my transition to high school a positive experience.	83%	85%
I feel like I belong at my school.	89%	89%
I feel safe at my school.	92%	96%
Orientation was helpful to them.	89%	89%
The academic follow-ups (classes taught by Link Leaders) have been helpful this year.	84%	81%

Link Crew: Connection to School



- ▶ *"When I was a freshman, I remember how welcome my Link Leaders made me feel. They were so nice to me and they made high school feel less terrifying. I want to be able to do the same for incoming freshmen. I want them to feel as welcome in our school as I was."*
- ▶ *"My freshman year I had Link leaders and they were amazing. I had people I looked up to, helping me and making me feel comfortable in a new environment. This experience was very important to me and I appreciate that it calmed me down as a small person in a huge place. I want to do the same thing."*

Registration: Connection to College and Career Readiness



- Counselors visit all classrooms
- Teachers teach a lesson
- Counselors meet with small groups

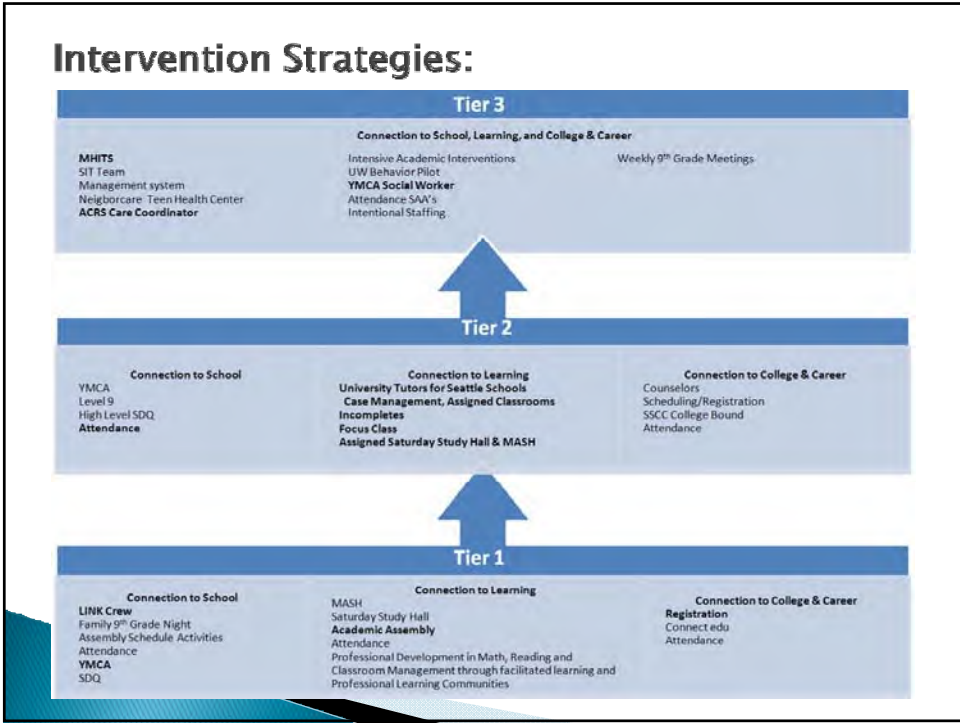
Academic Achievement Assemblies: Connection to Learning



YMCA: Connection to School

- ▶ Currently 76% of 261 freshmen at West Seattle High School are engaged in an extracurricular activity.
 - 94 students play sports
 - 84 are involved in YMCA activities
 - 22 are involved with outside school building programs such as, community programs, or church groups

- ▶ The YMCA offers three activities a day for student connection.



Academic Intervention: Connection to Learning

- ▶ Mandatory Afterschool Study Hall (M.A.S.H.)
- ▶ Assigned Saturday Study Hall
- ▶ University Tutors
- ▶ Incompletes

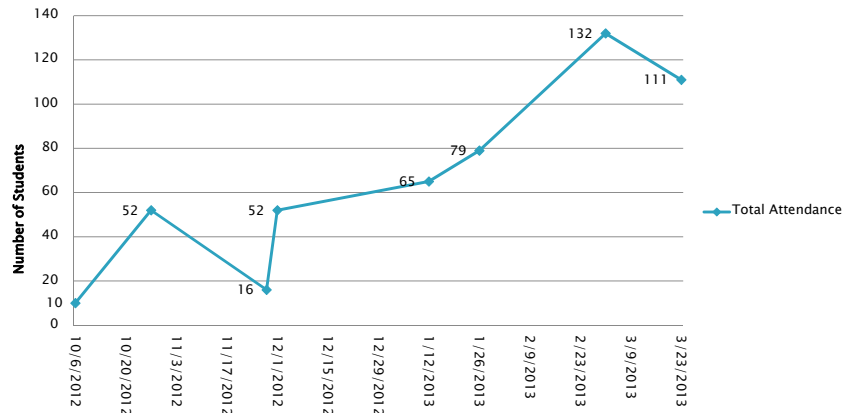
M.A.S.H. and Saturday Study Hall: Connection to Learning

MASH Attendance

Who's Attending		Whole School	Tutor Caseload
Attended at least once	Overall	56.6%	95.1%
	9 th	69.2%	
	10 th	61.9%	
	11 th	53.3%	
	12 th	36.9%	
>10%	Overall	20.8%	67.2%
	9 th	29.5%	
	10 th	23.0%	
	11 th	18.1%	
	12 th	9.5%	
>20%	Overall	8.8%	34.4%
	9 th	14.7%	
	10 th	9.3%	
	11 th	6.2%	
	12 th	2.7%	
>30%	Overall	4.0%	11.5%
	9 th	7.5%	
	10 th	4.7%	
	11 th	1.9%	
	12 th	0.5%	
>40%	Overall	2.1%	11.5%
	9 th	4.5%	
	10 th	2.3%	
	11 th	1.0%	
	12 th	0.0%	

M.A.S.H. and Saturday Study Hall: Connection to Learning

Total Attendance



M.A.S.H. and Saturday Study Hall: Connection to Learning

- ▶ Tutor Video

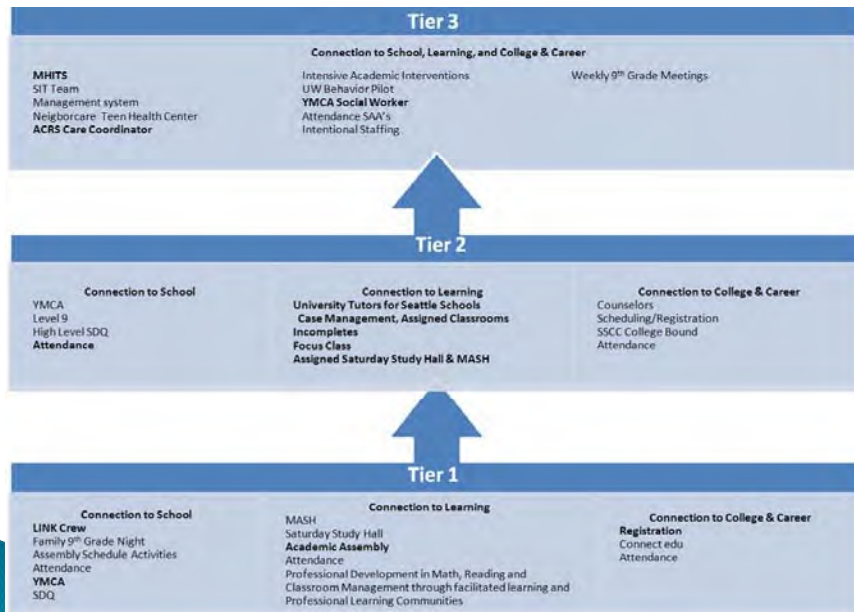
Attendance: Connection to School, Learning, and College and Career Readiness

- ▶ Challenges
 - 109 students (42% of all 9th graders) had 5 or more absences during the first semester.
 - 75% of students with between 5–10 absences during the first semester were excused.
 - 41 students of the 109 (16% of all 9th graders) had 11 or more absences during the first semester.

