

Families and Education Levy Oversight Committee

AGENDA

Tuesday, January 13, 2015

4:00 – 5:30 p.m.

7th Floor, City Hall

600 4th Avenue

Welcome and Introductions	Council President Tim Burgess
Review and Approve 11/12/14 Minutes	Tim Burgess
Review Agenda	Holly Miller
2013-2014 Annual Report	Kathryn Aisenberg
Thank You and Adjourn	Holly Miller, All

Attachments

2013-14 Annual Report

Draft Minutes from 11/12/14

Next Meeting

February 10, 2015



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Wednesday, November 12, 2014**

MINUTES

MEMBERS PRESENT: Tim Burgess, Elise Chayet, Kevin Washington, Greg Wong, Sandi Everlove

OTHERS PRESENT: Holly Miller (OFE), Erica Johnson (OFE), Leilani Dela Cruz (HSD), Erin McGary-Hamilton (OFE Consultant), Long Phan (OFE), John Donaghy (Seattle Education Association), Isabel Munoz-Colon, Sarah Wilhelm (Health), Kathryn Aisenberg (OFE), John Pehrson (Former LOC member), Dora Taylor (Parents Across America), Forrest Longman (CBO), Brian Goodnight (Council Central Staff), Nate Van Duzer (CM Burgess staff), Sid Sidorowicz (OFE), Eric Anderson (SPS), Clover Codd (SPS)

Tim Burgess called the meeting to order. Introductions were made and the minutes from the September 9th LOC meeting were approved.

Staff from Seattle Public Schools, Clover Codd and Eric Anderson, were introduced to present the SPS Strategic Plan. C. Codd described the development of the plan which included a 70-member task force. Last school year represented the first year implementing the plan. Three main goals were adopted:

- Heavy focus on equitable outcomes
- Improve systems
- Strengthen partnerships.

Goal 1 includes the multi-tier support system to improve outcomes for all students. Goal 2 is intended to improve SPS' day-to-day infrastructure and Goal 3 includes community engagement. The plan is robust and ambitious.

K. Washington noted that the LOC has had several presentations by staff from the SPS IT area. We've been working on data improvement for a long, long time. Every year people from the district talk about how to improve data use. Does the current plan include a process to bring data pieces together to drive decision making?

C. Codd responded that this is an important strategy for Goal 2. SPS is looking at different data systems and considering how to integrate them. This is a major overhaul of systems that will be a multimillion dollar project. Phase I was the development of the academic data warehouse. SPS is not the only School District in the nation that deals with this problem and it is a priority for Deputy Superintendent Charles Wright. We are ready to tackle the problem as we are just as frustrated internally with the lack of data we can pull for decisions and the amount of time it takes. Central office is not designed to support the data needs that we have.

E. Anderson noted that with Power School implementation moving along, staffing has picked up for data requests and the warehouse is yielding more reports. The main customer for data support is the school principal. For each key customer, there is one kind of data access. Automated data reports for community projects is ongoing. E. Anderson added that data access remains a top priority.

G. Wong asked how raw goals of the plan are broken down into milestones. E. Anderson responded that there are annually reported metrics. These are summative measures on progress of the Strategic Plan priorities. Is the project on track? Is it being implemented well? A full time project manager and director of continuous improvement is on board now. This is one area where we've become a lot more formal.

S. Everlove asked what do you need to address data needs over the next 5 years? C. Codd responded that Deputy Superintendent Charles Wright and other SPS staff review data requests weekly. Data use in and of itself has exploded over last few years. Data needs now are not the same as five years ago and systems have not caught up with the demand.

E. Chayet and G. Wong asked if there might be places the Levy could intersect or dovetail with the SPS plan. C. Codd replied that it is our intent to be aligned and not working over one another and pouring duplicative resources into the same kids. I. Munoz-Colon added that OFE has already been partnering with staff at SPS. Once a month we come together as a whole to talk about areas we can leverage. We look at how can we better support data use across the district and how to partner together on professional development. One example of that is the MTSS RULER. Elementary schools in SE and SW have a social/emotional curriculum that builds their skills on how to interact with student and teacher. There is a seamless expectation on how we support students on self-regulation.

E. Anderson added that staff continuity has helped collaboration. SPS staff can reach out to OFE when we have new ideas. They are thought partners who help with strategic thinking. H. Miller added that this is a great prediction of where collaborative work is going. Recent focus has been on districtwide systems while Levy investments have been school by school. What's been more difficult is to focus on systems. SPS is making tremendous headway.

E. Anderson described the score card measures and targets. The purpose is to support communication to the public and in an annual report. Academic milestones are in support of goals 1 and 3 of the Strategic Plan. We are trying to be more strategic on what is important to measure. In addition, we are trying to be more transparent in the way we disaggregate data. We show results for English Language Learners (ELL), special education students, and those historically underserved (for example, African, Asian Pacific Islander, etc.).

Explaining the SPS metrics, E. Anderson stated that ELL student progress is a critical piece for SPS to follow. WaKIDS assessment gives us information on incoming kindergarten students. Research shows that reading skills and math skills developed by 3rd grade are indicators of subsequent academic success. SPS chose 7th grade indicators because 6th grade can be difficult transition year for many students. We are trying to be clear and precise around opportunity gaps and the disproportionality in special education, suspensions/expulsions, equitable access to preschool, arts/music, and physical education. What is happening in elementary

schools is not the same as in middle and high schools. We will measure results annually and report publicly.

C. Codd added that in the past, the District had school choice, which led to some competition for programming at schools and created inequities. When SPS changed from that to a new student assignment plan, families receive core academic assurances. However, SPS doesn't know exactly what students have access to at each school and what they don't. It is bigger task than what you might imagine. G. Wong asked if the district is also looking at gifted and talented programs. This seems to be not as addressed as much. E. Anderson answered yes, the board has asked for this. C. Codd added that it's a priority. G. Wong stated that as a parent, there appear to be many barriers for kids, and it should be easy to change those things. E. Anderson responded that the district has taken some steps. Last year SPS gave cognitive abilities tests to every 2nd grader. In addition, there is a Task Force working on this issue.

E. Anderson explained that in showing opportunity gaps, SPS selected large groups of students. We have a large ELL population in our schools so their results are shown. They are one of 3 groups of students on the Annual Report front page. Disaggregation by special education, and combined ethnicities is also shown. We are redesigning school reports so there is consistency across schools. We are also making the data more interactive for public. K. Washington pointed out that in structuring information this way, it serves a particular purpose. Is SPS continuing to disaggregate data by subgroups so student results are not being masked? Is that going on in the background? E. Anderson responded that that level of data is not a decision-making data point for the strategic plan. Interim assessment tools that teachers have access to and other information is used to address opportunity gaps at lower levels.

E. Anderson explained the effective teachers and leaders measures. The focus is on equitable access to quality teachers and retention rates. S. Everlove asked what measures are being used. E. Anderson responded that SPS uses evaluation rubrics and student growth measures, and is exploring the future use of student perception surveys. Surveys would be designed to protect staff and student anonymity. E. Anderson commented that a "multiple measures" approach to measuring teacher effectiveness is recommended, and referenced findings from a large scale project by the Gates Foundation S. Everlove asked about the value-added measure. E. Anderson replied that "value added" is a methodology for analyzing student achievement growth..

Stakeholder engagement is a new layer of information. SPS is using a tool from Denver public schools. Finally, measures are being developed to reach out to community partners.

E. Chayet asked about the current state of these measures. Did the survey include all parents? E. Anderson said it did not. The survey was planned for January, but pushed back to March/April. SPS used a callback method. The Board has requested the percentage of families responding to survey.

E. Anderson was asked why the survey data was not disaggregated. C. Codd responded that the survey would have to be linked to the student id for that information. SPS doesn't have the ability to pull that off right now, so the report is in the aggregate. E. Anderson added that parents were asked to self-report demographic information. We'll wait until we can reliably disaggregate data. K. Washington asked, on principal customer satisfaction, is that the principal as provider or principal as customer? C. Codd replied that using the Denver model, it

is the principal as customer. SPS plans on expanding the survey out to school secretaries and non-certificated staff. E. Anderson added that SPS used the leadership institute to get principal feedback.

S. Everlove asked if there are other academic milestones, or is the only metric how kids end up on Common Core? Is the assumption students are getting 21st century skills if they meet CC standards? E. Anderson replied that if a child passes the 11th grade exam we expect them to be ready for college and career even though it is not a whole child assessment.

John Pehrson pointed out that a meaningful Strategic Plan is a lot more than measurement. The Strategic Plan is about changing student performance.

Holly welcomed back Kathryn Aisenberg and introduced Long Phan who is working on communications and community engagement for Earl Learning programs.

H. Miller described the continuing outreach underway for the Seattle Preschool Program. She gave an overview of what's driving this and what it is going to constitute. To set stage, the goal is getting SPP classrooms open in September of 2015. On February 23rd, the Implementation Plan is due to City Council. It must first be approved by the Central Budget Office and the Mayor. We have this month and next month to put the plan together. We believe the best way to get meaningful communication from community is to very transparently engage people in giving us advice.

K. Washington asked do you know what are the Mayor's issues and concerns? E. Johnson responded that it is to engage in diversity. The entire outreach plan is framed by the Race and Social Justice Initiative. We briefed the LOC previously on different program areas we'll use for the community meetings. These reflect the Action plan attached to the SPP ordinance. The 2nd goal is to be open and transparent. We want the community to feel valued. Finally, there will be an Advisory committee appointed by the Mayor with input from City Council.


H. Miller added that four new LOC members will be appointed. Hopefully, these can be drawn from the advisory committee. Holly invited LOC members to come to the community meetings for as long or as short as they want.

L. Phan described the six community meetings, starting Saturday, November 14th. Each meeting has a similar format but different content. We have consultants who will facilitate, capture notes and pictures. They will post results online and push information out in a variety of ways. Simultaneous interpretation and translation, free childcare, and food will be provided.

H. Miller added that the District has been invited to the Advisory Committee and the Interdepartmental Team. The Mayor and Superintendent are meeting soon to hammer out an agreement to collaborate on planning. This will be publicly announced. The District is front and center in the planning process. G. Wong asked if the Seattle Education Association is participating as well. H. Miller responded that the IDT is generally city agencies and the district. They will be addressing curriculum, assessment, and space needs. The City is not imposing SPP on the District.

S. Everlove asked if the meetings are these designed so that if someone comes to just one they won't be lost. L. Phan responded that the format is similar for each meeting. People can drop in on any they are interested in.

The meeting was adjourned.



Department of Education and Early Learning
Families and Education Levy
2013-14 Annual Report

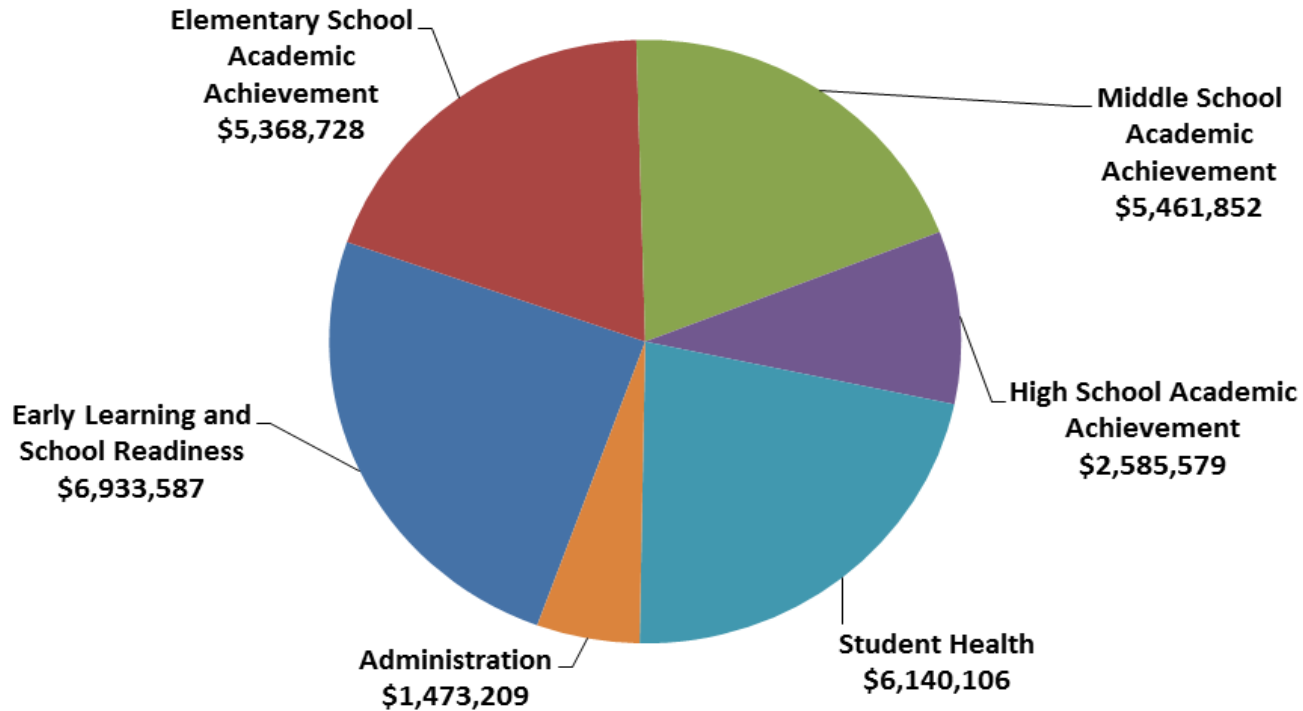


Levy Oversight Committee Meeting
January 13, 2015

Presentation Overview

- ▶ Summary of second-year implementation, results, and course corrections for Levy investment areas:
 - ▶ Elementary Innovation
 - ▶ Middle School Innovation/Linkage
 - ▶ High School Innovation
 - ▶ School- and Community-Based Family Support
 - ▶ Summer Learning
 - ▶ Student Health
 - ▶ Early Learning

2013-14 Levy Budget Plan



Note: School- and Community-Based Family Support funds are represented within Elementary. Summer Learning funds are represented in the Elementary, Middle, and High School areas.

Families and Education Levy Outcome Funding Framework

Investments

- Early Learning
- Elementary School Innovation
- Middle School Innovation & Linkage
- High School Innovation
- School- and Community-Based Family Support
- Student Health
- Summer Learning

Measures to Assess Annual Progress Towards Goals

Contract Indicators

Contract Outcomes

Road Map Milestones
(K-12 investments only)

GOALS

Children will be ready for school

All students will achieve academically and the achievement gap will be reduced

All students will graduate from school college/career ready

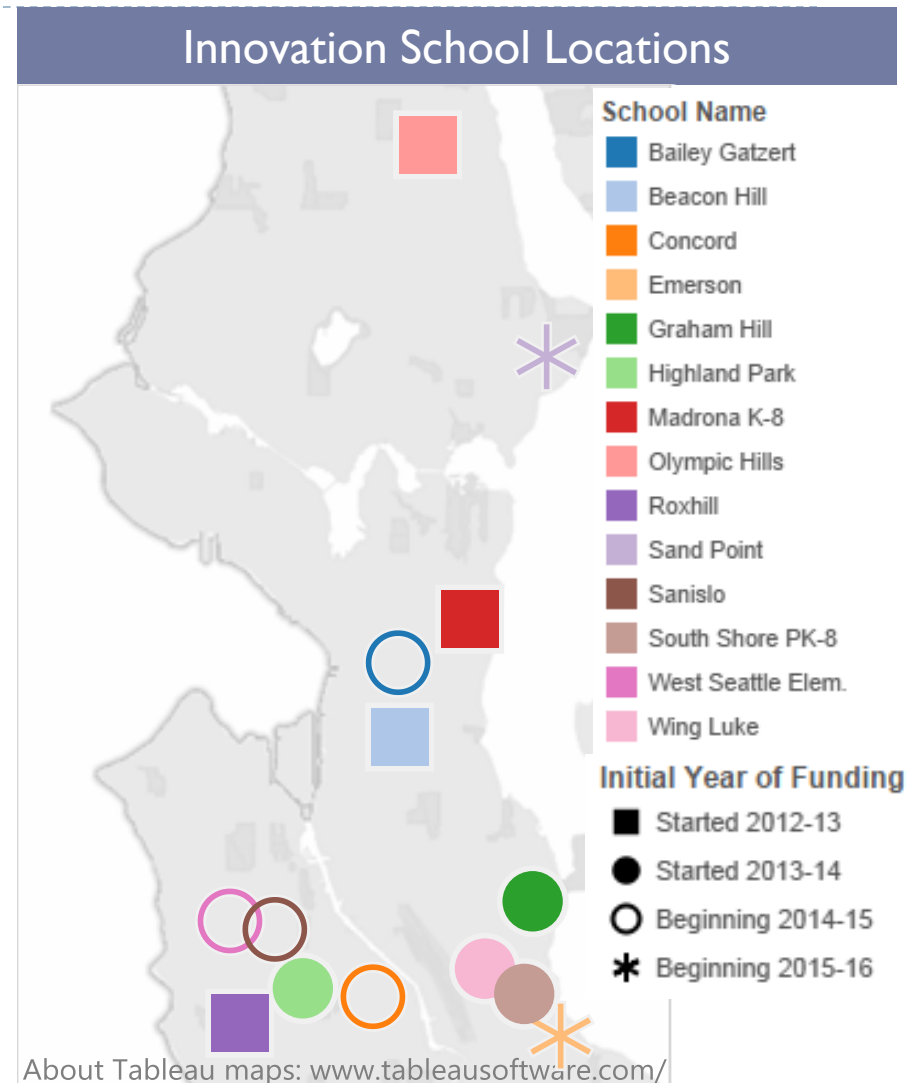


Elementary Innovation



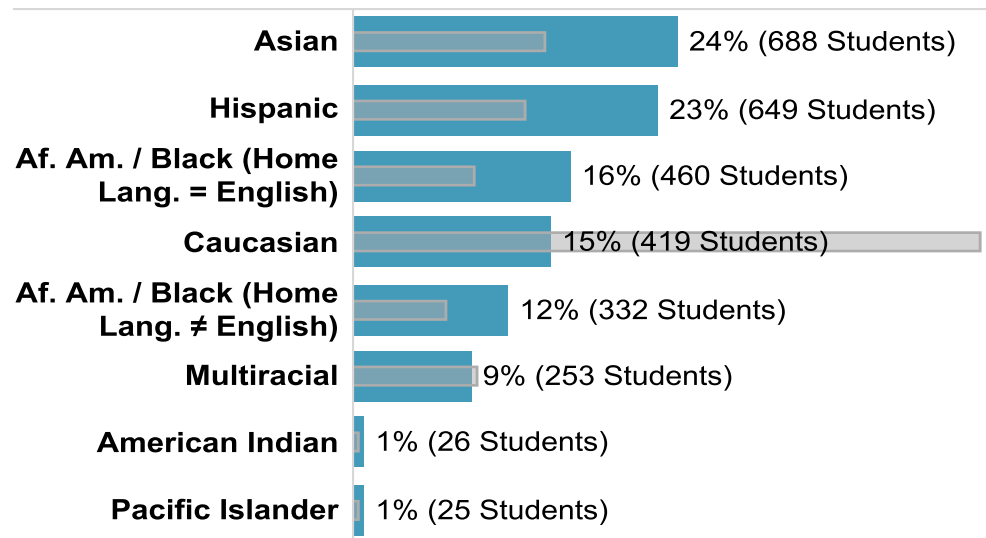
2013-14 Elementary Innovation Programs

- ▶ Levy Investment: \$2.5 million (\$316k per school)
- ▶ School Sites: 8
- ▶ Approximate Students Served: 850
- ▶ Focus Population:
 - ▶ English Language Learners (including Somali, Spanish, and Vietnamese speaking students)
 - ▶ African American and Latino students
 - ▶ Homeless students
- ▶ Strategies Include:
 - ▶ PreK-3 alignment
 - ▶ Extended In-School Learning Time
 - ▶ Expanded Learning Opportunities
 - ▶ Social, Emotional, Behavioral, and Family Support



2013-14 Elementary Innovation Demographics

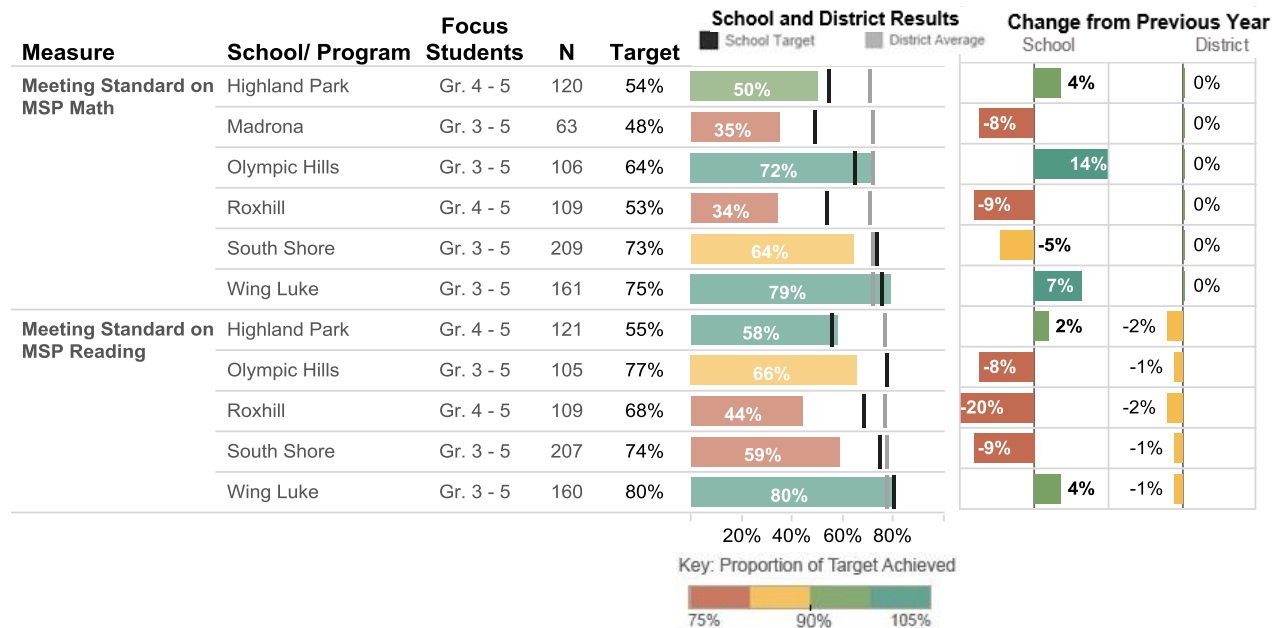
Demographics of Elementary (K-5th grade) Students in Levy Schools vs. District Schools



English Language Learners: Levy 29% vs. District 13%

Special Education Students: Levy 16% vs. District 13%

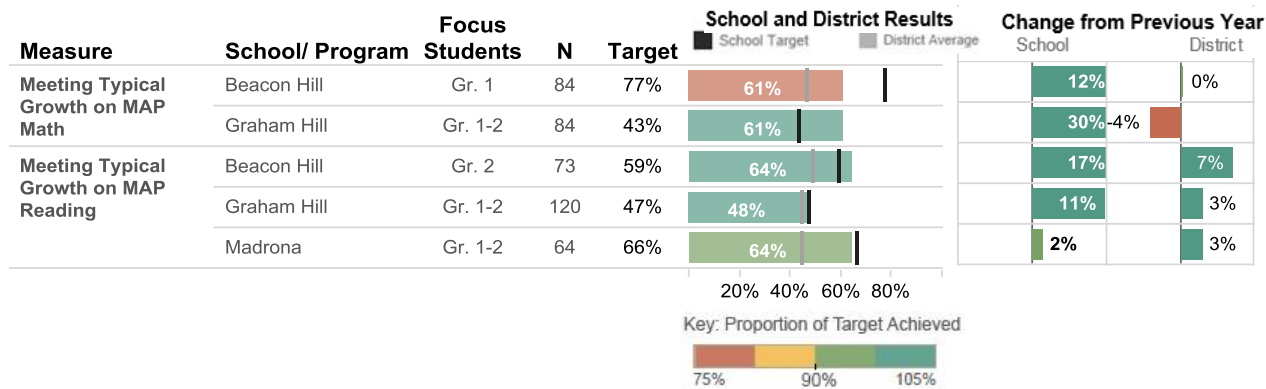
2013-14 Elementary Innovation Annual Contract-Level Outcome Results (1 of 2)



Summary:

- ▶ Mixed results in math and reading state assessment achievement data
- ▶ Math
 - ▶ Two high-needs schools surpassing district average
- ▶ Reading
 - ▶ Three schools struggled

2013-14 Elementary Innovation Annual Contract-Level Outcome Results (2 of 2)



Summary:

- ▶ Impressive growth in both math and reading
- ▶ Each Levy school exceeded district average
- ▶ Indicates schools making progress toward MSP proficiency goals



Middle School Innovation & Linkage



2013-14 Middle School Innovation & Linkage Programs

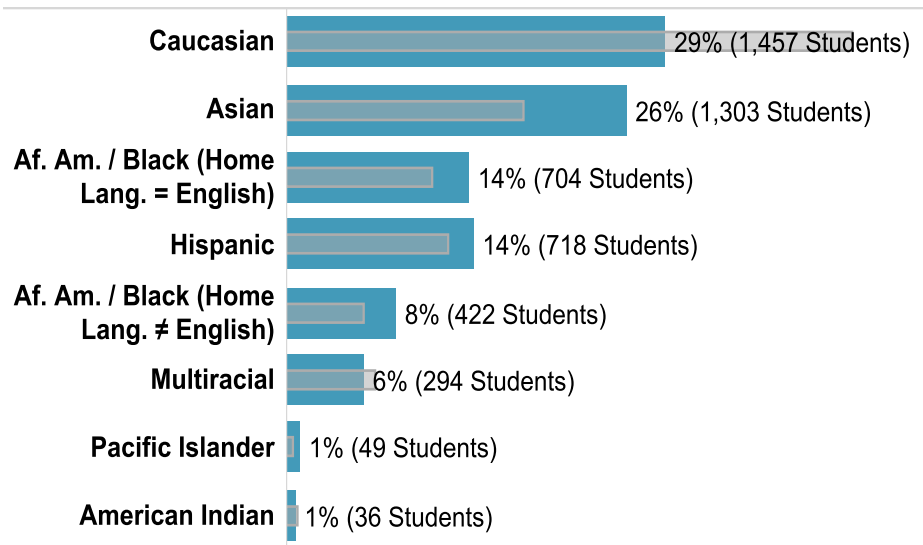
- ▶ **Levy Investment: \$3.8 million**
 - ▶ Innovation: \$482k to \$530k (per school)
 - ▶ Linkage: \$54k to \$240k (per school)
- ▶ **School Sites: 16**
 - ▶ Innovation: 5 schools
 - ▶ Linkage: 11 schools
- ▶ **Approximate Students Served: 5,560**

- ▶ **Focus Population:**
 - ▶ Students not on grade level in math and reading
 - ▶ English Language Learners
 - ▶ African American and Latino students

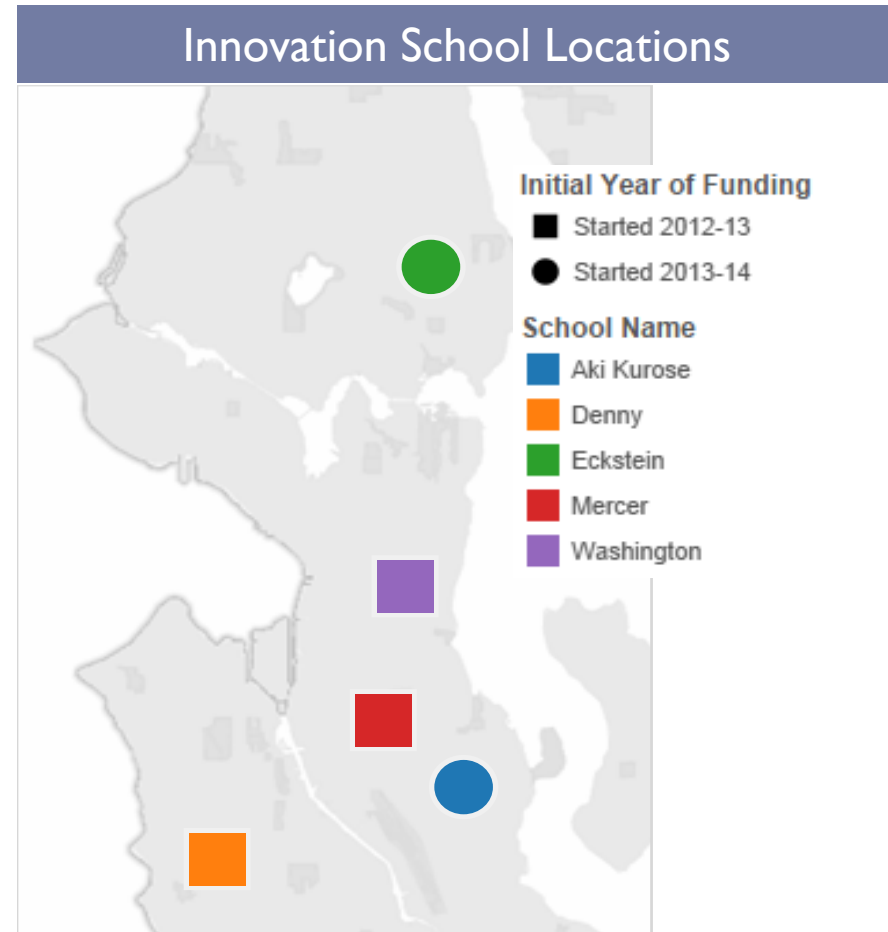
- ▶ **Strategies:**
 - ▶ Extended In-School Learning Time
 - ▶ Expanded Learning Opportunities
 - ▶ Social, Emotional, Behavioral, and Health Support
 - ▶ Family Involvement
 - ▶ College and Career Readiness (*Innovation only*)

2013-14 Innovation Middle School Demographics & Locations

6th – 8th Grade Students in Levy Innovation Schools vs. District Schools

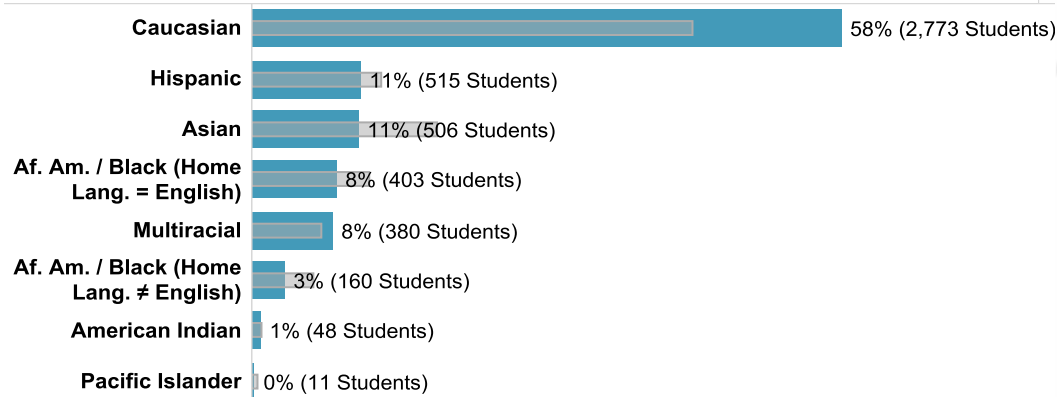


English Language Learners: Levy 10% vs. District 7%
 Special Education Students: Levy 14% vs. District 14%



2013-14 Linkage Middle School Demographics & Locations

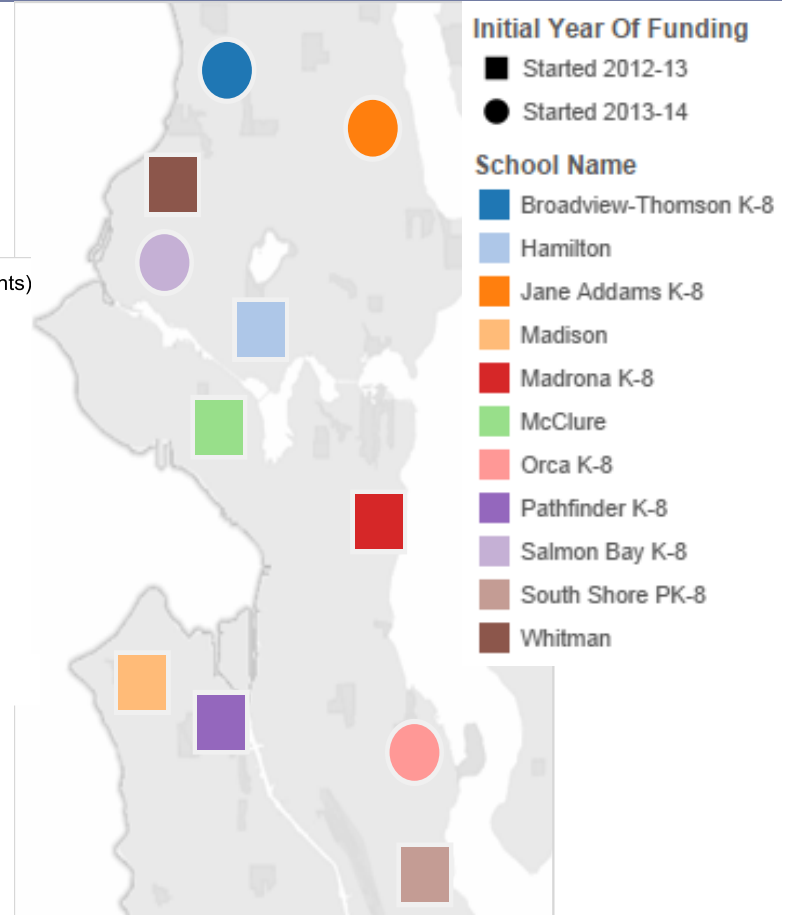
6th – 8th Grade Students in Levy Linkage Schools vs. District Schools