Attendance: Connection to School, Learning, and College and Career Readiness

- ▶ Strategies:
 - Student Attendance Agreements
 - Weekly data analysis
 - Parent Communication
 - Celebration
 - Referral
 - Focus Class

Intervention Strategies:



Social Worker: Connection to School

▶ Student Spotlight:

- INSERT VIDEO

Jessica Knaster Wasse

Community & School-Based Partnership
Public Health
King County

FEL Mental Health Enhancement

Goal: Enhance the academic impact of all FEL Health Investments by improving the quality of school mental health services

- ▶ Increase use of evidence-based practice, with focus on standardized assessment and outcome monitoring
 - Provider training & supports
 - Web-based monitoring & feedback system (MHITS)
 - *Go-live with middle and high school SBHC providers was January 2013, with plan for staged spread to all Health Investments and Family Support Workers.*

MHITS- Mental Health Integrated Tracking System

- ▶ Toolbox of standardized screening instruments
- ▶ Track progress over time, cue providers
- ▶ Manage caseload systematically so no one falls through the cracks
- ▶ Web-based shared care plan that facilitates collaboration across multiple providers
- ▶ Rich outcome data, transparency & accountability
- ▶ Incorporate academic data to treat to academic targets- *coming soon*

Report for : Jessica Knaster
Report Created on : Monday, October 1, 2012, 2:41PM

FLAGS	MHITS ID	NAME	POPULATION	ENROLLMENT DATE	STATUS	CLINICAL ASSESSMENT			LAST FOLLOW UP CONTACT				CONTINUED CARE PLAN	PSYCH. NOTE	PSYCH. EVAL.	
						DATE	PHQ -9	GAD -7	# OF SIGS -10000	WES IN TX	DATE	PHQ -9				DEP INPR
	000217	Anderson, Frank	U	5/1/2012	L1	5/1/2012			19	21	9/7/2012	10*		11*		9/27/2012
	000014	Contrary, Mary	MT	12/15/2008	L1	12/15/2008			6	198	7/26/2012	10*				
	000047	Delay, Tom	U	12/14/2009	L1	12/14/2009	25	2	146		8/3/2012					
	000228	Devito, Danny	G	4/20/2012	L1	5/25/2012	15	1	18							
	000012	Doe, Jenna	LWFO	11/25/2008	L1	3/3/2008			1	239						
	000005	Doe, John	LWFO	5/12/2010	UA				0	0						
	000049	Duke, Delsy	M	1/4/2010	UA				0	0						
	000036	Gulterrez, Mario	O	8/12/2009	L1	8/12/2009	21	1	163							
	000026	Joe, Baby	C	4/24/2009	L1	1/26/2010			2	139	2/1/2010					
	000027	Joe, Baby	C	4/24/2009	L1	7/20/2012			1	10						
	000029	John, Doe	V	4/30/2009	L1	4/30/2009			1	178						
	000024	McCain, John	V	4/17/2009	L1	2/9/2012			1	33						
	000035	McTest, Testy	U	5/16/2009	L1	5/17/2009	17	1	176							
	000207	McTest, Testy	S	3/1/2012	UA				0	0						
	000051	Monroe, Marilyn	M	1/5/2010	L1	1/5/2010	24	2	142		1/1/2010					
	000025	Palin, Bristel	U	4/20/2009	UA				0	0						
	000046	Palin, Todd	V	11/23/2009	L1	11/23/2009			1	149						2/17/2
	000276	Romney, U	U	8/10/2012	L1	8/10/2012			2	7	8/10/2012					

West Seattle Care Coordination Pilot

- ▶ Pilot use of MHITS to coordinate care and referrals between:
 - school staff/SIT team
 - Levy innovation grant-funded agencies: YMCA
 - school-based health center: Neighborcare Health
 - City-contracted community mental health agencies: ACRS & Southwest Youth & Family Services
- ▶ Develop release of information procedures (FERPA/HIPAA) to facilitate information sharing across agencies
- ▶ Develop SIT team protocols for mental health referrals and systematic caseload review

CLARA's VIDEO HERE

West Seattle Care Coordination Pilot

Care coordinator feeds MHITS info back to school staff

New plan for SIT structure:

- Triage of emergent issues
- Review of one grade level per week using attendance and grades data to identify kids in need of further intervention
- New cases for referral
- Systematic progress reporting on SIT caseload
 - If they were referred for services and to whom
 - General treatment plan and timeline
 - Treatment engagement/attendance
 - Periodic review of progress
 - Attendance (school and treatment)
 - Grades
 - Discipline

West Seattle Care Coordination Pilot

Implementation progress

- ▶ School and community agencies trained and using MHITS
- ▶ 20 kids referred by SIT entered in MHITS and referrals made to agencies
- ▶ Care coordinator generated first progress report
- ▶ Trying new SIT structure next week

West Seattle Care Coordination Pilot

Challenges:

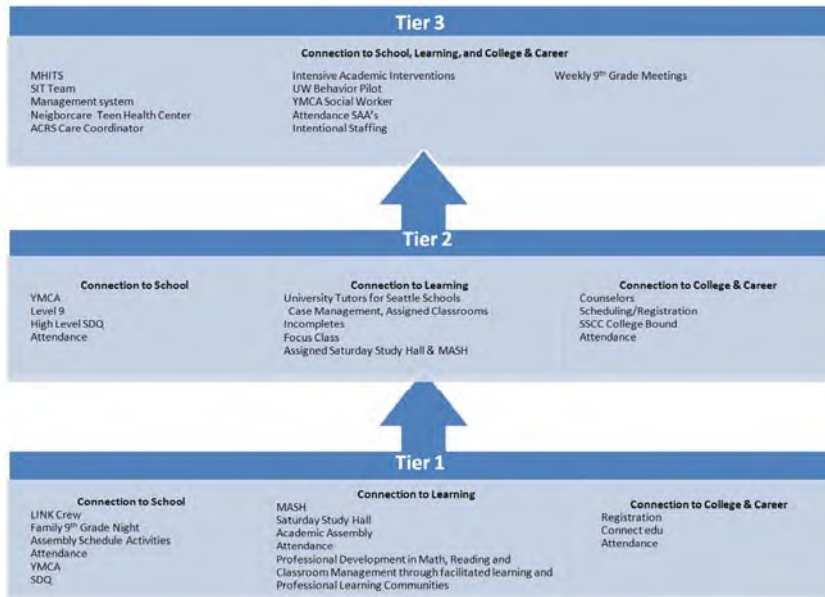
- ▶ MHITS still in pilot phase
- ▶ District strict interpretation of FERPA; variations in community understanding of HIPAA
- ▶ Levy and City funded community agencies all have different and separate data systems, documentation requirements
- ▶ District data reporting unwieldy, hard to customize, grade/assignment data not timely

West Seattle Care Coordination Pilot

Evaluation outcomes:

- ▶ Increased attendance
- ▶ Decreased short and long term suspension
- ▶ Improved student academic status
 - Matched comparison group
- ▶ Increased referral success
 - Compared to WSHS referrals in previous year

Intervention Strategies:



Next Steps and Course Corrections

Indicator	First Semester	Target Goal
% of all first-time 9th graders passing all core classes (math, language arts, science, and social studies) first semester	87%	95%
% of first-time 9th graders absent fewer than five days first semester (excused and unexcused)	58.4%	69%

Next Steps and Course Corrections

- ▶ Continued staff professional development: content specific reading strategies, student engagement, classroom management strategies for tier 2 students, Professional Learning Communities.
- ▶ Refining incomplete process
- ▶ Improving attendance
- ▶ Consistently using M.H.I.T.S.
- ▶ Meeting our ambitious targets

2012–2013 Levy Targets

Proposed Outcome or Indicator	TARGET % (Goal)
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% of first-time 9th graders absent fewer than five days first semester (excused and unexcused)	69%
% of first-time 9th graders absent fewer than five days second semester (excused and unexcused)	59%

Question and Answer Session

- ▶ Kris Green, YMCA Senior Director of Education and Leadership
- ▶ Noah Gettle, University Tutors
- ▶ Geramy Hudson, YMCA Social Worker
- ▶ Jennifer Kniseley, Assistant Principal
- ▶ Ruth Medsker, Principal
- ▶ Laura McCarthy, Link Crew Coordinator
- ▶ Susan Nyman, 9th Grade Counselor
- ▶ Clara Saeteurn, Care Coordinator
- ▶ Sandi Whiton, 9th Grade Academic Intervention Specialist
- ▶ Gladys Perez, University Tutors