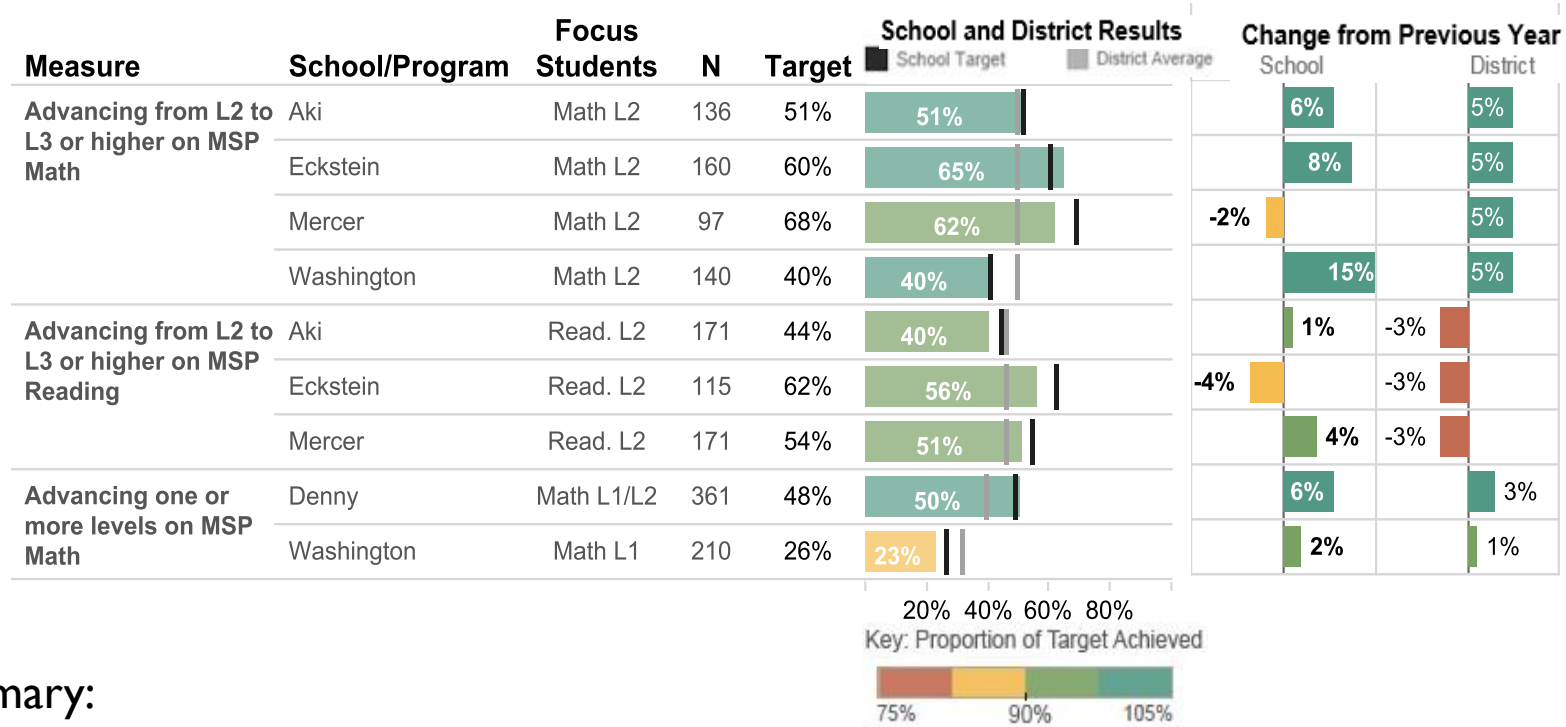
English Language Learners: Levy 3% vs. District 7%

Special Education Students: Levy 15% vs. District 14%

Linkage School Locations



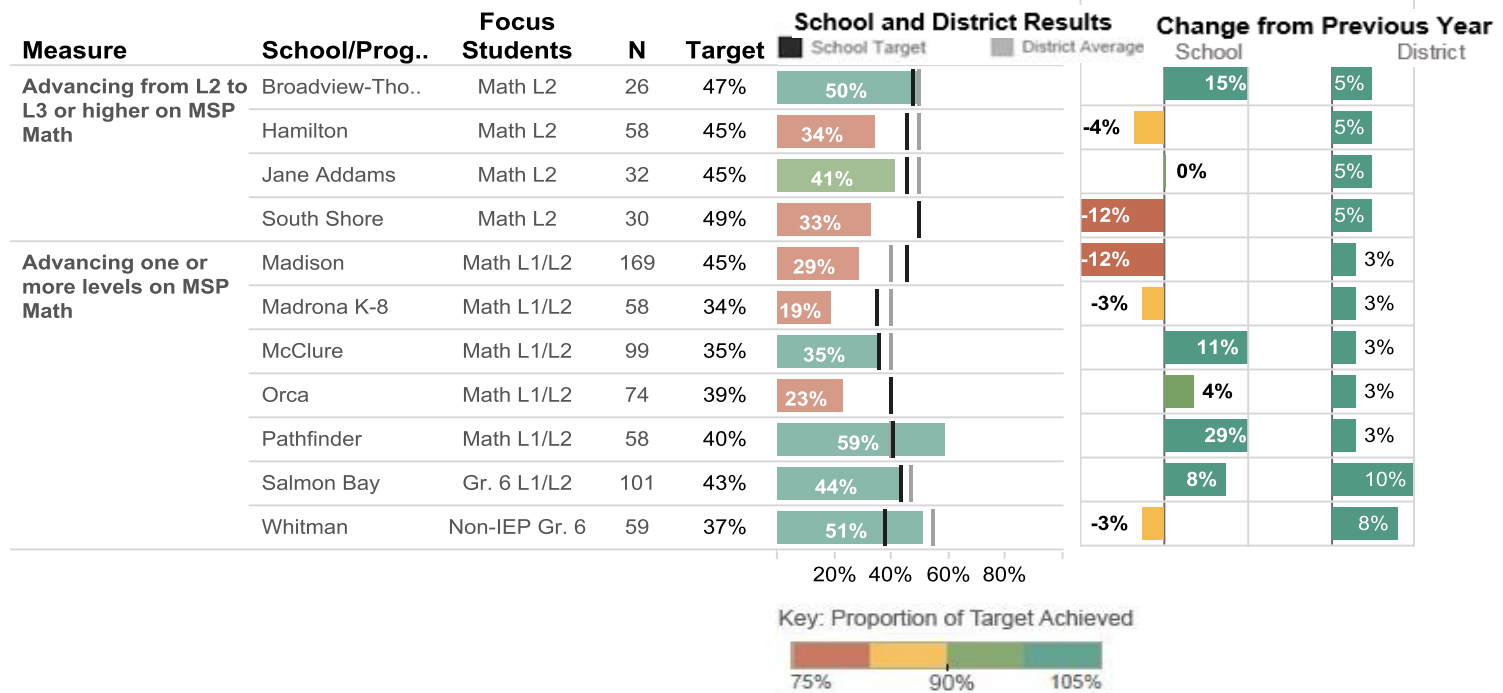
2013-14 Middle School Innovation Annual Contract-Level Outcome Results



Summary:


- ▶ Deep, long-term middle school investments yielding positive results
- ▶ Math:
 - ▶ 4 of 5 schools are outperforming district in advancing students in math on MSP
 - ▶ 3 of 5 schools met or exceeded all annual Levy math MSP targets
- ▶ Reading:
 - ▶ All schools met 90%+ of their target for each performance measure
 - ▶ 2 of 3 schools improved from previous year; the one school that declined slightly still outperformed the district average

2013-14 Middle School Linkage Annual Contract-Level Outcome Results




Summary:

- ▶ Smaller Levy investments yielding mixed results; results susceptible to greater variation due to small “Ns”
- ▶ 5 of 11 schools’ math MSP measure results improved from previous year
- ▶ 2 of 4 schools with declining performance experienced new school and Levy leadership in 2013-14

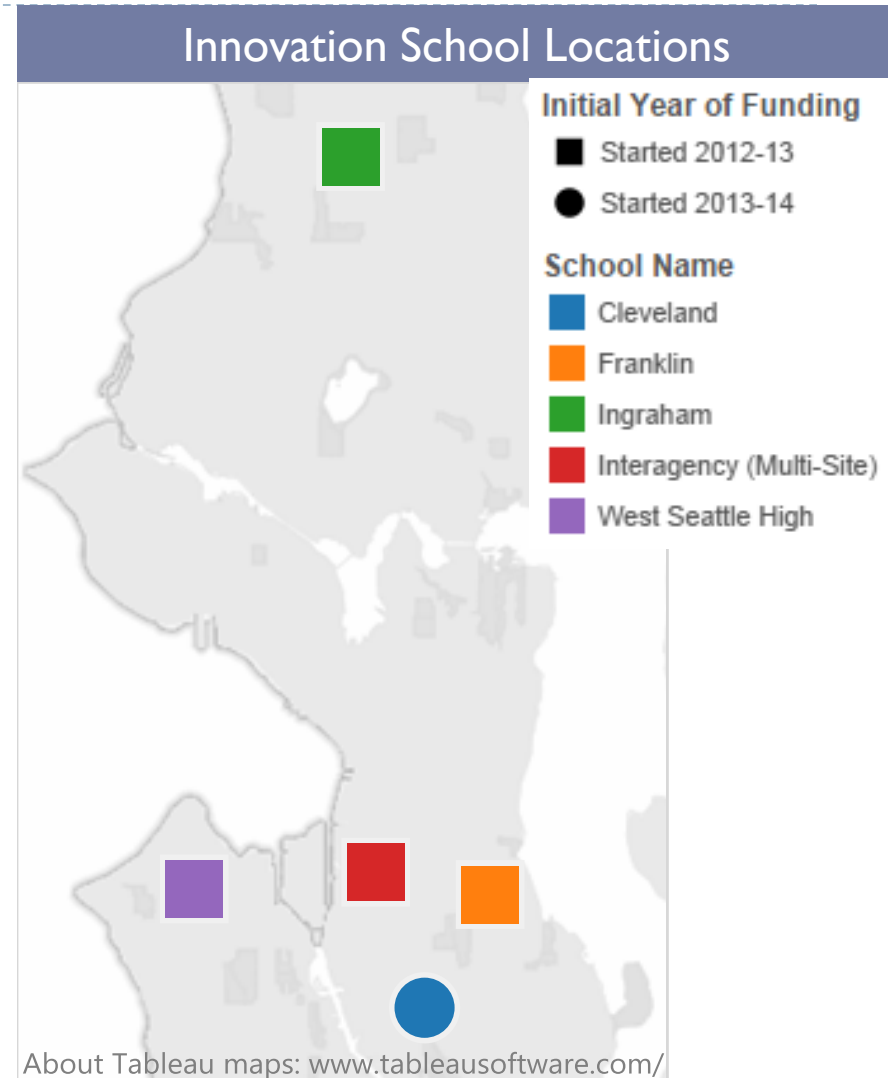


High School Innovation



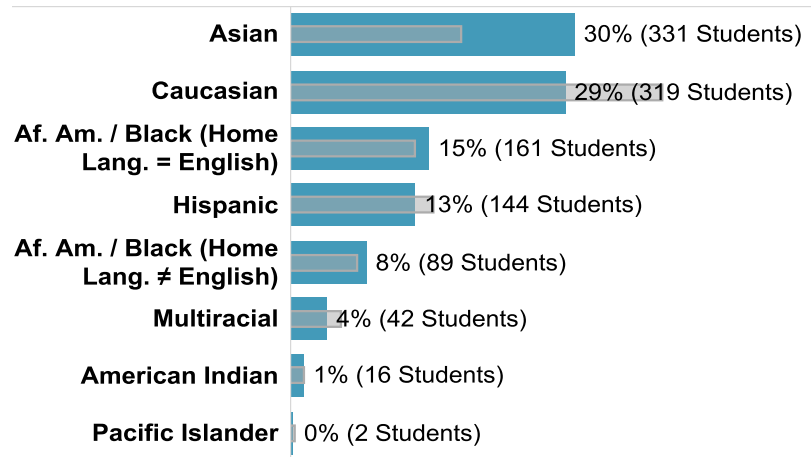
2013-14 High School Innovation Programs

- ▶ Levy Investment: \$1.9 million (\$375k each)
- ▶ School Sites: 5
- ▶ Approximate Students Served: 1,300
- ▶ Focus Population:
 - ▶ First-time 9th graders
 - ▶ Students not on grade level in math and reading
 - ▶ African American and Latino students
- ▶ Strategies:
 - ▶ 8th to 9th Grade Transition
 - ▶ Extended In-School Learning Time
 - ▶ Social, Emotional, Behavioral, and Health Support
 - ▶ Family Involvement
 - ▶ College and Career Readiness



2013-14 High School Innovation Demographics

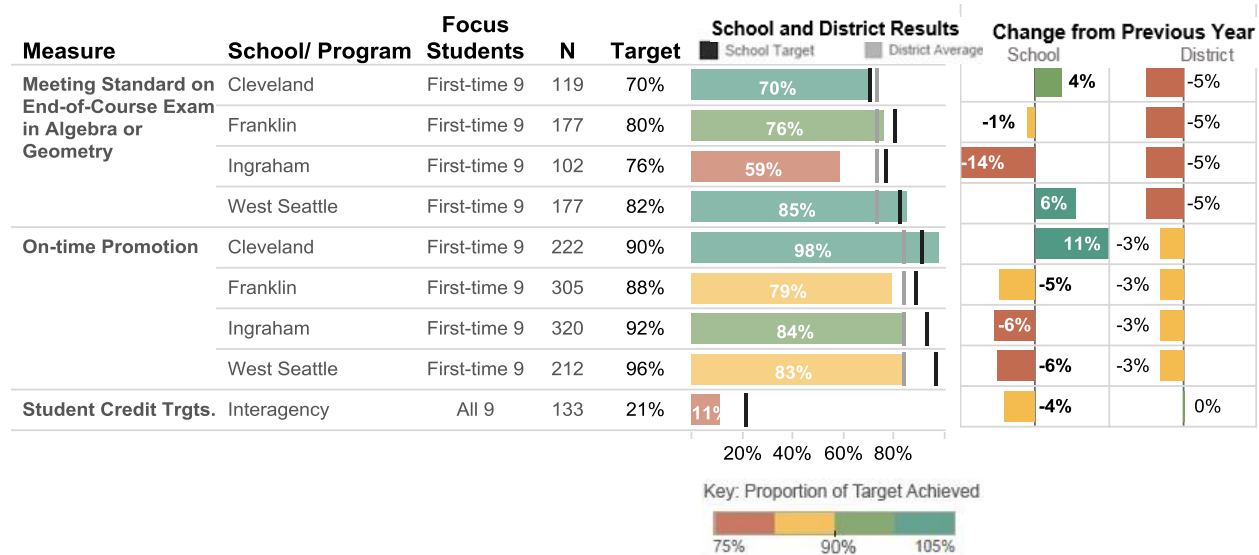
Demographics of First-Time 9th Graders in Levy Schools vs. District Schools



English Language Learners: Levy 7% vs. District 10%

Special Education Students: Levy 14% vs. District 16%

2013-14 High School Innovation Annual Contract-Level Outcome Results



Summary:

- ▶ Levy high schools are serving highest-needs first-time 9th graders in the district and still performing at or above the district average for 5 of 8 applicable measures
- ▶ EOC performance improved for 2 of 4 schools despite overall district average declining by 5%
- ▶ On-Time Promotion area for improvement for 3 of 4 schools

Note: Interagency Academy has different contractual performance measures than the four comprehensive Levy high schools. Interagency also focuses on all 9th graders, whereas the other schools' strategies address first-time 9th graders.



Elementary, Middle, and High School Investment Course Corrections



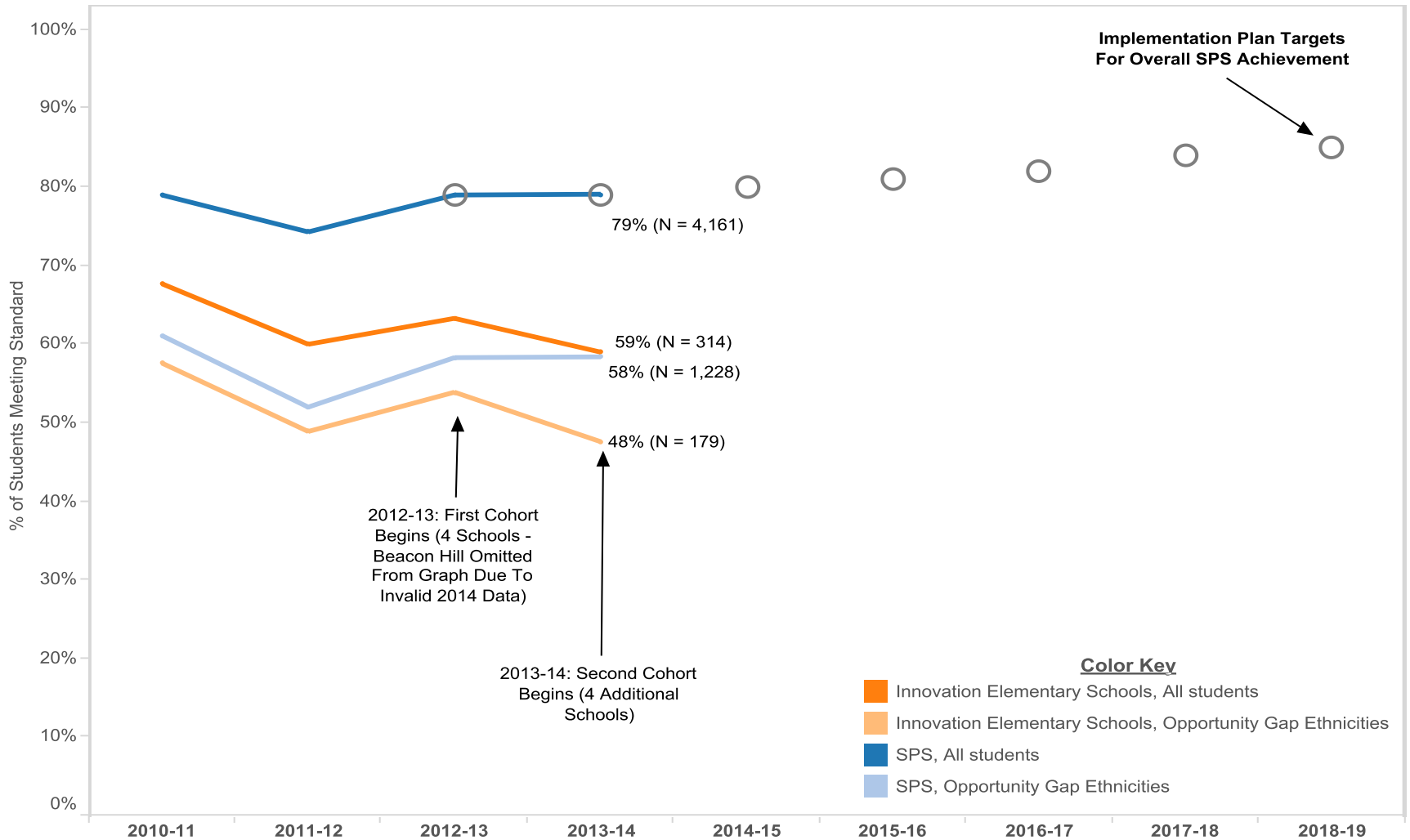
Elementary, Middle, and High School Course Corrections

Needs Identified	Recommended Course Corrections
<p>1. Consistency/stability in school Levy team staffing</p>	<ul style="list-style-type: none"> • Collaborate with District to minimize school leadership changes. • Develop systems and tools to efficiently and effectively onboard new school-based Levy team staff members to ensure schools successfully implement course corrections and refine strategies from one year to the next. • Deploy common Levy tools including annual calendars, walk through templates, quarterly checklists, and intervention reports to support schools' strategy implementation during the year. • Support schools in deploying “Professional Learning Communities” to build teachers' and principals' capacity to utilize data to inform instruction and refine Levy strategy implementation.
<p>2. Teacher professional development to effectively implement Common Core standards</p>	<ul style="list-style-type: none"> • Launch a summer “Teacher and Leadership Academy” in collaboration with the University of Washington’s College of Education to provide teachers and administrators the opportunity to analyze Common Core math and English Language Arts standards and to practice and implement new instructional strategies with students attending South Shore PreK-8’s summer program. • Convene math and English language arts “Professional Learning Communities” to share curricula resources and discuss instructional best practices. • Provide four full-day professional development opportunities focusing on non-fiction reading for all 9th grade content area teachers.
<p>3. Support for school-level data analysis</p>	<ul style="list-style-type: none"> • Collect and report school-specific intervention-level data so schools may analyze the effectiveness of different levy-sponsored interventions and make course corrections accordingly. • Convene school stakeholders to solicit feedback on requested report improvements and coordinate with Seattle Public Schools’ technology department to refine district-issued school reports. • Collaborate with Seattle Public Schools to release two new Community-Based Organization reports containing early warning indicator information (e.g. attendance, courses, behavior data) for students served.
<p>4. Additional resources and support for managing Levy-funded community-based organization contracts</p>	<ul style="list-style-type: none"> • Develop resources including a walk through tool and Levy implementation calendar for school leaders to use to monitor CBO programs and to inform constructive feedback sessions. • Clarify expectations for school leaders and CBO partners regarding roles and responsibilities for managing contracts.