2012–2013 MID-YEAR REPORT DATA PREVIEW

Indicators of Progress for Levy Investments with
Mid-Year Targets, in Advance of Full Mid-Year Report

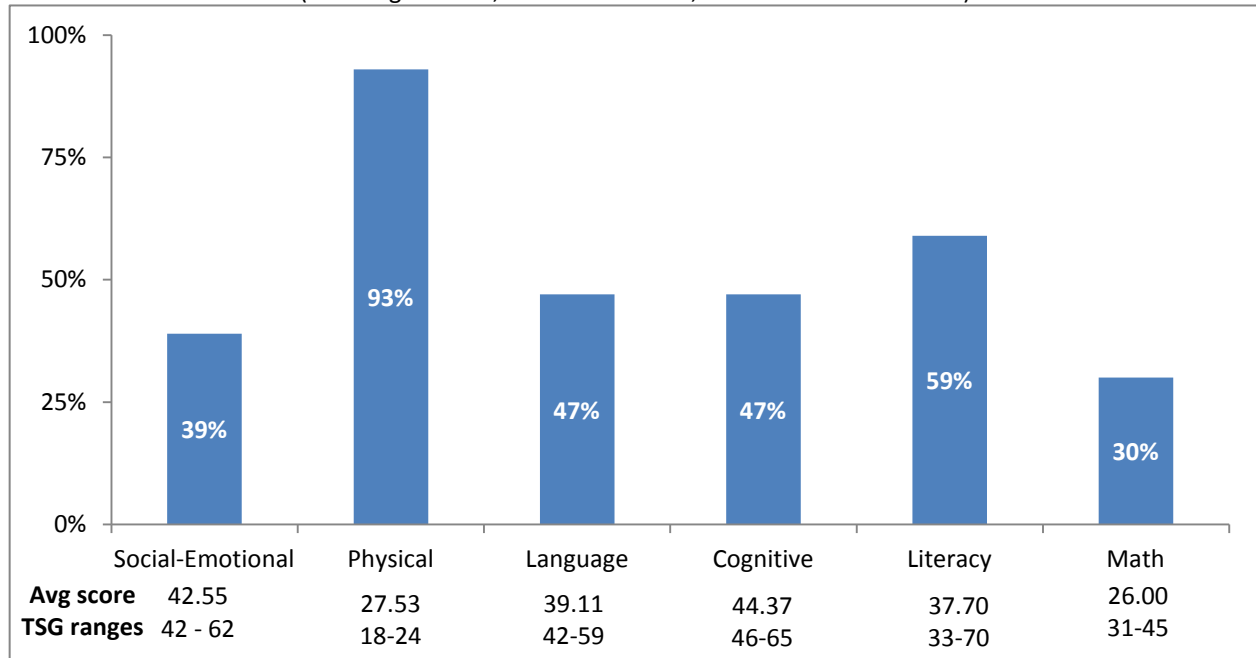
Early Learning	Page 2
Elementary Innovation	Page 3
Public Health	Page 4
Middle School Innovation	Page 5
Middle School Linkage	Pages 6-7
High School Innovation	Pages 8-9
Community-Based Family Support	Page 10

EARLY LEARNING INVESTMENTS

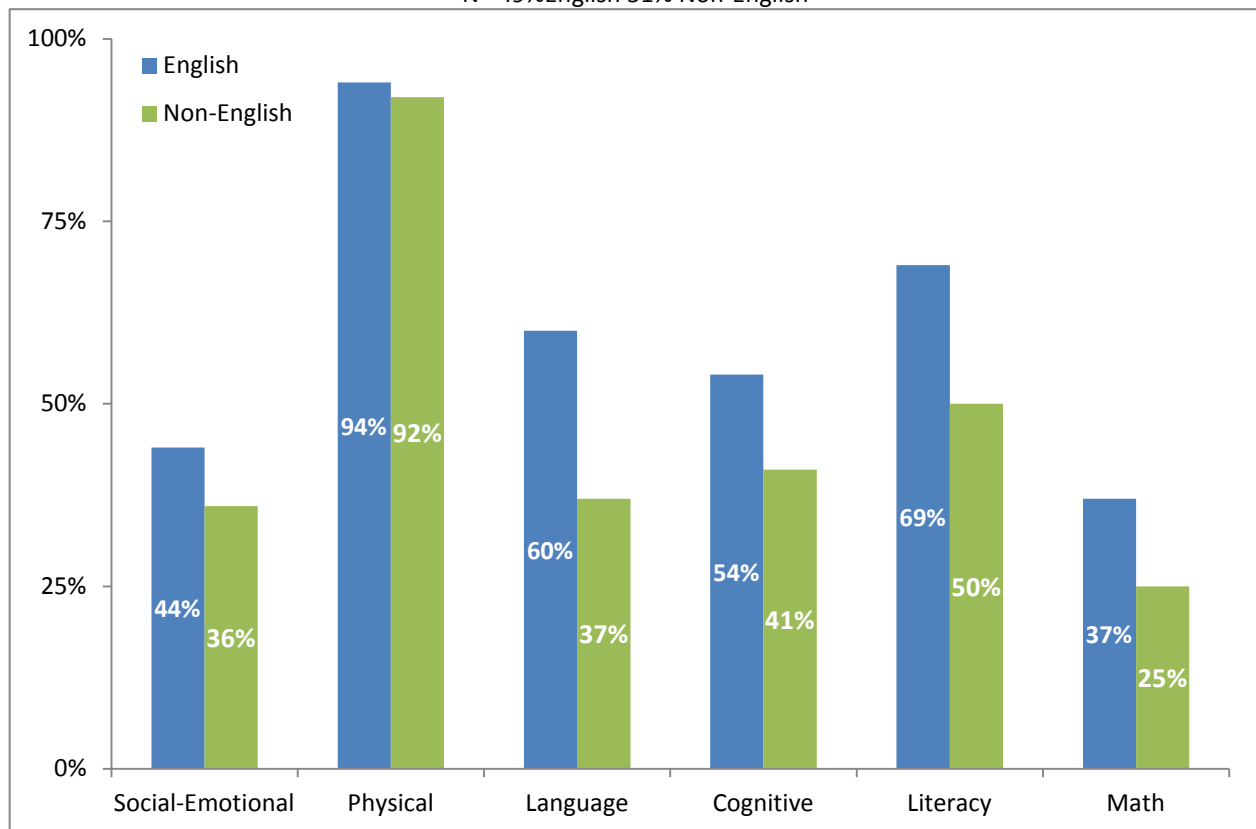
MID-YEAR PROGRESS: 2012–13

Fall 2012 Teaching Strategies Gold Assessment Results for Children in SEEC Pre-school 3 and Pre-K–4 Classrooms

Percent of Children Meeting Age Level Expectations, by Developmental Domain
(N's Range from 1,787 for Math to 1,859 for Social-Emotional)