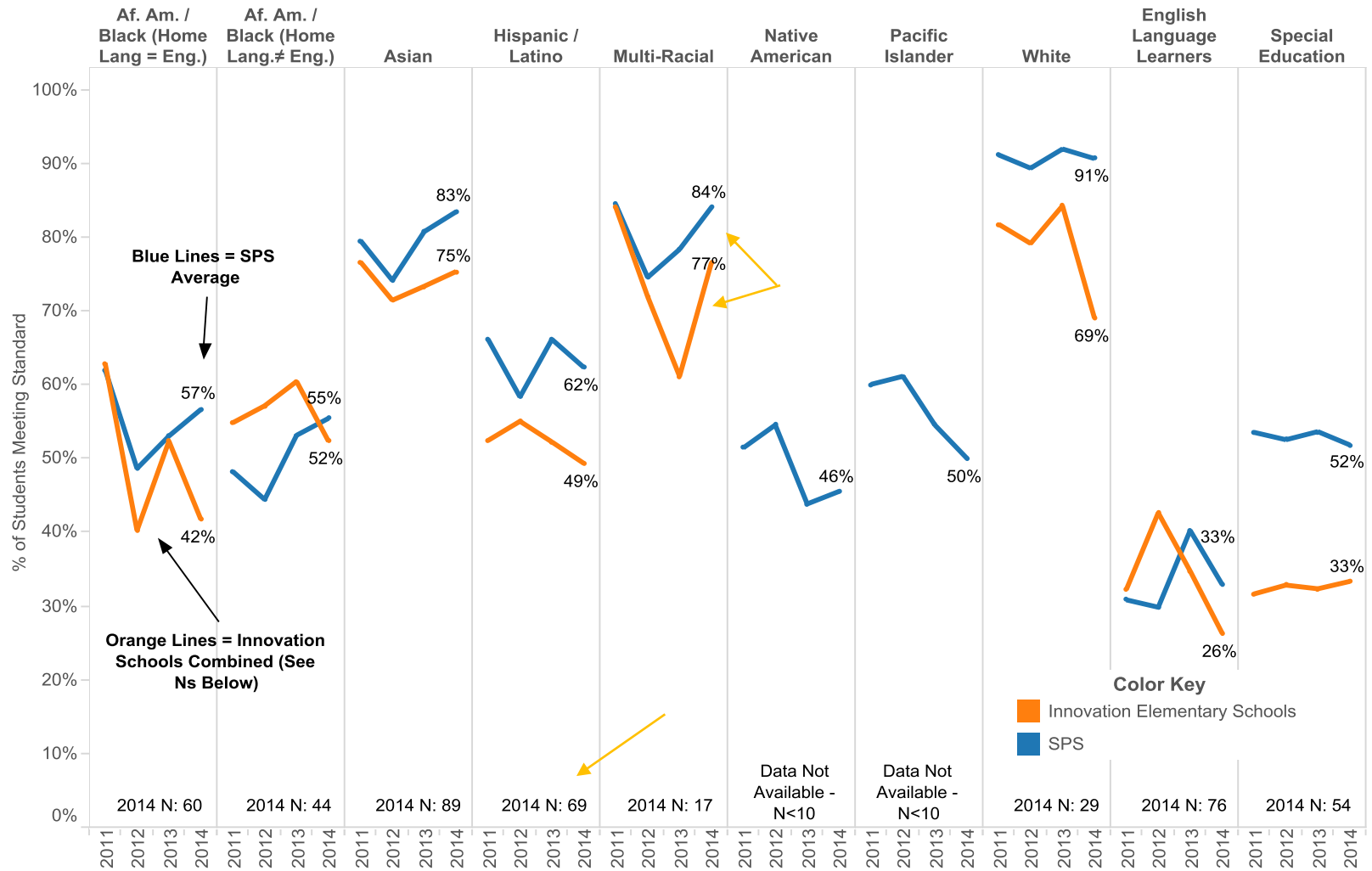
K-12 Milestone Measures

Milestone 1(a) – 3rd Grade Reading

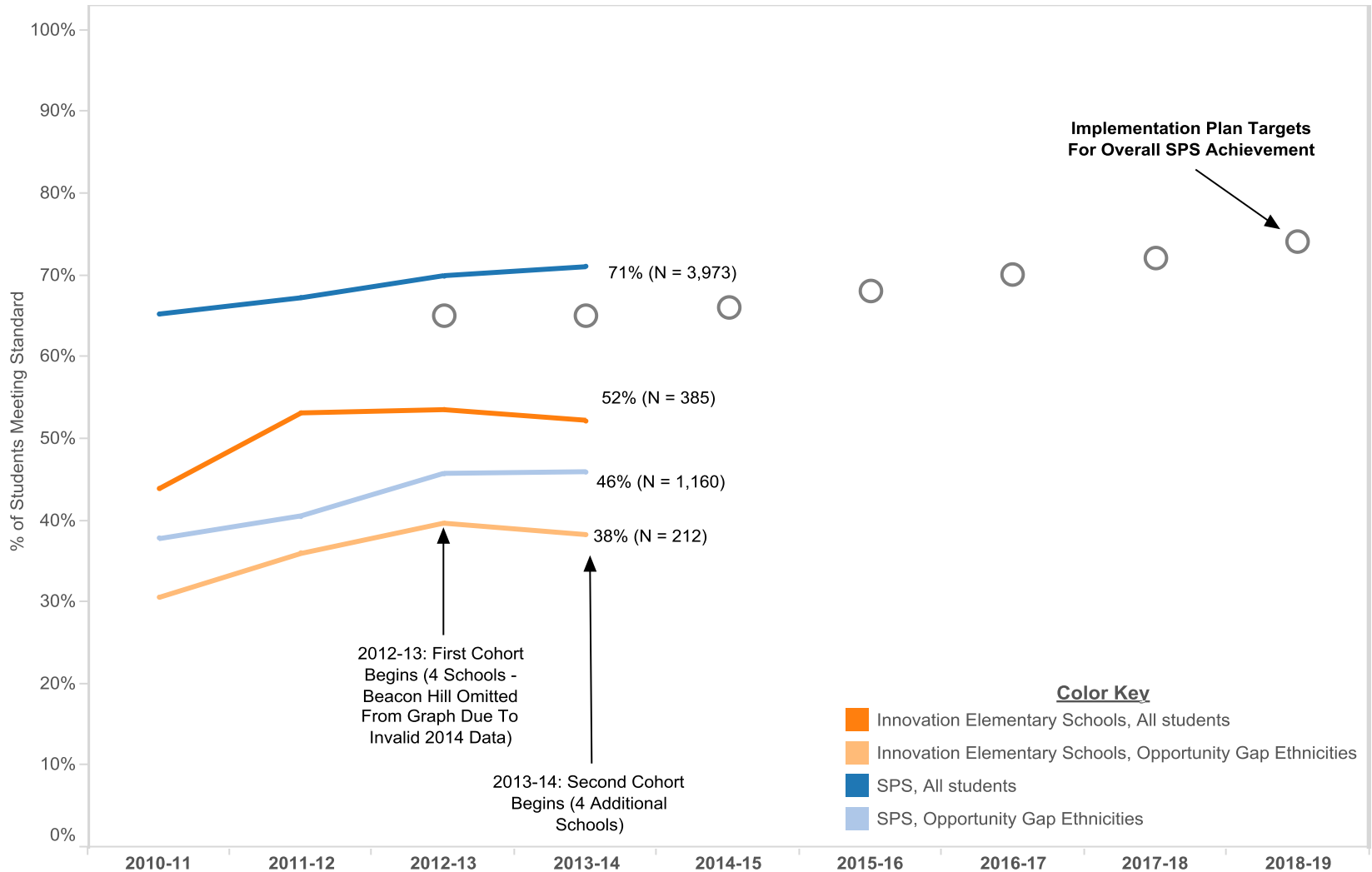


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

Milestone 1(b) – 3rd Grade Reading, Disaggregated by Subgroups

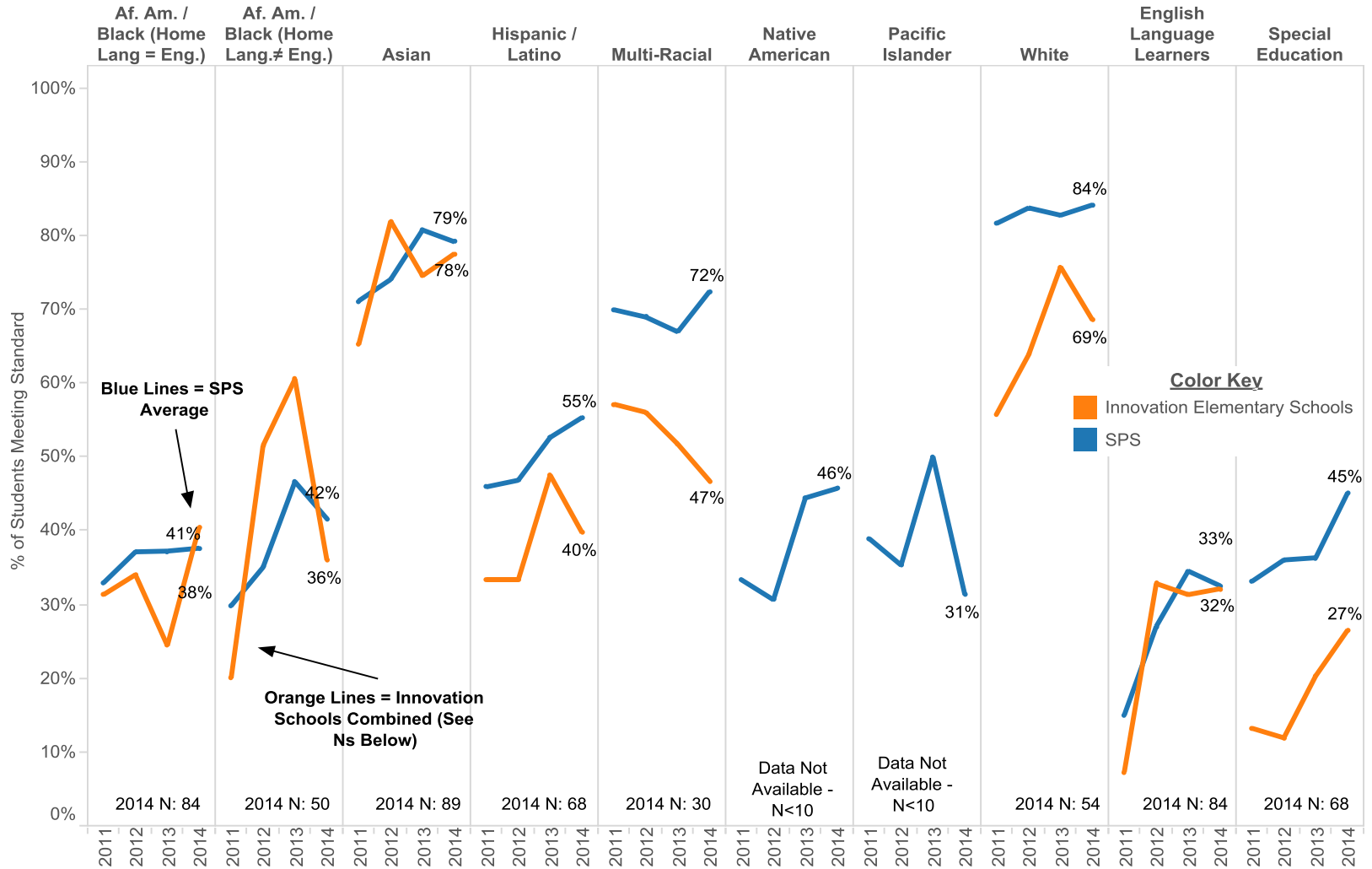


Milestone 2(a) – 4th Grade Math

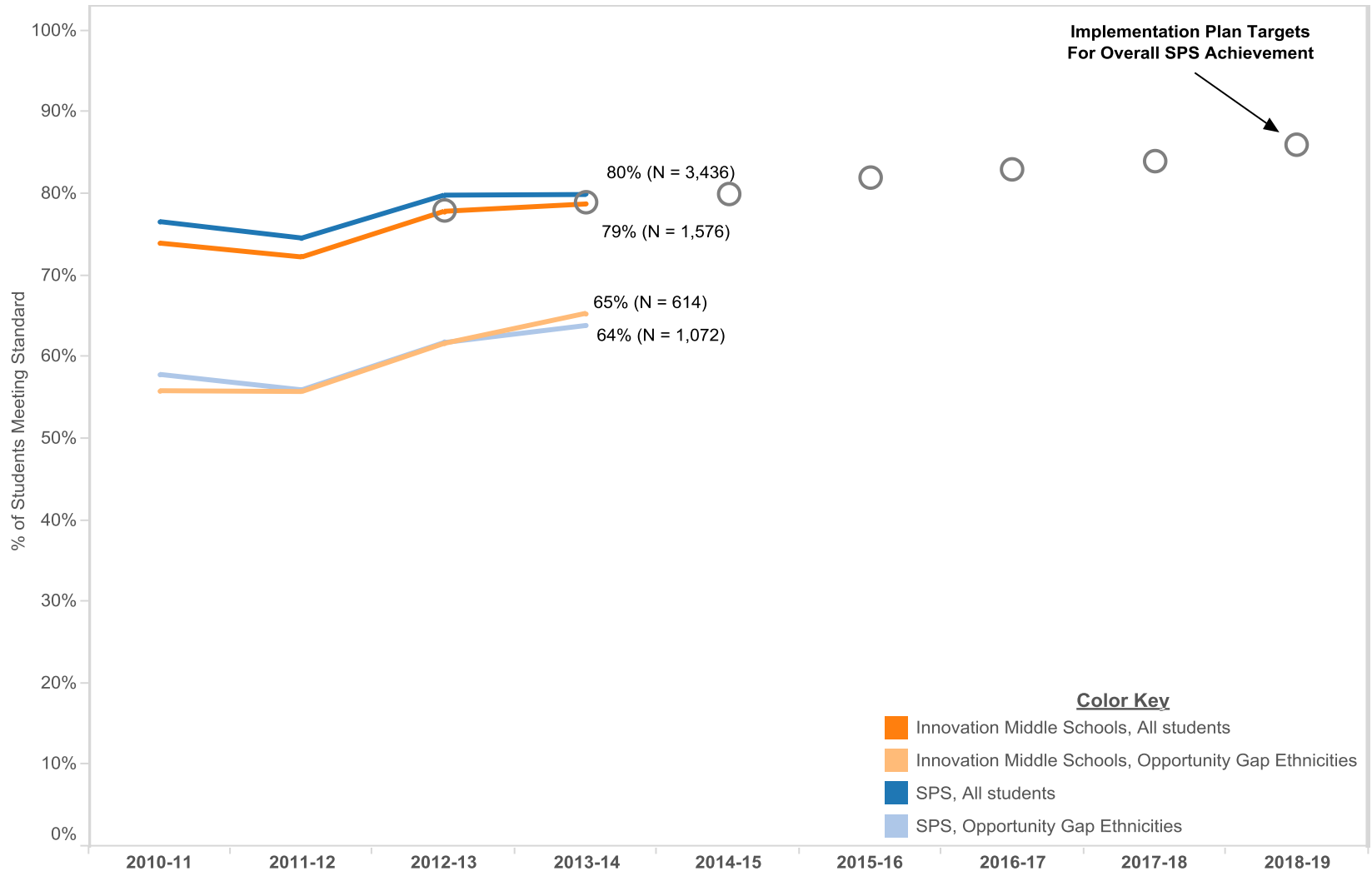


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

Milestone 2(b) – 4th Grade Math, Disaggregated by Subgroups

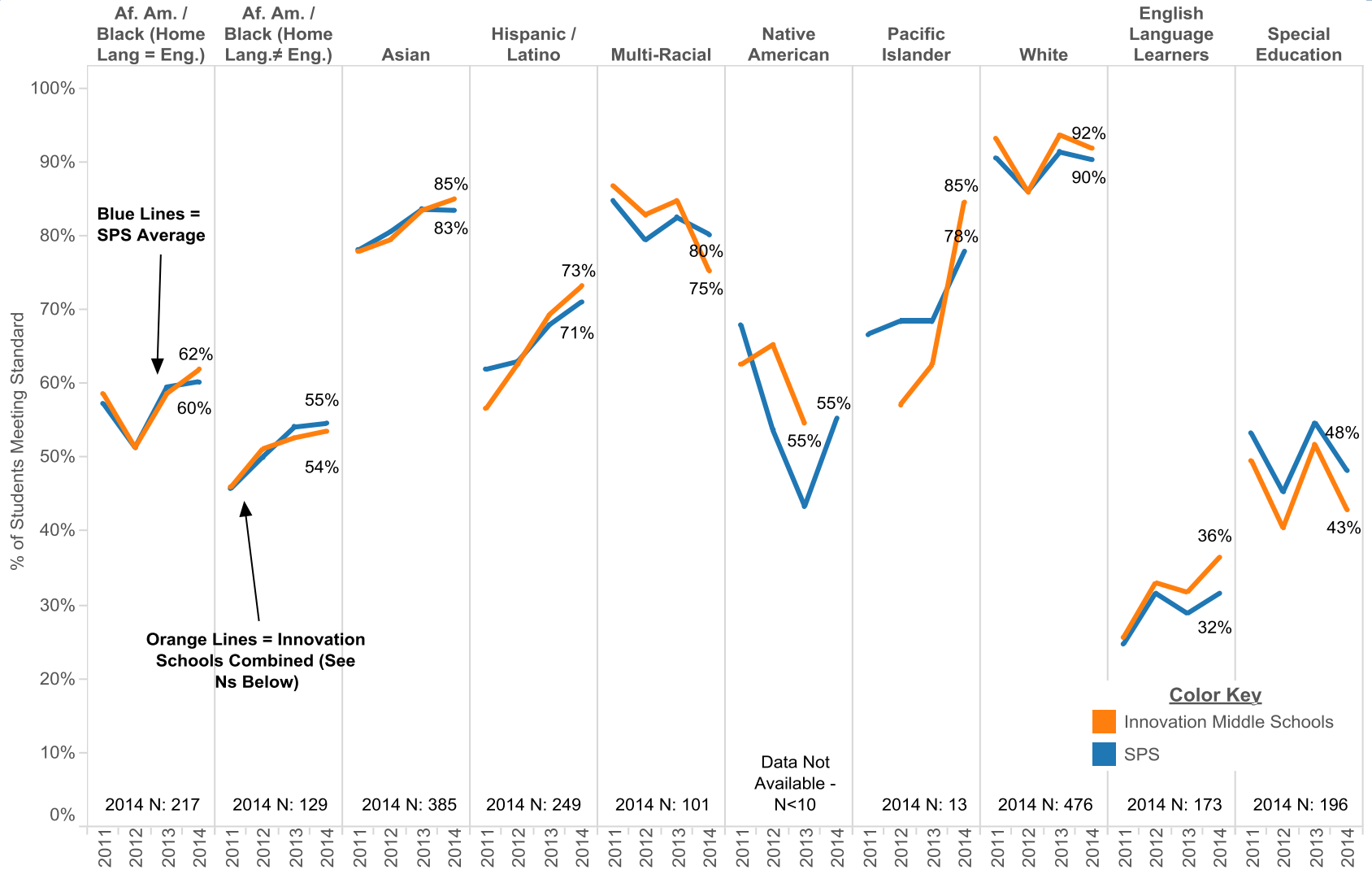


Milestone 3(a) – 6th Grade Reading (Innovation Middle Schools)

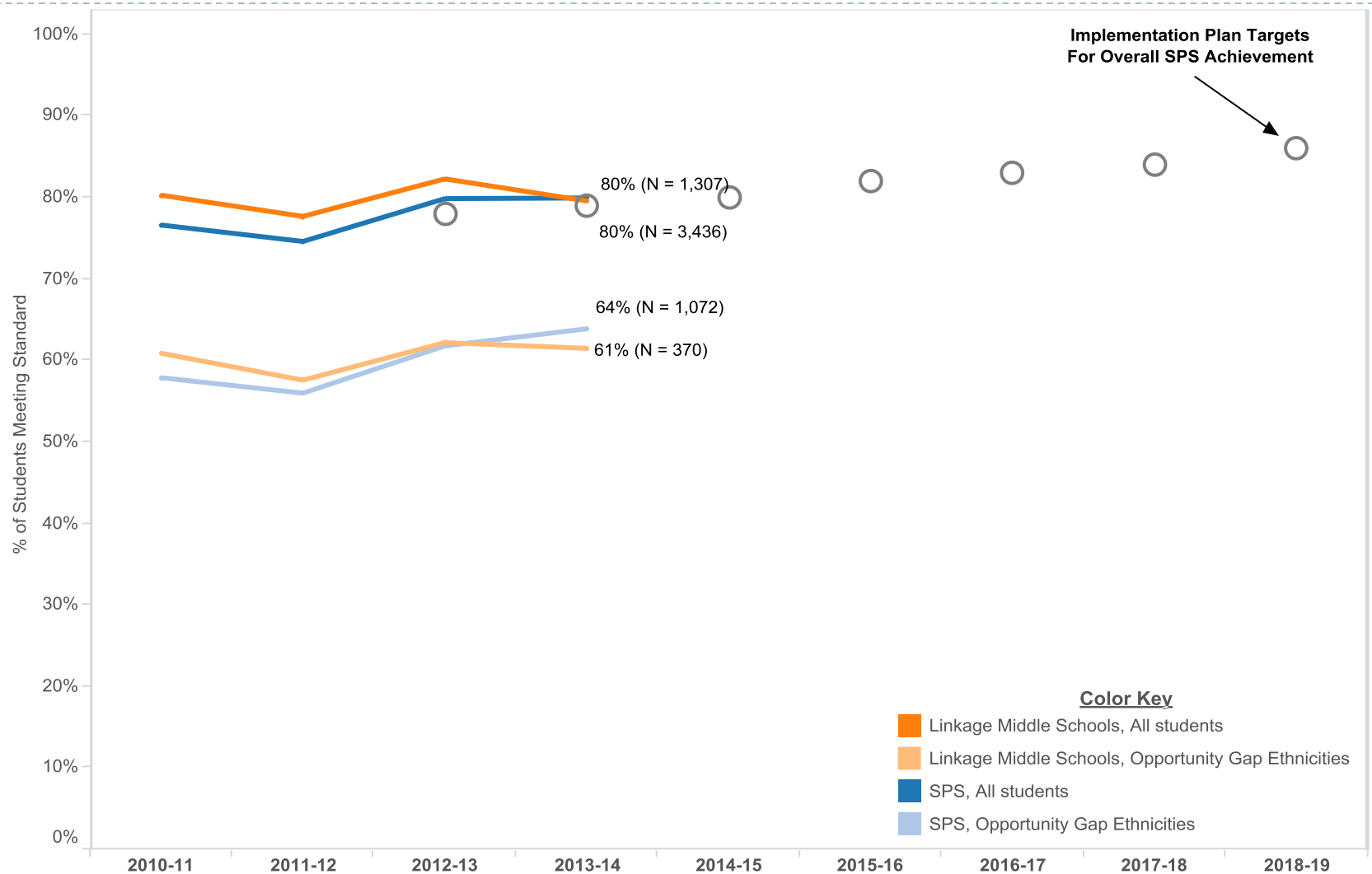


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

Milestone 3(b) – 6th Grade Reading, Disaggregated by Subgroups (Innovation MS)



Milestone 3(c) – 6th Grade Reading (Linkage Middle Schools)

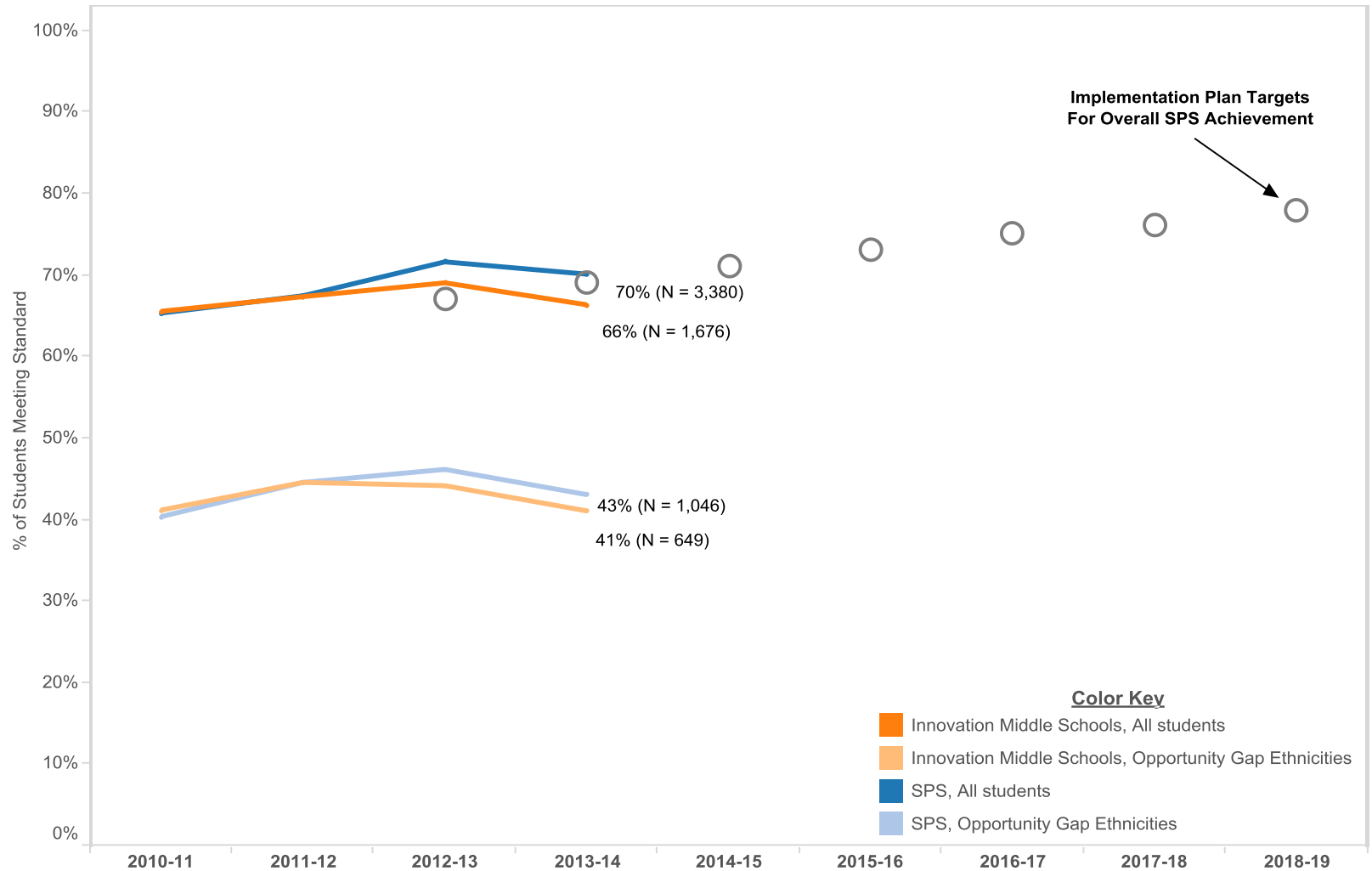


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

Milestone 3(d) – 6th Grade Reading, Disaggregated by Subgroups (Linkage MS)



Milestone 4(a) – 7th Grade Math (Innovation Middle Schools)

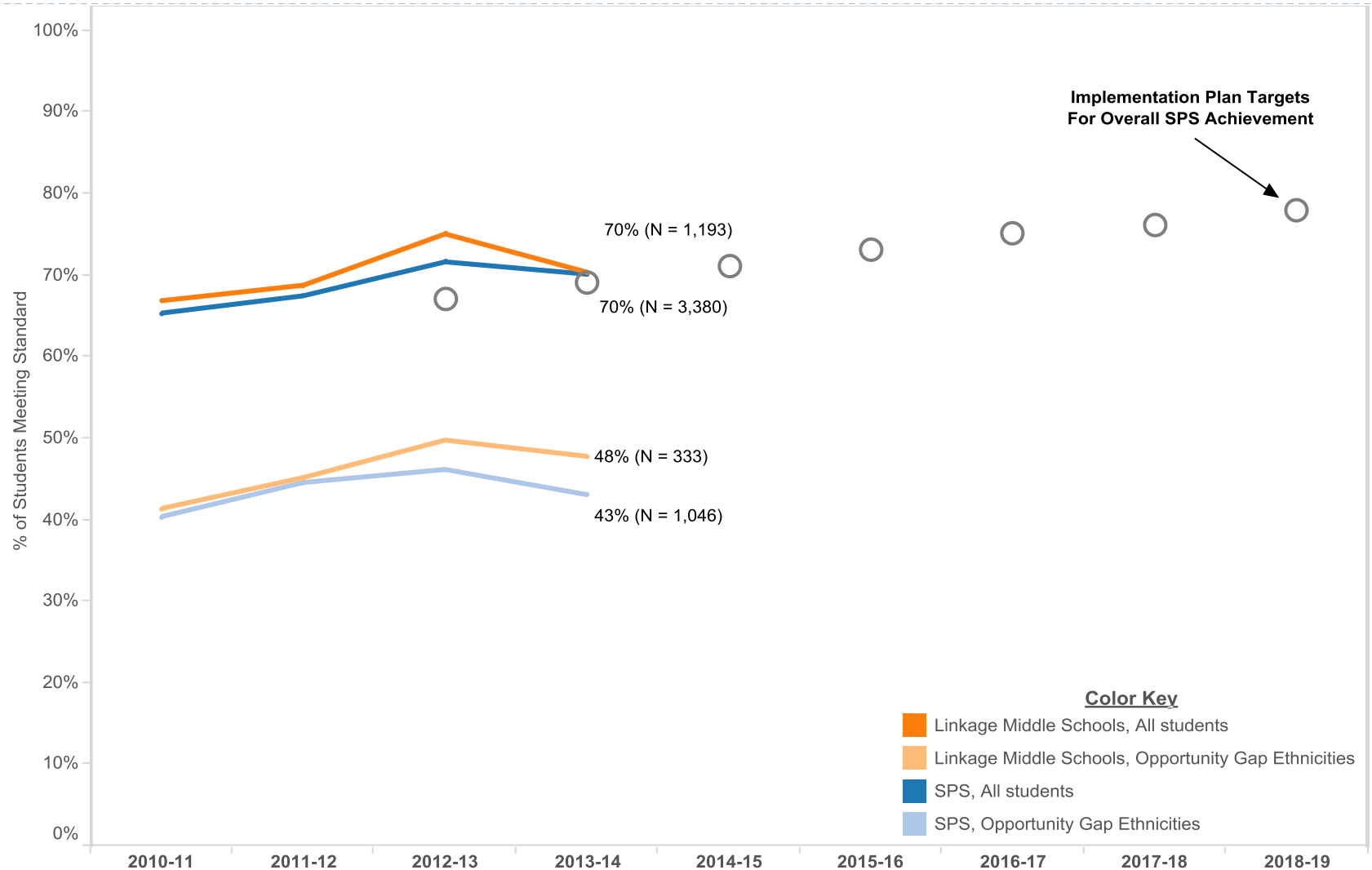


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

Milestone 4(b) – 7th Grade Math, Disaggregated by Subgroups (Innovation MS)

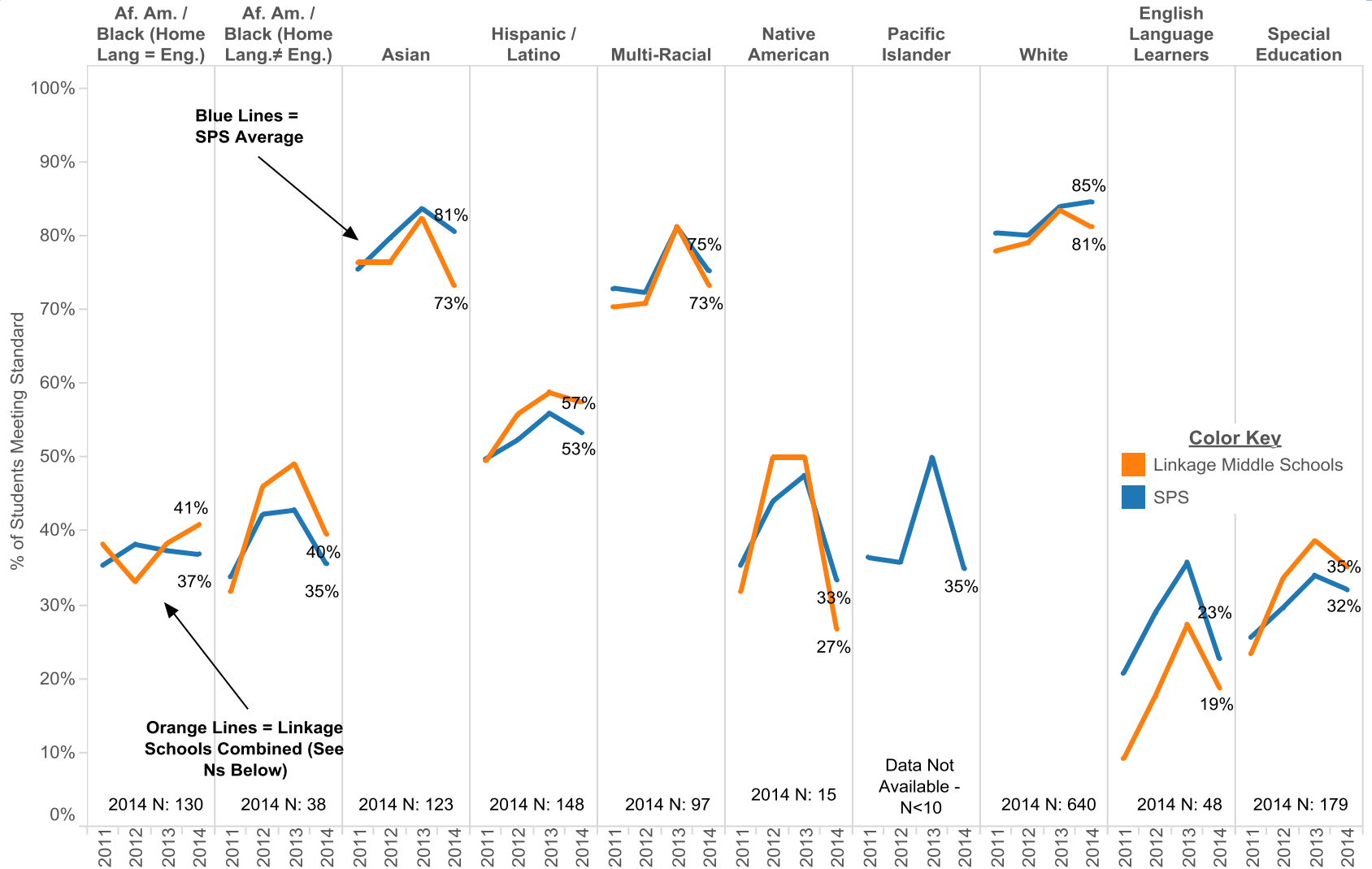


Milestone 4(c) – 7th Grade Math (Linkage Middle Schools)

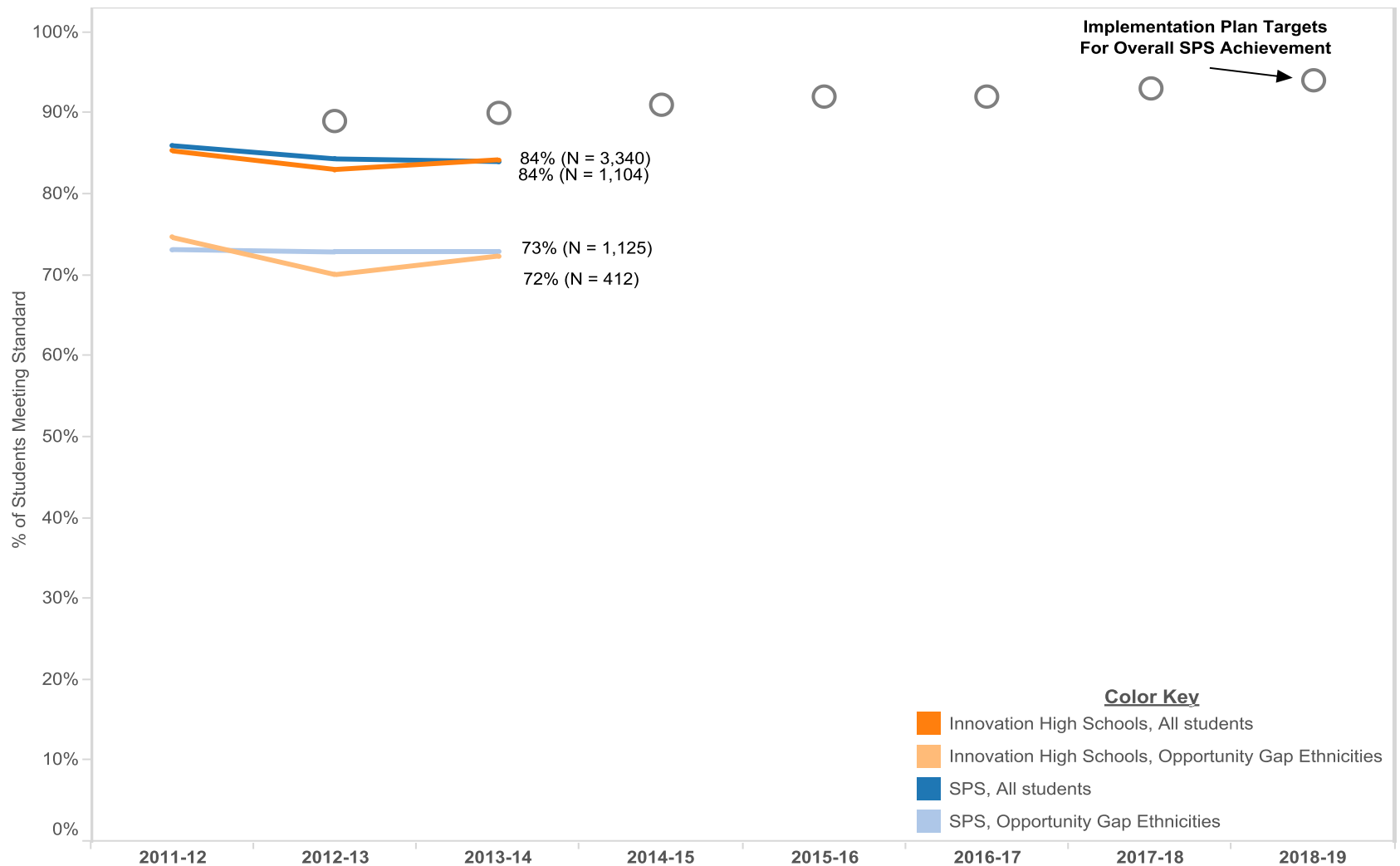


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

Milestone 4(d) – 7th Grade Reading, Disaggregated by Subgroups (Linkage MS)

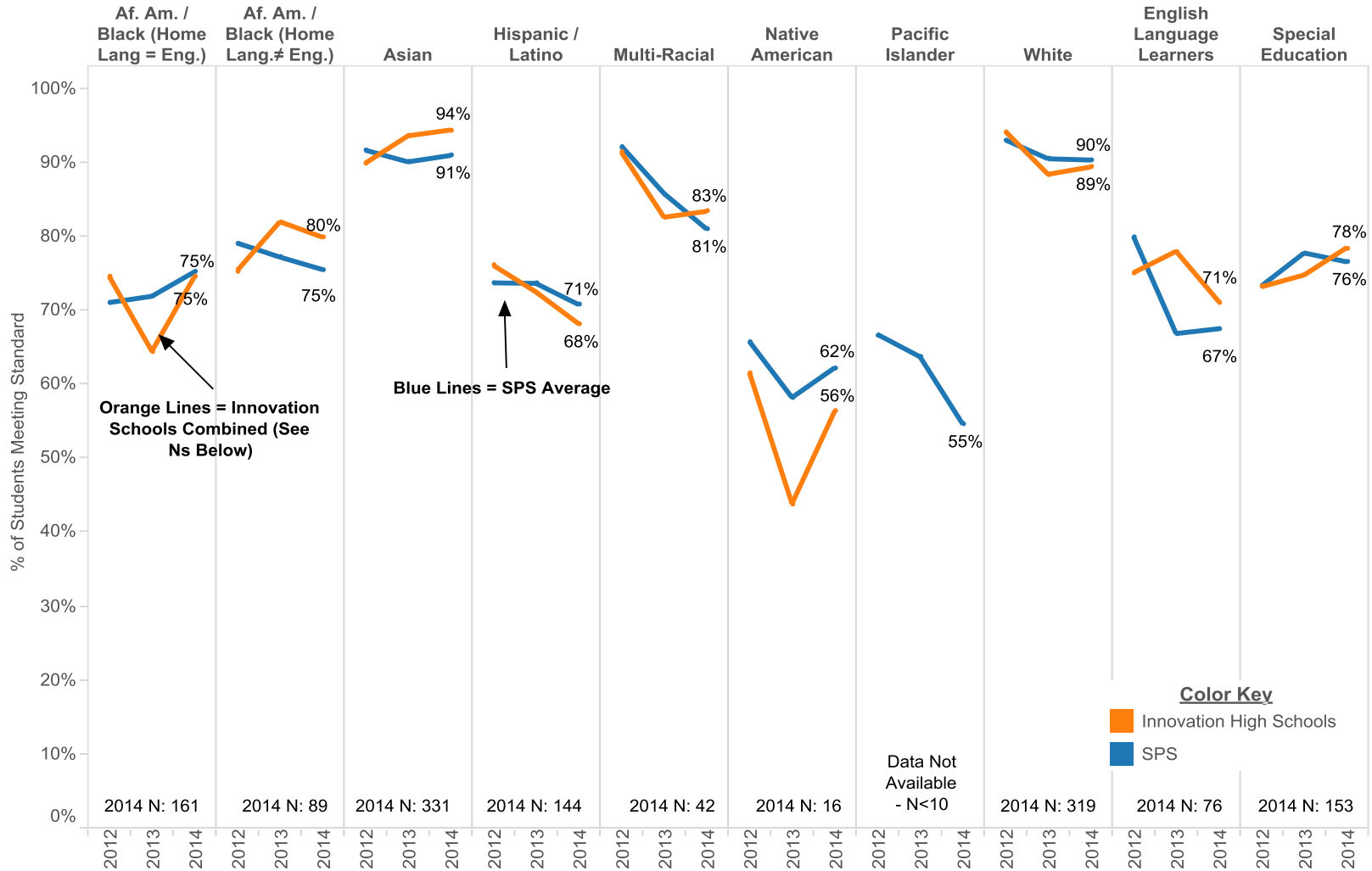


Milestone 5(a) – 9th Graders Earning Sufficient Credits for On-time Promotion

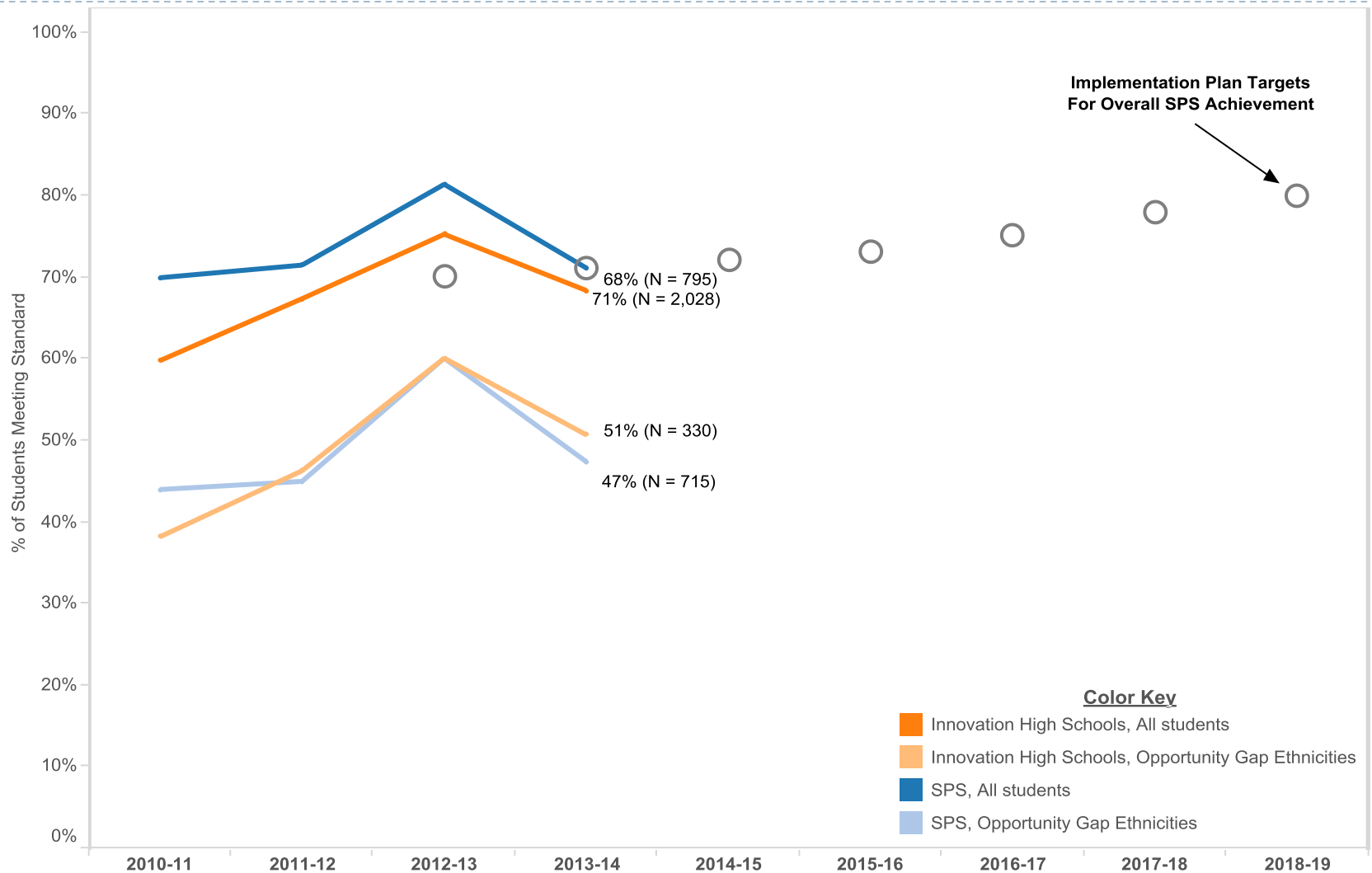


Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

Milestone 5(b) – On-time Promotion from 9th Grade, Disaggregated by Subgroups



Milestone 6(a) – Students Passing the Math End-of-Course Exam #2



Note: Opportunity Gap Ethnicities Include Students Identified As African American/Black, Hispanic/Latino, Native American, and Pacific Islander.

Milestone 6(b) – Students Passing the Math EOC 2, Disaggregated by Subgroups





Community- and School-Based Family Support Programs



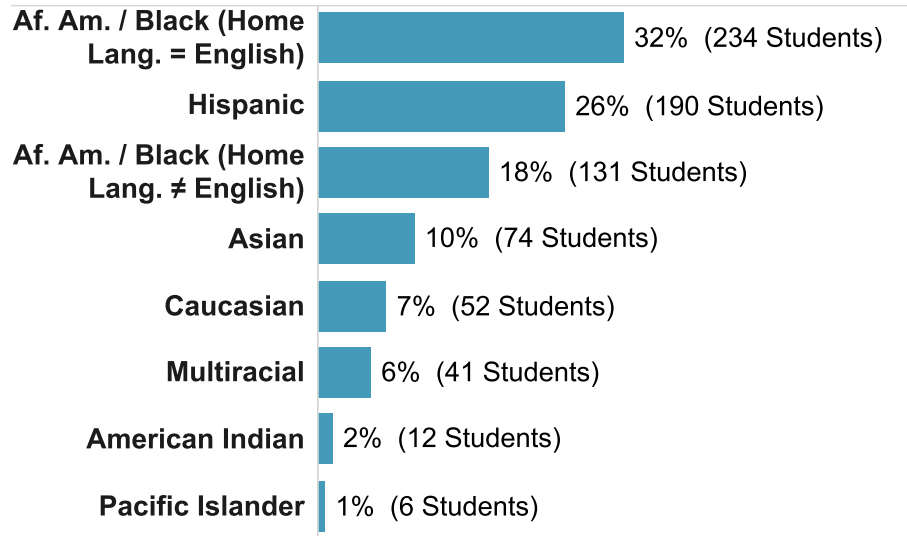
2013-14 Family Support Program (FSP)

- ▶ Levy Investment: \$1.8 million
- ▶ School Sites: 27
- ▶ Students Served: 822
- ▶ Focus Population:
 - ▶ Students below standard on reading
 - ▶ Students absent more than 10 days annually

- ▶ Services Provided:
 - ▶ Case Management
 - ▶ School-to-Family Connections
 - ▶ Transition Support
 - ▶ Mental and Physical Health Referral Services