Meeting Age Level Expectations by Language
N= 49%English 51% Non-English



ELEMENTARY SCHOOL INNOVATION INVESTMENTS

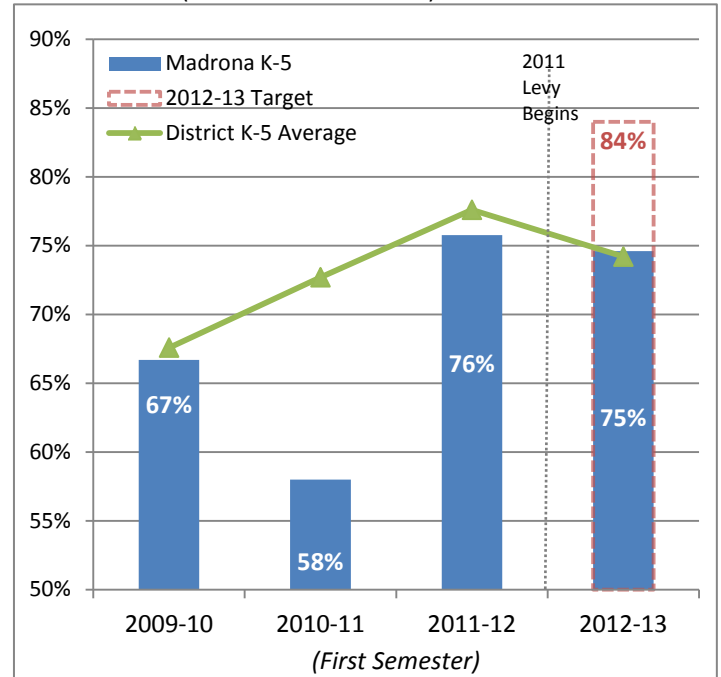
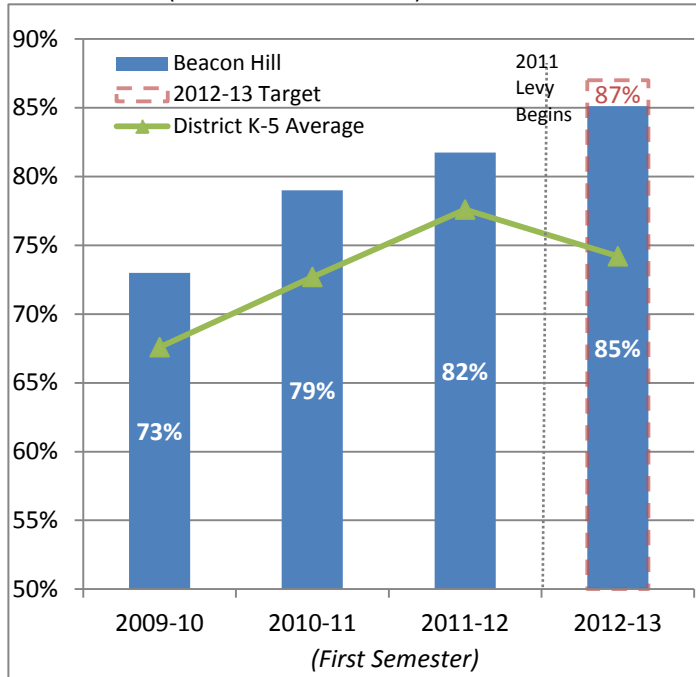
MID-YEAR INDICATORS: 2012-13

BEACON HILL INTERNATIONAL SCHOOL

MADRONA K-8

Indicator: Percent of K-5th grade students with fewer than five absences (excused or unexcused) in the first semester

Indicator: Percent of K-5th grade students with fewer than five absences (excused or unexcused) in the first semester

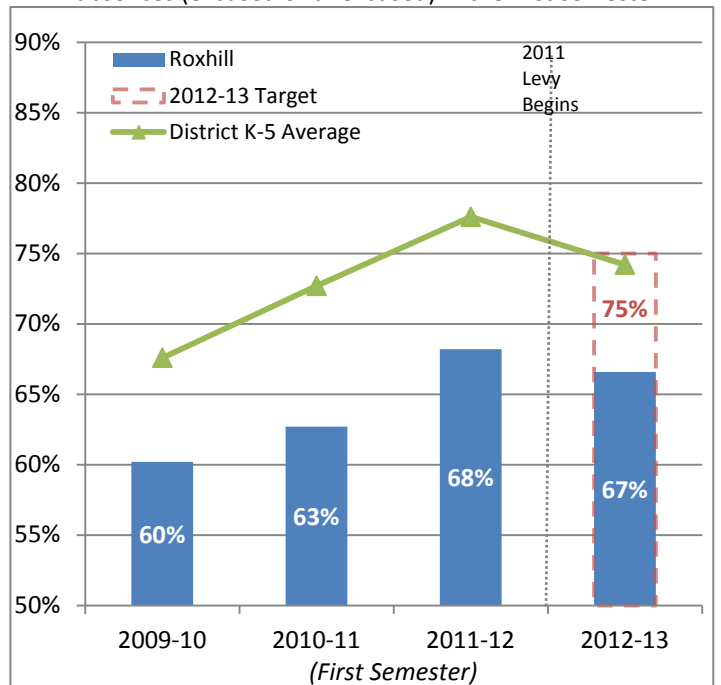
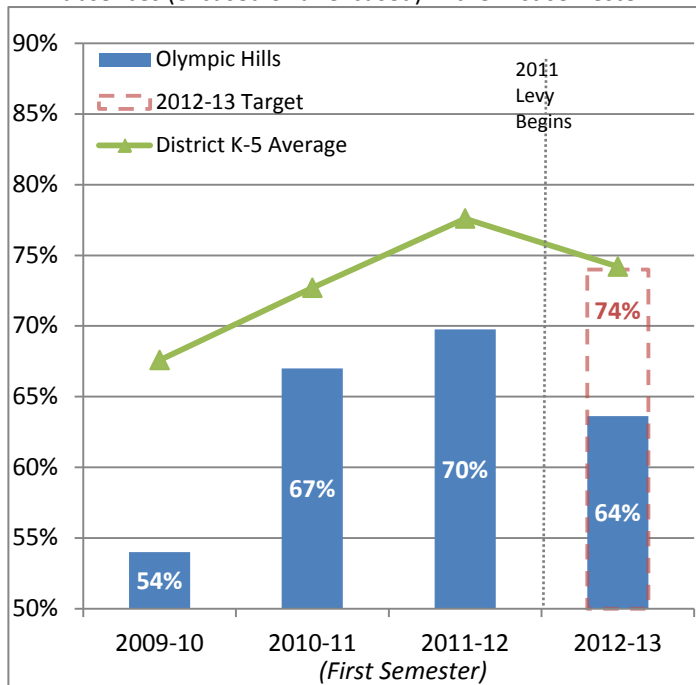


OLYMPIC HILLS ELEMENTARY SCHOOL

ROXHILL ELEMENTARY SCHOOL

Indicator: Percent of K-5th grade students with fewer than five absences (excused or unexcused) in the first semester

Indicator: Percent of K-5th grade students with fewer than five absences (excused or unexcused) in the first semester

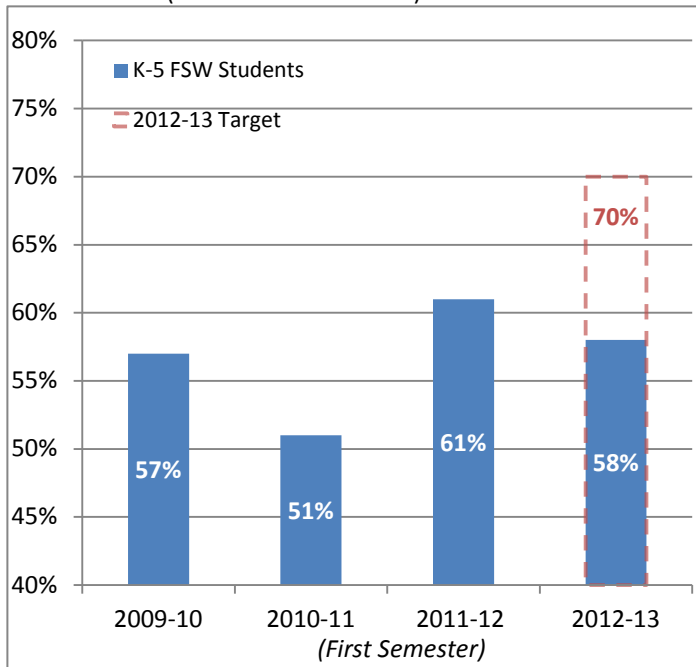


PUBLIC HEALTH – SEATTLE & KING COUNTY INVESTMENTS

MID-YEAR INDICATOR: 2012-13

FAMILY SUPPORT PROGRAM

Indicator: Percent of K–5th grade students with fewer than five absences (excused or unexcused) in the first semester



Note: All outcome and indicator targets for Elementary Health, School-Based Health Clinics, and Health Support Services will be reported in the 2012–13 Annual Report.

MIDDLE SCHOOL INNOVATION INVESTMENTS

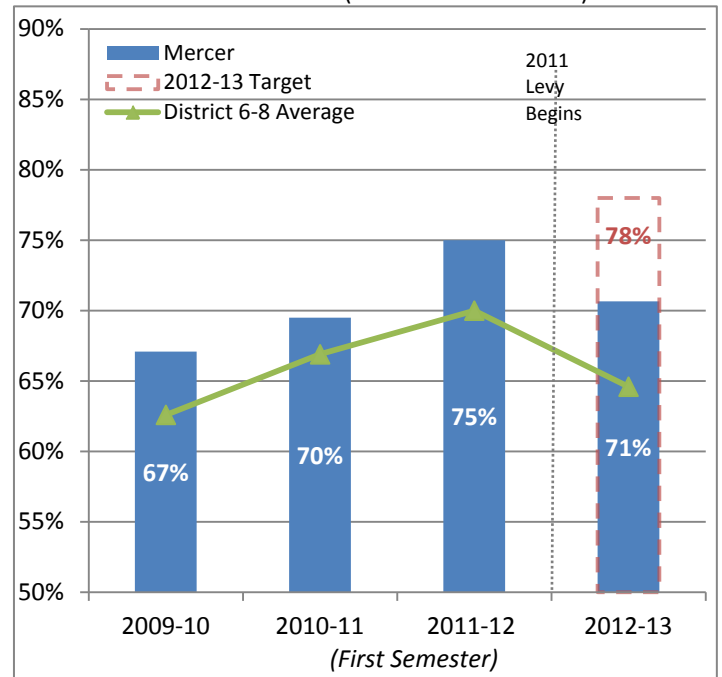
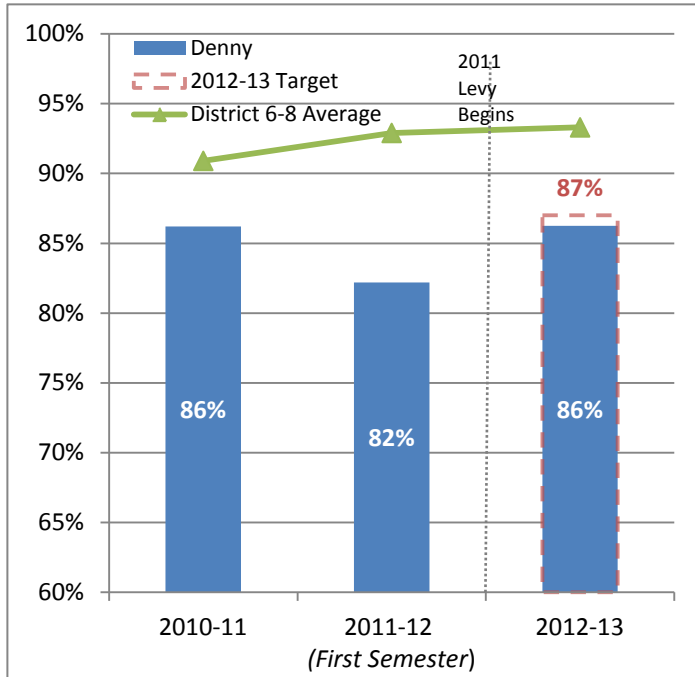
MID-YEAR INDICATORS: 2012-13

DENNY INTERNATIONAL MIDDLE SCHOOL

MERCER MIDDLE SCHOOL

Indicator: Percent of students passing core courses in the first semester

Indicator: Percent of students with fewer than five absences in the first semester (excused + unexcused)

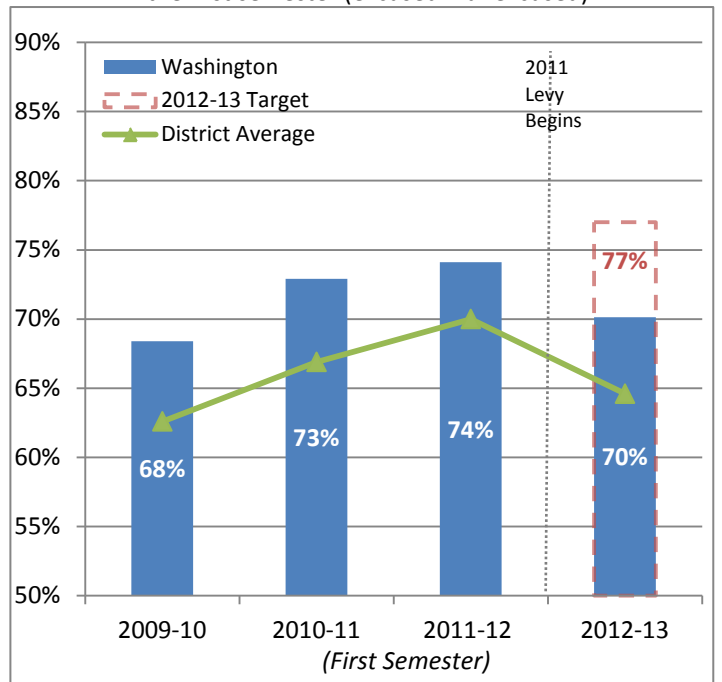
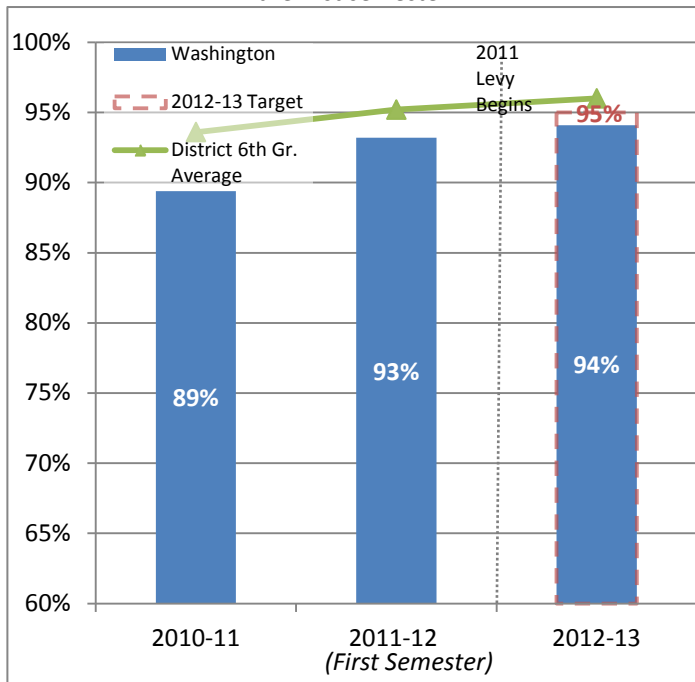


WASHINGTON MIDDLE SCHOOL

WASHINGTON MIDDLE SCHOOL

Indicator: Percent of 6th grade students passing core courses in the first semester

Indicator: Percent of students with fewer than five absences in the first semester (excused + unexcused)