2013-14 FSP Demographics

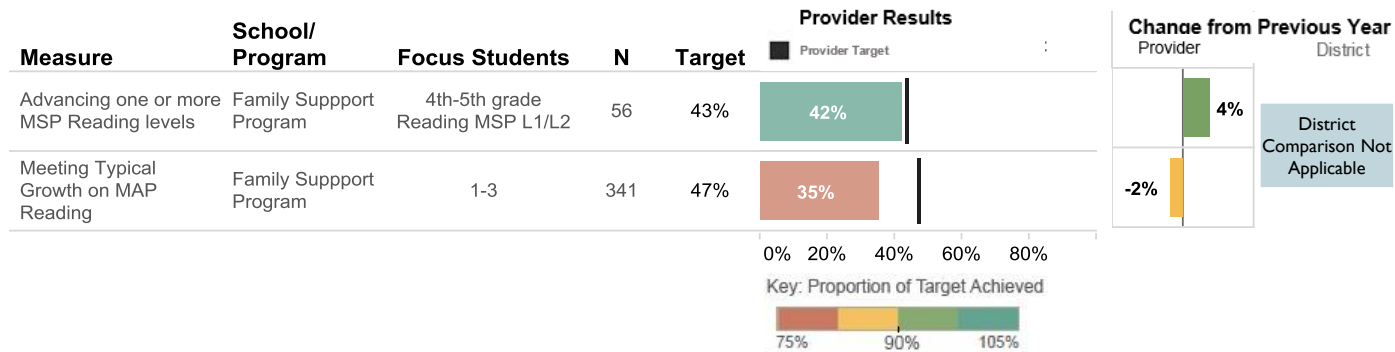
Demographics of Students Served in Family Support Program



Special Education Students: 20%

English Language Learners: 33%

2013-14 FSP Contract-Level Outcomes



Summary:

- ▶ Met 99% of 4th-5th grade MSP Reading target
- ▶ 1st-3rd grade MAP reading achieved 75% of target
- ▶ Met 82% (1st semester) and 87% (2nd semester) of attendance targets (not pictured in *outcome* data above)

2013-14 FSP Course Corrections

Needs Identified	Recommended Course Corrections
1. Quality data collection and feedback systems.	<ul style="list-style-type: none"> Facilitate development of specifications for a new program database to be developed internally by Seattle Public Schools (SPS) with volunteer design support.
2. Plan for continuous quality improvement	<ul style="list-style-type: none"> Collaboratively develop a performance-based evaluation framework to replace the compliance-based system. Include a rubric that details unsatisfactory, satisfactory, and exceeds expectations for various domains of FSW roles and responsibilities.
3. Family Support Workers require additional support to improve family engagement in literacy	<ul style="list-style-type: none"> FSWs will participate in the Scholastic Read and Rise Program, sponsored by OFE, to improve family engagement in literacy skill-building.
4. Additional FSP funding to mitigate planned decrease in PHSKC funding	<ul style="list-style-type: none"> Coordinate with SPS to have the district contract directly with the state for Medicaid Administrative Match starting in 4th quarter 2014.
5. Additional health support for Native American/Alaska Native students	<ul style="list-style-type: none"> Hire a Native American Family Support Worker Coordinate with Seattle Public School’s Native Education Department to provide professional development opportunities to Family Support Workers.

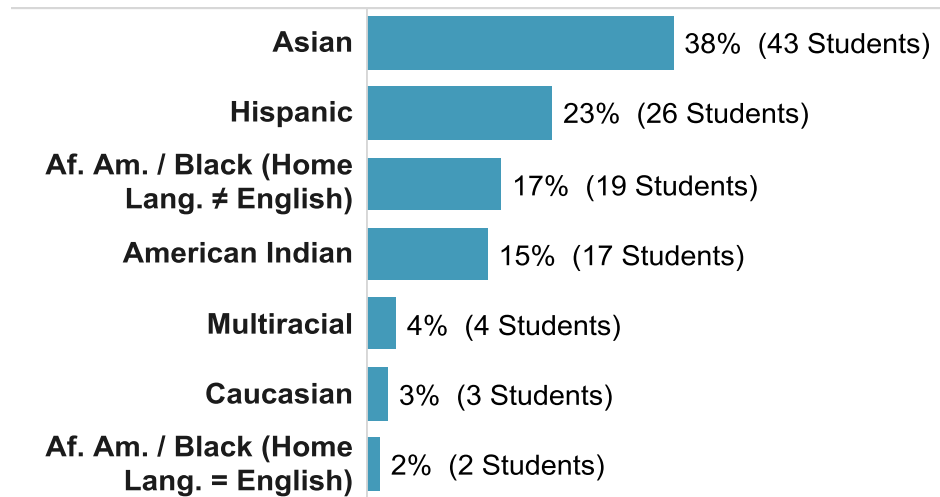
2013-14 Community-Based Family Support (CBFS) Program

- ▶ Levy Investment: \$407k
- ▶ Community Providers: 3
- ▶ School Sites: 18
- ▶ Students Served: 110
- ▶ Focus Population: Immigrant, Refugee, and Native American students

- ▶ Services Provided:
 - ▶ Case Management
 - ▶ School-to-Family Connections
 - ▶ Transition Support
 - ▶ Mental and Physical Health Referral Services

2013-14 CBFS Demographics

Demographics of Students Served by Community-Based Family Support Program



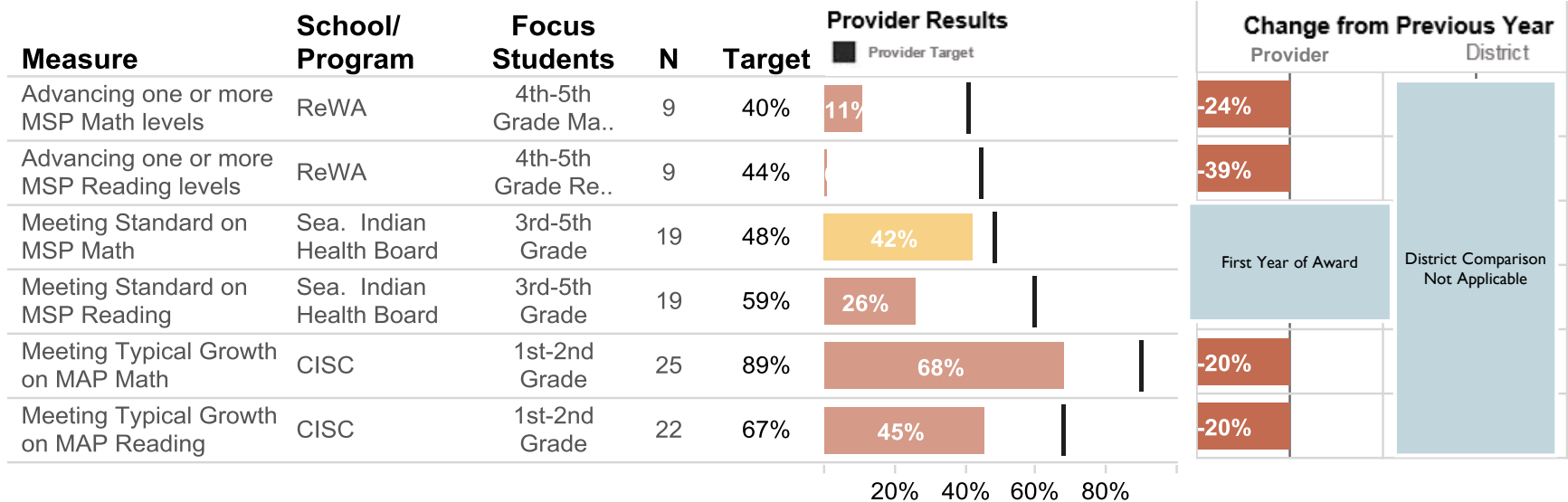
Special Education Students: 21%

English Language Learners: 55%

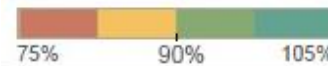
2013-14 CBFS Provider and School Partnerships

Provider	Partner Elementary Schools		Target # Focus Students
Chinese Information and Service Center (CISC)	Bailey Gatzert Beacon Hill International Hawthorne Kimball	Maple Stevens TOPS	40 Chinese English Language Learners in 1st – 5th grade.
Refugee Women’s Alliance (ReWA)	Dearborn Park Kimball Maple		40 Latino, Somali, and Vietnamese English Language Learners in 1st – 5th grade
Seattle Indian Health Board (SIHB)	Beacon Hill BF Day Concord Dunlap Highland Park John Hay John Muir	John Rogers Lowell Maple Olympic Hills Roxhill Thurgood Marshall TOPS School	30 Native American Elementary Students in 1 st – 5 th grade.

2013-14 CBFS Contract-Level Outcomes



Key: Proportion of Target Achieved



Summary:

- ▶ Community-based programs struggled in 2013-14
- ▶ Three programs failed to meet outcome measures
- ▶ Not depicted in table above, but ReWA and CISC did meet their target for the percent of English language learners making gains in their English proficiency.

2013-14 CBFS Course Corrections

Need Identified	Recommended Course Correction
1. Strategies for improving students' academic performance	<ul style="list-style-type: none"> • Provide technical support to Seattle Indian Health Board and Refugee Women's Alliance to develop course correction plans to address programmatic issues that led to poor performance.
2. Additional technical assistance for program staff	<ul style="list-style-type: none"> • Hire new Senior Policy and Program Analyst responsible for Community-Based Family Support investments to provide additional program support and oversight to all three programs. • Connect site-level program staff with professional development and training opportunities focused on implementing effective academic interventions for specific populations served.
3. Improved access to data	<ul style="list-style-type: none"> • Provide custom reports to all three programs to enable providers to compare their results to similar students in the district. • Review new literacy curricula being used by programs to ensure embedded assessments measure reading levels of students and allow for CBOs to progress monitor academic performance of students more frequently.



Student Health

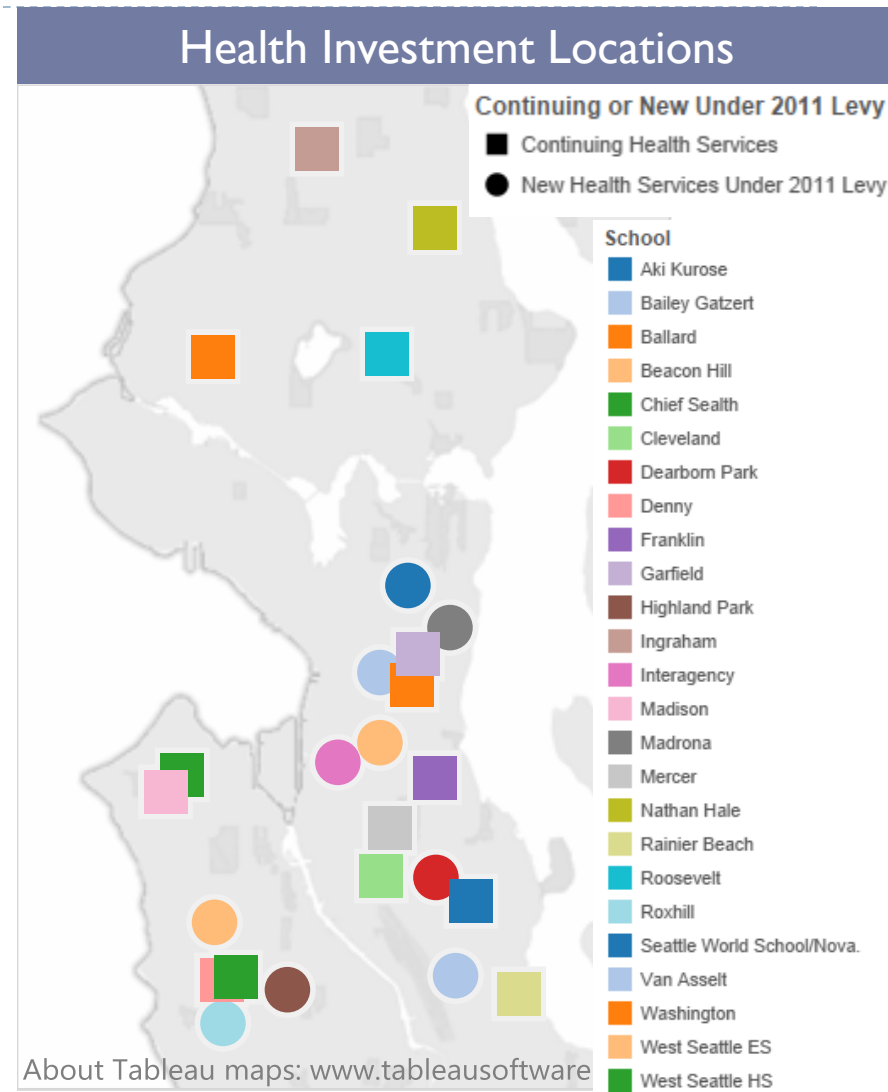
2013-14 School-Based Health Programs

▶ School-Based Health Centers

- ▶ Levy Investment: \$4.1 million
- ▶ School Sites: 18
- ▶ Students Served: 5,948
- ▶ Focus Population: All Students

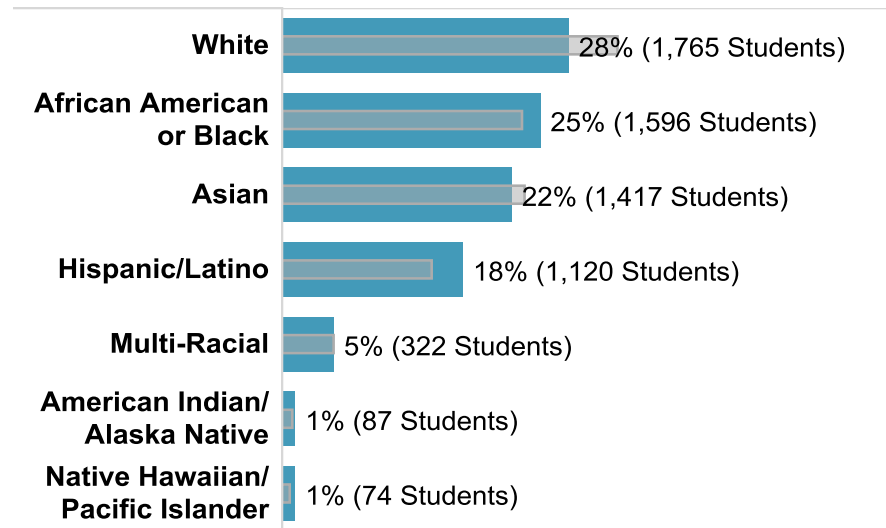
▶ Elementary Health Services

- ▶ Levy Investment: \$418k
- ▶ School Sites: 8
- ▶ Students Served: 592
- ▶ Target Population: All students



2013-14 School-Based Health Programs Demographics

Demographics of Students Accessing Levy School-Based Health Services vs. all Students Enrolled in Schools with School-Based Health Centers



Limited English Proficiency Students Accessing SBHCs: Levy 15% vs. 13% in Schools With SBHCs

2013-14 Additional Student Health Programs

▶ **Interagency Health Services**

- ▶ Levy Investment: \$304k
- ▶ Students Served: 146
- ▶ Target Population: All students

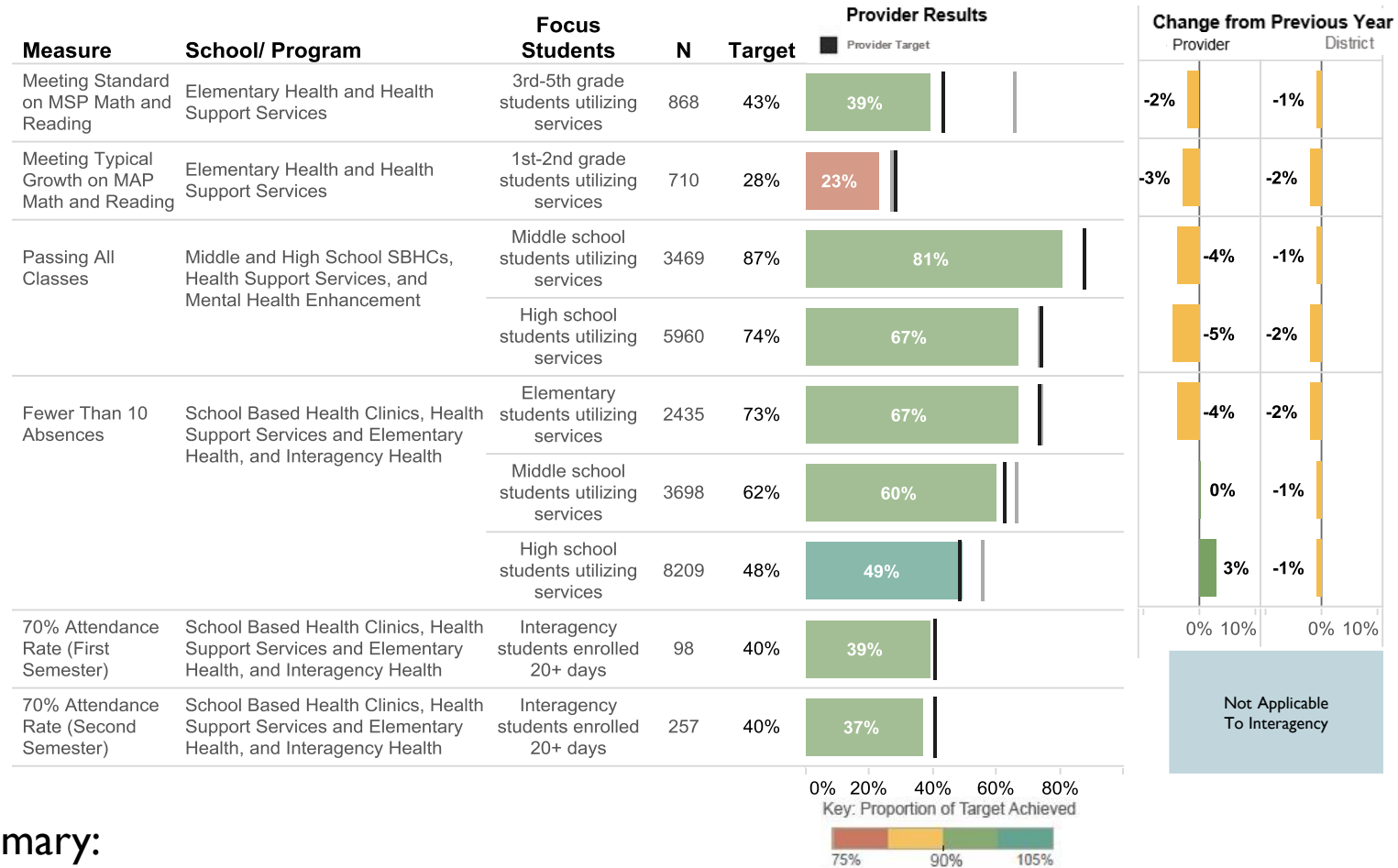
▶ **Mental Health Enhancement**

- ▶ Levy Investment: \$109k
- ▶ School Sites: all 26 SBHCs
- ▶ Students Served: 1,758
- ▶ Target Population: All students receiving mental health services at SBHCs

▶ **Oral Health**

- ▶ Levy Investment: \$304k
- ▶ School Sites: 10
- ▶ Students Served: 1,328
- ▶ Target Population: All students

2013-14 SBHC Contract-Level Outcomes



Summary:

- ▶ All Health investments met or were within 10% of target for all attendance and passing all classes measures
- ▶ Elementary Health investments were within 10% of the MSP target, but did not meet MAP target (23% vs 28% met typical growth)

2013-14 Student Health Course Corrections

Needs Identified	Recommended Course Corrections
<p>1. Align investment strategies within schools to ensure efficiency, clarity for students and families, and utilization of resources.</p>	<ul style="list-style-type: none"> • Each School-Based Health Center (SBHC) site will develop a specific workplan for the year, which will be written in the template provided by and submitted to Public Health-Seattle & King County (PHSKC). Work plans will align with other initiatives and goals of the building and will include the following: <ul style="list-style-type: none"> ○ Description of the new initiatives, activities, or process improvements planned for the year. ○ A S.M.A.R.T. goal for each activity (specific, measurable, achievable, relevant, time-framed) ○ List of collaborations and/or resources needed to achieve the goal • PHSKC will coordinate key players at the building and district level to ensure effective coordination of social-emotional, behavioral, family support, and health services among partners
<p>2. Increased number of students accessing health services.</p>	<ul style="list-style-type: none"> • PHSKC will develop the following resources for all providers: <ul style="list-style-type: none"> ○ Monthly bulletin board materials ○ Monthly newsletter with pertinent information ○ Website to post resources and other relevant information • PHSKC will coordinate with the University of Washington to develop a relevant resource library to address specific needs for classroom and other health education needs at the elementary level.
<p>3. Decrease barriers to off-site referrals for LARC (long-acting reversible contraception).</p>	<ul style="list-style-type: none"> • PHSKC will facilitate provider training and work with sponsors to address systems issues such as arranging for appropriate clinic space, staffing, and resolving billing issues • Neighborcare (health care provider) will pilot a health educator model to increase LARC usage.
<p>4. Assist schools with developing a crisis plan.</p>	<ul style="list-style-type: none"> • Each SBHC site will engage building staff in developing a collaborative building crisis/emergency plan for medical and mental health emergencies.
<p>5. Provide additional dental health support.</p>	<ul style="list-style-type: none"> • To supplement the sites served with Levy funds by Neighborcare, International Community Health Services (ICHS) will provide dental services with federal funding to the clinics operated by Group Health, Public Health and ICHS; thus providing dental care at most school-based health centers in Seattle.
<p>6. Ensure that medical provider training opportunities meet the needs of a larger, more diverse group (e.g. addition of elementary providers).</p>	<ul style="list-style-type: none"> • PHSKC will work with SPS school nursing leadership to explore potential collaborative professional development opportunities for school nurses and medical providers. • PHSKC will collect feedback from participants throughout the year and adjust content and structure of trainings as appropriate.



Early Learning



2013-14 Early Learning Programs

▶ **Step Ahead Preschool Programs**

- ▶ Levy Investment: \$3.9 million
- ▶ Preschool Sites: 21
- ▶ Students Served: 511 children

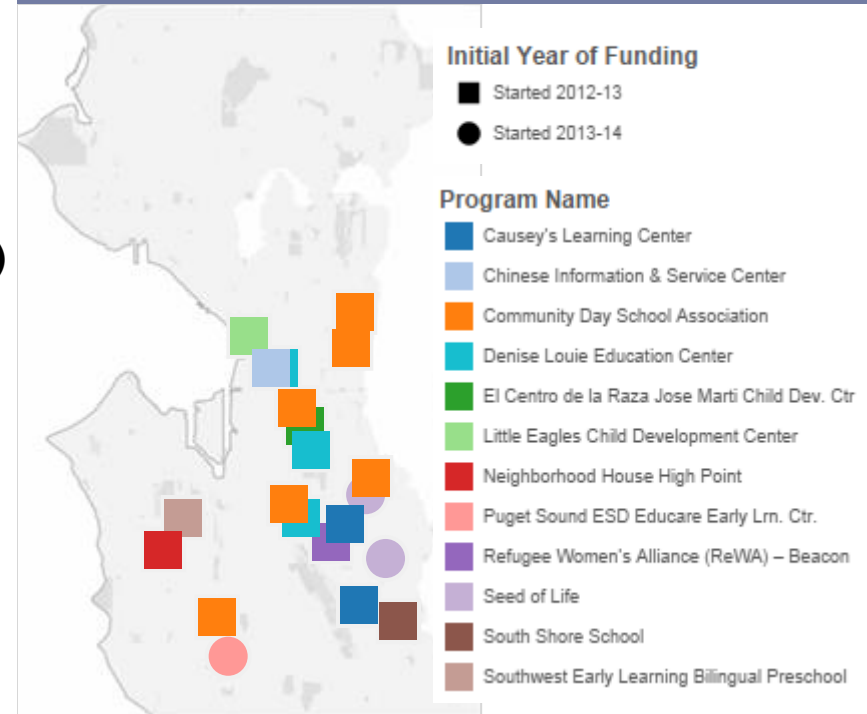
▶ **Parent-Child Home Program (PCHP)**

- ▶ Levy Investment: \$530k
- ▶ Families Served: 160 families directly funded by the Levy, total of 500 families in Seattle served through partnership with United Way

▶ **Professional Development & Assessments**

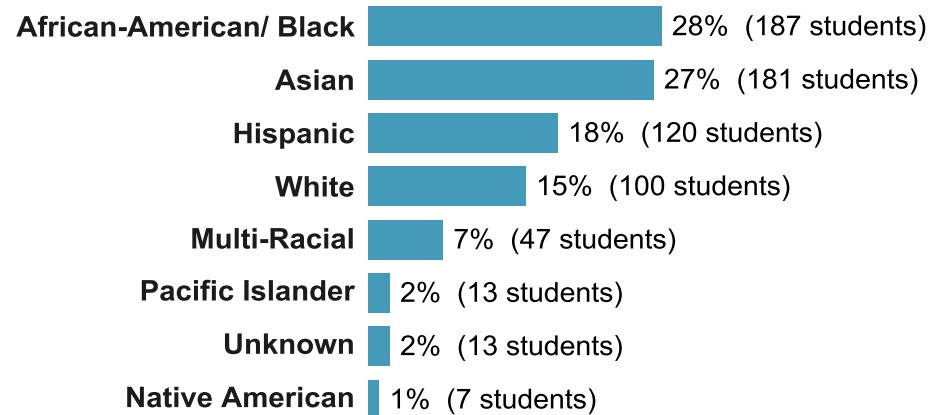
- ▶ Levy Investment: \$1.1 million
- ▶ Seattle Early Education Collaborative Network Partners: 43
- ▶ Students Benefiting: 960

Step Ahead Site Locations

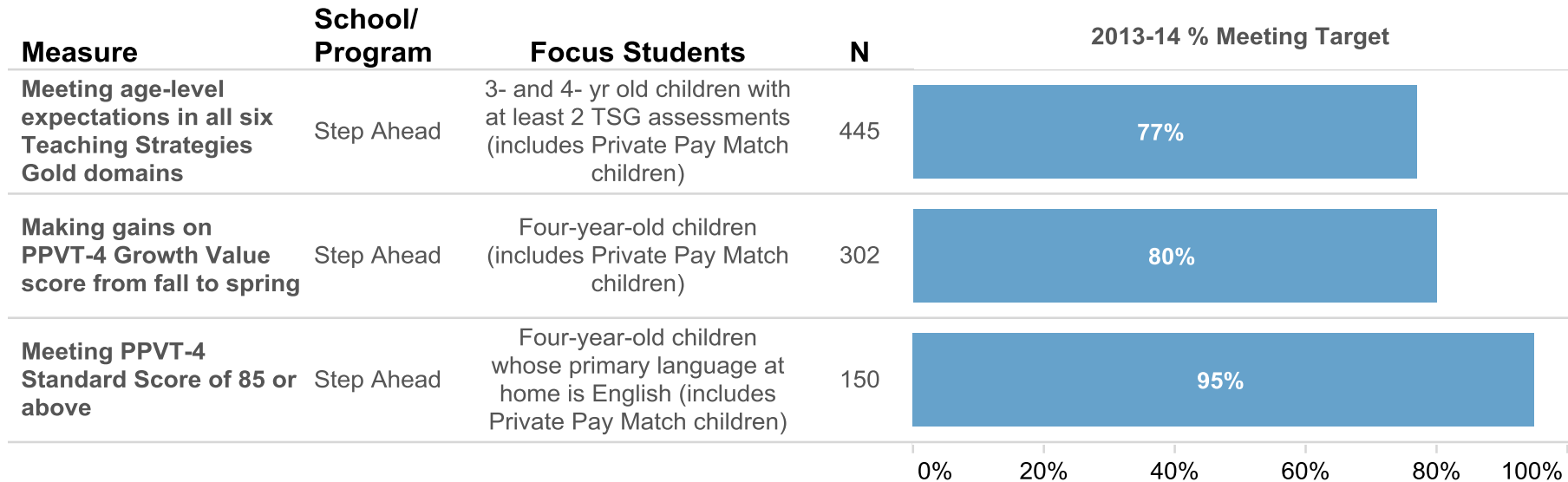


2013-14 Step Ahead Demographics

Demographics of Children Enrolled in Step Ahead Preschool Programs



2013-14 Contract-Level Outcomes *(Summarized Across Step Ahead Providers)*



Summary:

- ▶ Performance overall in 2013-14 is steady, and the gains for ELL children continue to be significantly greater than children who speak English at home.
- ▶ 50% of Step Ahead agencies met or exceeded their TSG Target for Age Level Expectations
- ▶ 60% of all Step Ahead children made some gains on the PPVT
- ▶ 60% of Step Ahead agencies met or exceeded the attendance target

2013-14 Course Corrections

Needs Identified	Recommended Course Corrections
<p>1. Increase the number of providers that respond to the Step Ahead RFI and who meet the quality standards</p>	<ul style="list-style-type: none"> • Build capacity of prospective early learning providers to successfully apply for Step Ahead funding. • Allocate Levy funds to focus on provider capacity building to develop new programs. Funding priorities for capacity building might include: <ul style="list-style-type: none"> ○ Furniture and equipment to meet Step Ahead classroom environment requirements ○ Purchase of evidenced-based curriculum or help identifying a suitable location.
<p>2. Review current subsidy reimbursement rates to ensure affordable access for families enrolled in full time Step Ahead programs</p>	<ul style="list-style-type: none"> • Review enrollment and subsidy policies. • Align subsidy reimbursement rates with the current sliding fee scale used by the child care assistance program to increase enrollment figures.
<p>3. Strengthen P-3 Alignment work with SPS</p>	<ul style="list-style-type: none"> • Invite National P-3 expert Dr. Sharon Ritchie to present at the Winter Institute • Support Step Ahead/SPS team to attend the University of Washington P-3 year long Leadership Certification Program • Support on-time kindergarten enrollment by sponsoring kindergarten enrollment nights at 10 elementary schools • PreK and K teachers conduct site visits to each others classrooms





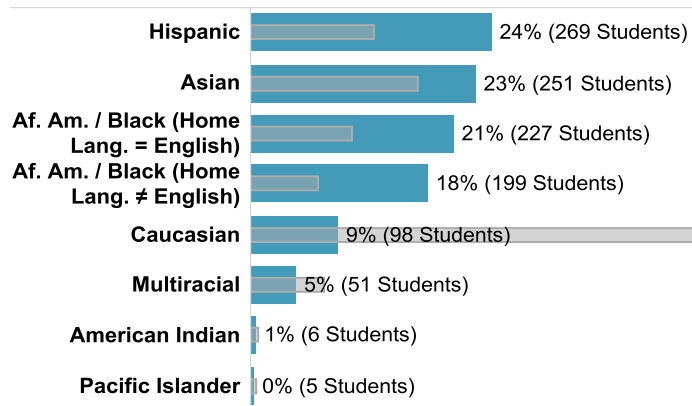
Summer Learning



2013-14 Summer Learning

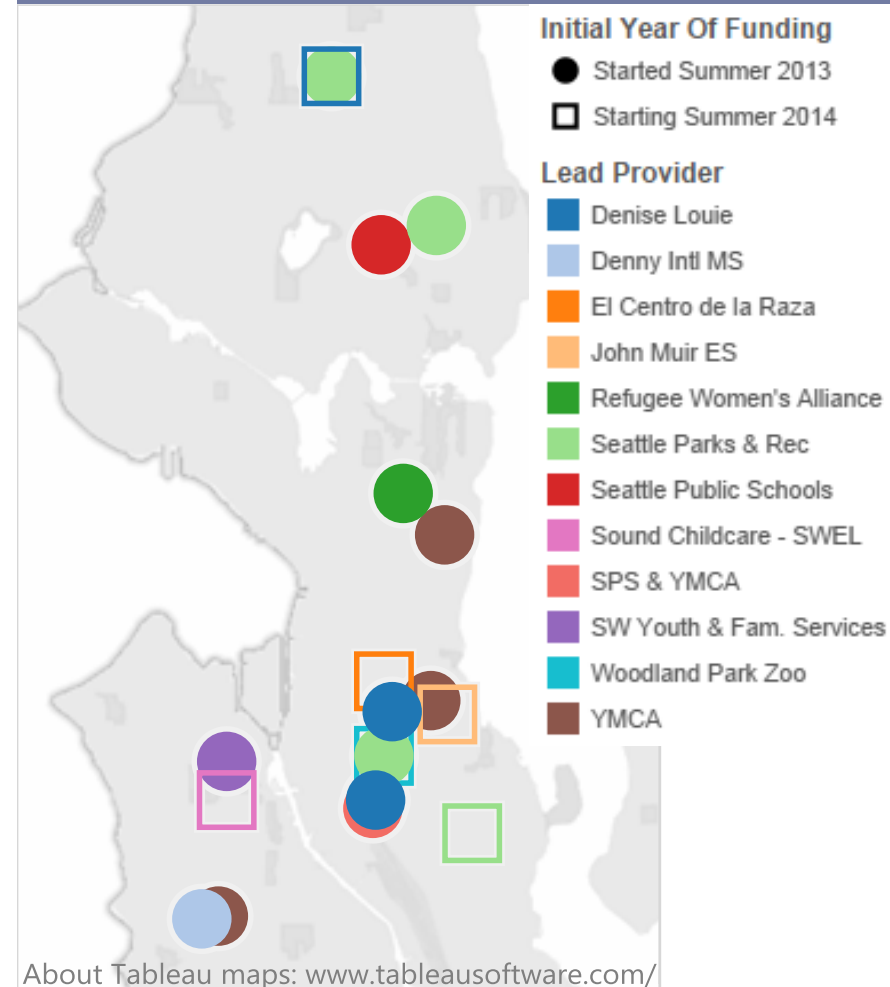
- ▶ Levy Investment: \$1.3 million
- ▶ Summer Sites: 19 (11 individual providers)
- ▶ Students Served: 1,224
- ▶ Focus Population: Students at risk for summer learning loss

Demographics of Students in Levy Summer Learning Programs (Excludes Children at Early Learning Sites)



English Language Learners: Levy 31% vs. District K-12 10%
 Special Education Students: Levy 17% vs. District K-12 14%

Summer Learning Site Locations



2013-14 Summer Learning Results and Course Corrections

▶ Levy Contract Results Summary

- ▶ Each summer learning program sets targets for a variety of measures, including attendance and pre- and post-tests. In addition to the investment-wide results presented below, each program’s contracted targets and results can be found within Appendix II.
- ▶ More than 70% of early learning students improved on Teaching Strategies GOLD measures of kindergarten readiness.
- ▶ 74% of students demonstrated gains on English Language Arts Pre-to-Post tests, while 85% of students improved their scores on assessments of math or science.
- ▶ 83% of high school students earned credits toward graduation.

Needs Identified	Recommended Course Corrections
1. Common assessments to identify program strengths and inform improvements	<ul style="list-style-type: none"> • Collaborate with Seattle Public Schools staff and community stakeholders to identify or develop new assessments to replace Measures of Academic Progress (MAP) exams previously used to compare results across programs and estimate effectiveness of summer learning investments.
2. Framework for reviewing and improving qualitative elements of program quality	<ul style="list-style-type: none"> • Continue second year of Summer Learning Program Quality Initiative pilot. Work with community partners to provide professional development designed to help summer learning providers review program quality assessment results and drive improvements in programming.
3. Consistent access to healthy food	<ul style="list-style-type: none"> • Work with stakeholders, school district, and city staff to discuss standards for food service and to explore possible improvements prior to summer 2015.