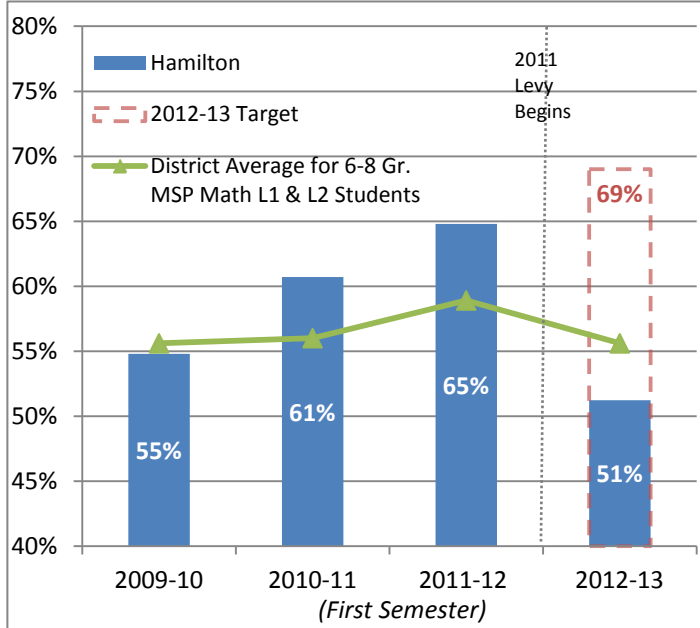


MIDDLE SCHOOL LINKAGE INVESTMENTS

MID-YEAR INDICATORS: 2012-13

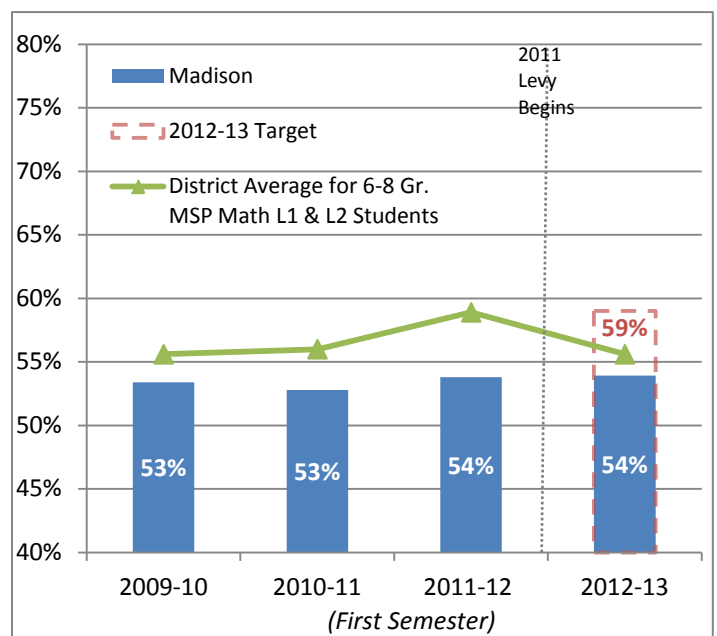
HAMILTON MIDDLE SCHOOL

Indicator: Percent MSP math Level 1 and 2 students with fewer than five absences in the first semester (excused + unexcused)



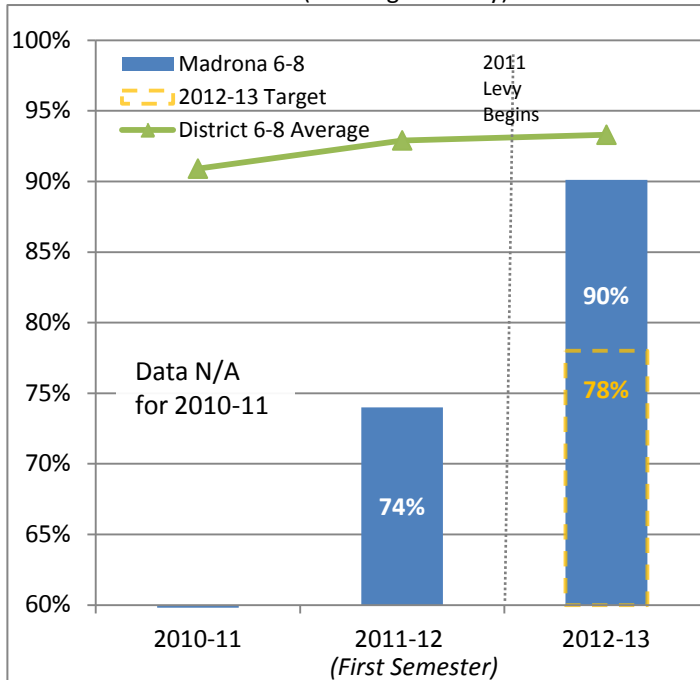
MADISON MIDDLE SCHOOL

Indicator: Percent of MSP math Level 1 and 2 students with fewer than five absences in the first semester (excused + unexcused)



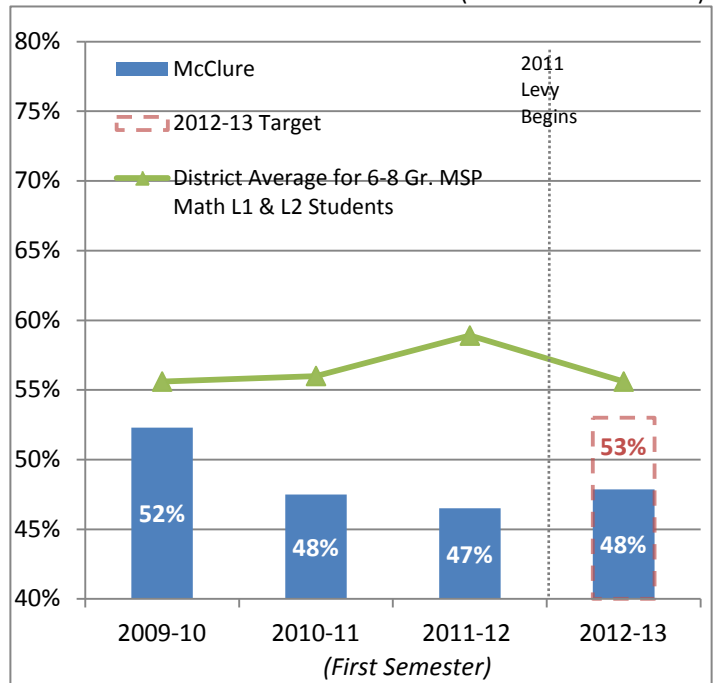
MADRONA K-8

Indicator: Percent of students passing core courses in the first semester (6th-8th grade only)



MCCLURE MIDDLE SCHOOL

Indicator: Percent of MSP math Level 1 and 2 students with fewer than five absences in the first semester (excused + unexcused)

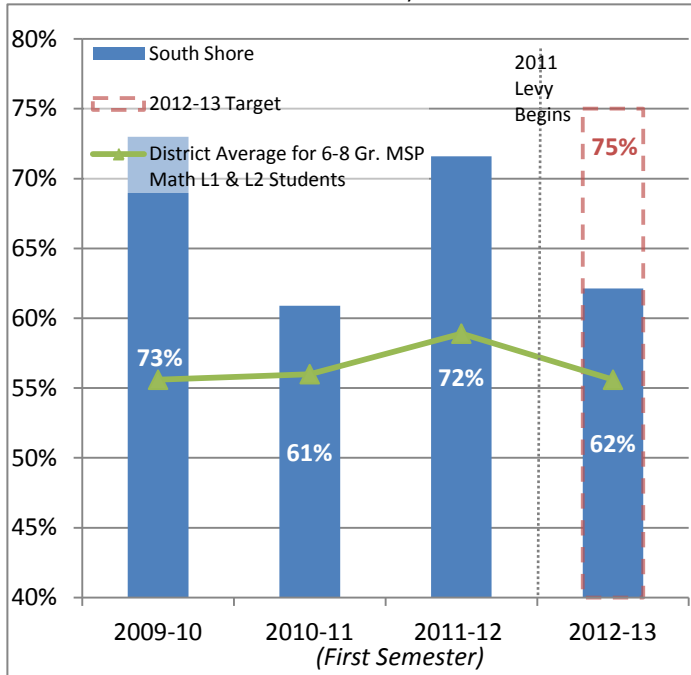


MIDDLE SCHOOL LINKAGE INVESTMENTS

MID-YEAR INDICATORS: 2012-13

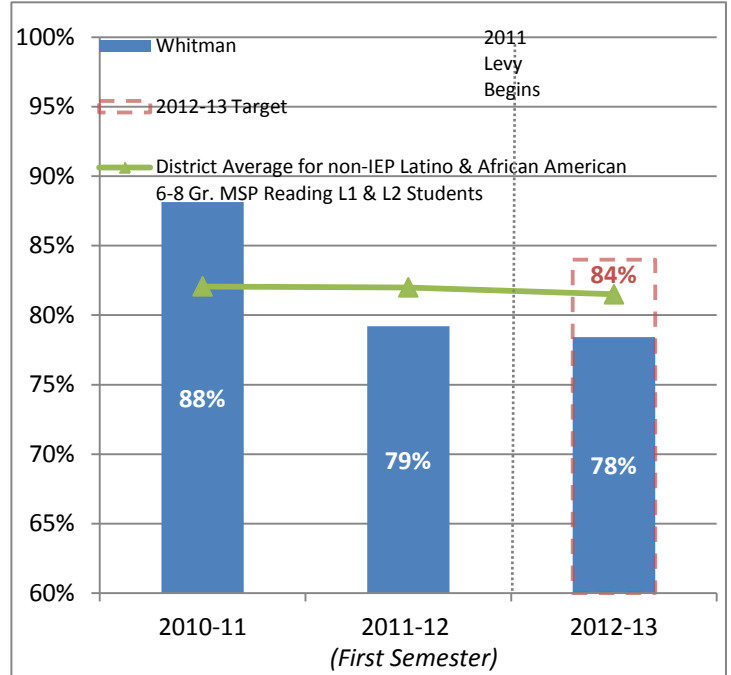
SOUTH SHORE PK-8

Indicator: Percent of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)



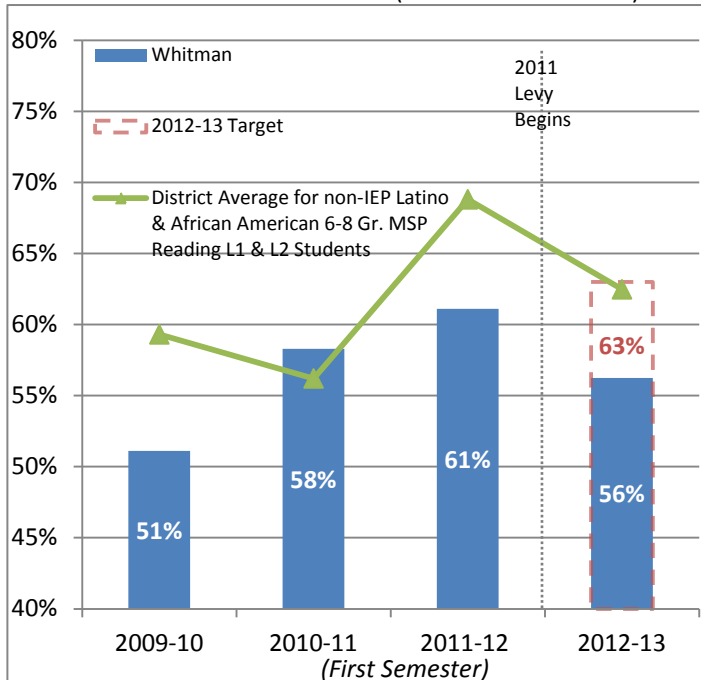
WHITMAN MIDDLE SCHOOL

Indicator: Percent of non-IEP MSP reading Level and Level 2 Latino and African American students passing core courses in the first semester



WHITMAN MIDDLE SCHOOL

Indicator: Percent of non-IEP MSP reading Level 1 and Level 2 Latino and African American students with fewer than five absences in the first semester (excused + unexcused)



Note: Pathfinder K-8 has selected year-long measures that will be available in the 2012-13 Annual Report.

HIGH SCHOOL INNOVATION INVESTMENTS

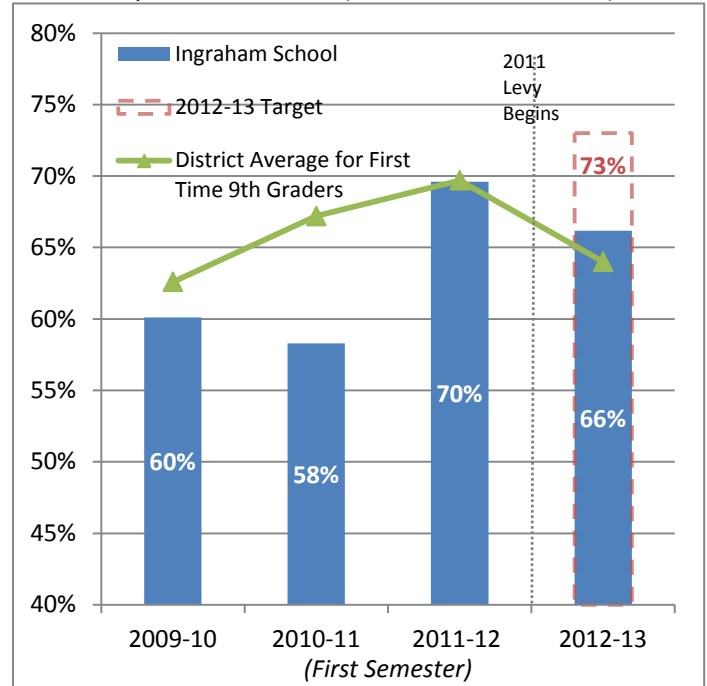
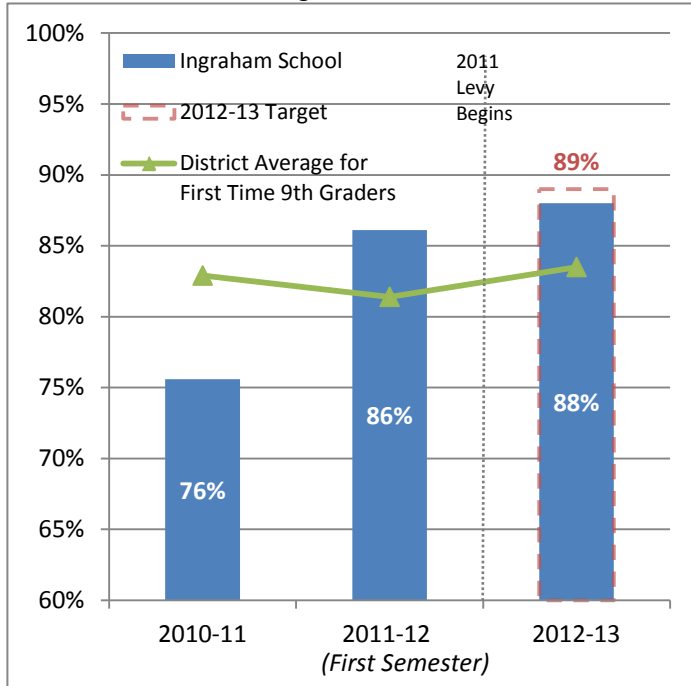
MID-YEAR INDICATORS: 2012-13

INGRAHAM HIGH SCHOOL

INGRAHAM HIGH SCHOOL

Indicator: Percent of first-time 9th graders passing core courses during first semester

Indicator: Percent of first-time 9th graders absent fewer than five days in first semester (excused and unexcused)

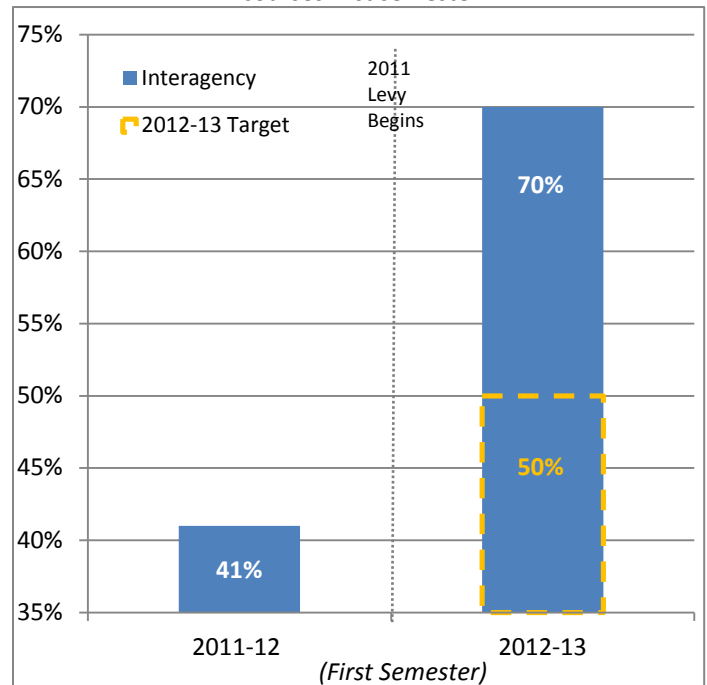
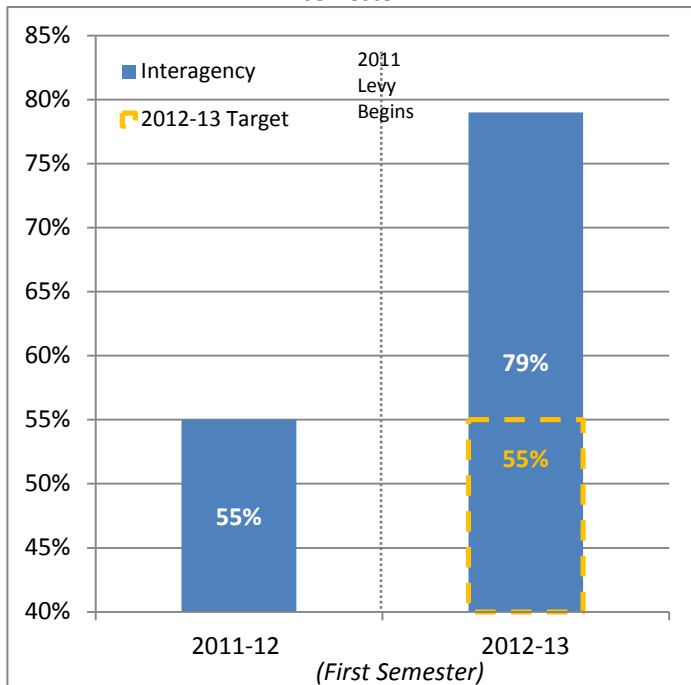


INTERAGENCY ACADEMY

INTERAGENCY ACADEMY

Indicator: Percent of all 9th graders passing math courses first semester

Indicator: Percent of all 9th graders passing English language arts courses first semester

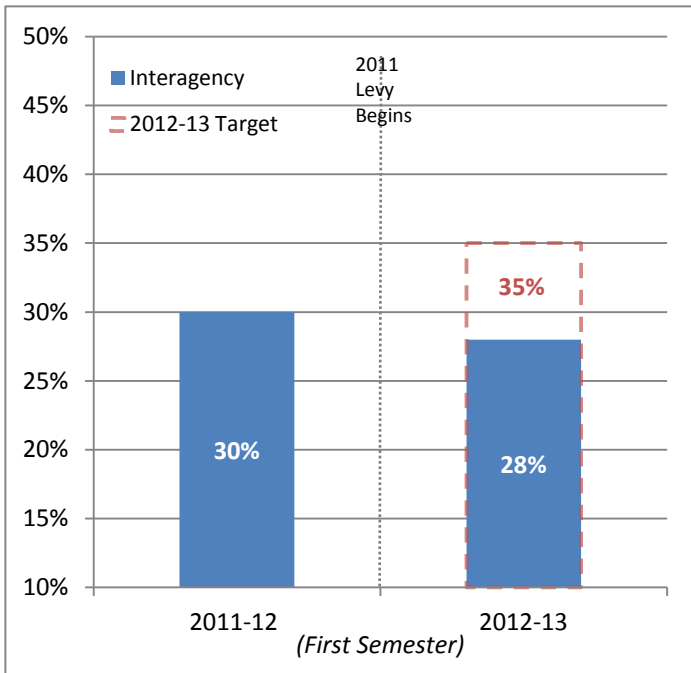


HIGH SCHOOL INNOVATION INVESTMENTS

MID-YEAR INDICATORS: 2012-13

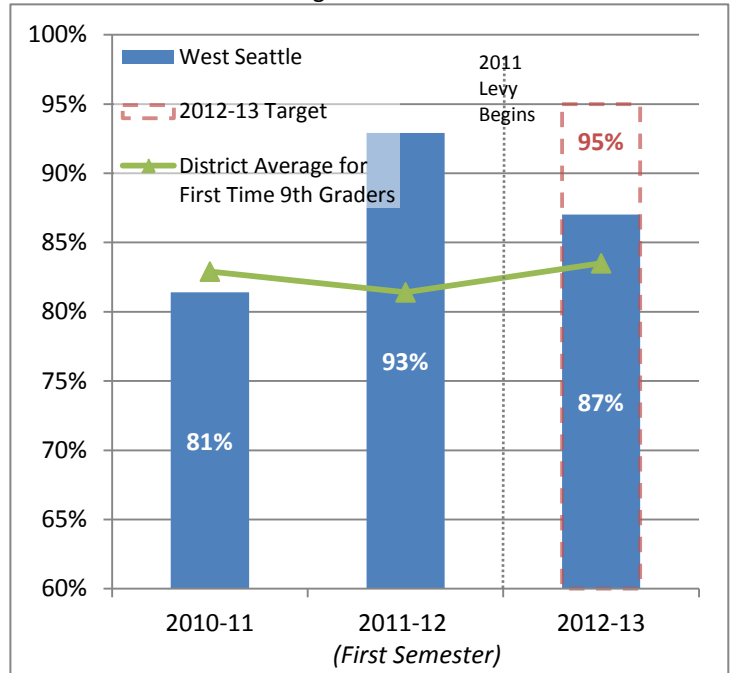
INTERAGENCY ACADEMY

Indicator: Percent of all 9th graders enrolled 20 or more days with an individual attendance rate of at least 80% in the first semester



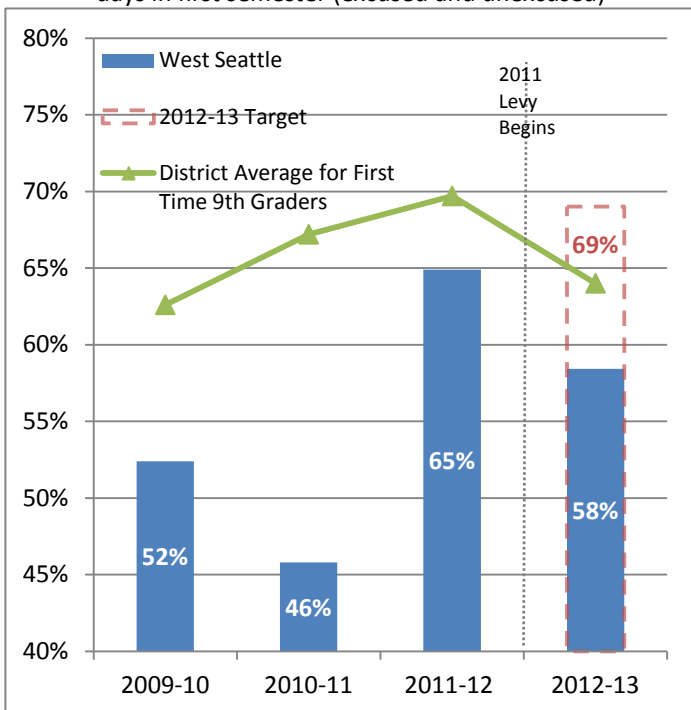
WEST SEATTLE HIGH SCHOOL

Indicator: Percent of first-time 9th graders passing core courses during first semester



WEST SEATTLE HIGH SCHOOL

Indicator: Percent of first-time 9th graders absent fewer than 5 days in first semester (excused and unexcused)



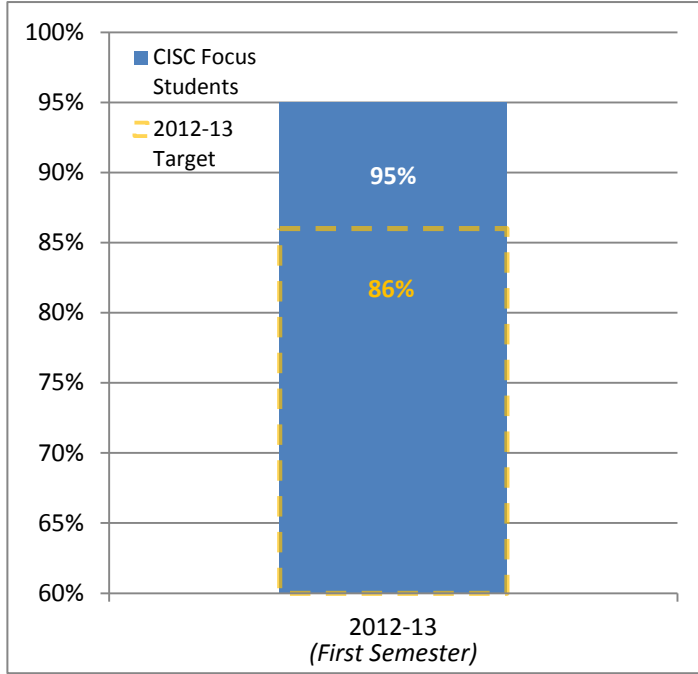
Note: Franklin High School has selected year-long measures that will be available in the 2012-13 Annual Report.

COMMUNITY-BASED FAMILY SUPPORT INVESTMENTS

MID-YEAR INDICATORS: 2012-13

CHINESE INFORMATION AND SERVICE CENTER

Indicator: Percent of 1st-5th grade focus students with fewer than five absences (excused or unexcused) in the first semester



REFUGEE WOMEN'S ALLIANCE

Indicator: Percent of 1st-5th grade focus students with fewer than five absences (excused or unexcused) in the first semester

