

Families and Education Levy Oversight Committee

AGENDA

Tuesday, May 13, 2014

4:00 – 5:30 p.m.

7th Floor, City Hall

Welcome and Introductions	Council Member Tim Burgess
Review and Approve 4/8/14 Minutes	Tim Burgess
Review Agenda	Holly Miller
2013-14 Mid-Year Report	Team Petkun
Thank You and Adjourn	Tim Burgess, All

Attachments

Draft Minutes from 4/8/14

Mid-Year Report Presentation

Draft 2013-14 Mid-Year Report

Next Meeting

July 8, 2014 – Summer Learning site visits



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, April 8, 2014**

MINUTES

MEMBERS PRESENT: Tim Burgess, Elise Chayet, Sandi Everlove, Lucy Gaskill-Gaddis, Mike Fong, Sheeba Jacob, Kevin Washington, Greg Wong

OTHERS PRESENT: Kathryn Aisenberg (OFE), Jerry DeGriek (Public Health), Ellen Flamiatos (Public Health), Sonja Griffin (OFE), Megan Holmes (Public Health), Ryan Lenea (Youth Commission), Sarah Lober (Youth Commission), Pegi McEvoy (SPS), Holly Miller (OFE), Kaetlin Miller (Public Health), Adam Petkun (OFE), Sara Rigel (Public Health), Sue Rust (OFE), Pat Sander (SPS), Sid Sidorowicz (OFE), Jessica Knaster Wasse (Public Health), Sarah Wilhelm (Public Health)

The meeting was called to order at 4:13 PM by Holly Miller. Introductions were made. The minutes from March 11, 2014 were approved. H. Miller reviewed the agenda.

HEALTH UPDATE

Sara Rigel began the presentation and said she uses the terms “sponsor,” “provider” and “partner” interchangeably. Seattle Public Schools (SPS) has a new health services manager, Katie Johnson. PHSKC partners with the School District in a variety of places. H. Miller described the parallel services.

After discussing the Whole School, Whole Community, Whole Child slide, Kevin Washington said, given the services provided in individual buildings are not consistent, he wondered if the goal is to bring more consistent services to all buildings. S. Rigel said there is a model framework where we see pockets to get involved and this is a part of the whole model we’re engaged in. The services don’t vary a ton in middle school and high school. We provide technical assistance moving toward the same outcomes for kids.

S. Rigel provided clarification on acronyms and terms: QI = quality improvement initiatives; PD = professional development; TA = technical assistance; school health support services = school nurse services.

In the discussion on collaborating with school staff, Greg Wong asked if it works the other way, screening for health factors that may lead to risk. S. Rigel said yes, it is an opportunity for direct referral to get screening.

Unique in Seattle, we have documented that the use of SBHCs is associated with improved attendance.

Health organizations covered 33% minimum of SBHC expenses in the 2012-13 school year. Sponsors leverage funds including patient-generated revenue, grant and foundation funding, and Medicaid Administrative Match. The total cost of providing service exceeds the amount the Levy provides. SPS provides funds and in-kind use of space. Elise Chayet asked if the Medicaid Match is being threatened for this purpose. S. Rigel said it is always being threatened. E. Chayet asked if it doesn’t come through, will it cause a hole. S. Rigel responded that it is a fund source for FSP and PHSKC sites but other sponsors do not

rely on it. K. Washington asked who drives the solicitation and management of the collaborators and partners. S. Rigel said they all went through a Request for Investment (RFI) process run by OFE. In 2011 everyone had to provide an investment plan to re-up their intention to provide services. The new strategies had recently run RFI processes. K. Washington asked about trying to develop outside funding sources to support the work of PHSKC. S. Rigel referred back to the previous slide on Partners Leverage Funds. She said there hasn't been a collective effort for Health to get one bucket of funding. K. Washington asked whether she considers that to be a risk to some degree. S. Rigel said it is actually a strength to have diverse funding sources across sponsors rather than depending on one bucket of supplementary funds. S. Rigel said they are thinking about different kinds of structures, as well as advocating from state and nationally. Outside of Seattle, a handful of counties and districts are looking at funding strategies in the absence of local levies. H. Miller said the non-funded portion is stable. We didn't go out with new RFI this Levy; however, we did RFI all of the new investments.

S. Rigel reviewed the Levy Health Investments – School Sites map and explained the symbols. She said there are consistent services in middle schools and high schools. Sandi Everlove asked if one of the sites allows family members to also receive services. S. Rigel said not currently. The Levy funds are to support students. They would need different access points for families. However, the topic is not off the table. At Jane Addams they have built space with external access. H. Miller said we talked about this with World School also.

Regarding School-Based Health Centers, Sid Sidorowicz asked if students play an advisory role. S. Rigel said many schools have advisory committees, some SBHCs have their own advisory committee, and there is a yearly patient survey. The Levy funds 7.6 FTE school nurses who provide critical support. Lucy Gaskill-Gaddis asked if there more nurses that are funded by district. Pat Sander said yes, 48 FTE. L. Gaskill-Gaddis asked if the Levy-funded nurses are primarily in health clinics and S. Rigel said yes.

G. Wong asked if there is any differentiation between providers in terms of outcomes and results. S. Rigel said no, every provider has targets and a shared target, and all are working toward these targets.. G. Wong asked if everyone meets them, and S. Rigel said yes, we raise the bar every year. We're all tracking with real-time data and are fortunate with data sharing from SPS. H. Miller said starting with 2005 was the first time we injected outcomes and there was some pushback and hesitancy to tie health services to academic outcomes. However, after the first year was a success, it has been embraced ever since which has been significant over the last 7-8 years. S. Sidorowicz said in the Seattle Channel health segment, TJ Cosgrove said academic results and health as academics over and over. S. Rigel said it is part of our language. She is a translator between health and education. The common language is to work toward student success. E. Chayet asked how the users of the health system compare to the district overall, and the rate of use by high school health care users over the rate of population at risk. S. Rigel said demographic data shows that SBHC users over-represent the students of color, ELL, and FRL student s relative to the general school population. From a demographic standpoint, we are reaching the students who need us most.

Jessica Knaster Wasse discussed the Quality Improvement Initiative (QI) on Long Acting Reversible Contraception (LARC) which was recommended by the American College of Obstetrics and Gynecology. Health applied for a grant to improve access to LARCs. J. Knaster Wasse talked about the importance of offering LARC on-site at SBHCs. She said they have great results so far, with 5 schools doing IUD insertions and 8 offering Nexplanon insertions in 2012-13. This year all sites are required to offer LARC.

J. Knaster Wasse discussed the Mental Health Enhancement which has the goal of enhancing the academic impact of all FEL Health Investments by improving the quality of school mental health services. She reviewed the 3 tiers of the Health Pyramid and said when Tier 1 is done really well, there are fewer kids in Tiers 2 and 3.

L. Gaskill-Gaddis asked for clarification regarding trauma-informed discipline policy. J. Knaster Wasse said that discipline policies must take into account kids who have had trauma in their lives. Research evidence tells us that they do not succeed in punitive discipline environments. One thing to note, SBHCs are meant to be Tier 2, but many kids who would be Tier 3 receive services in SBHCs due to a number of barriers that prevent them from completing referrals to community mental health (Tier 3). Seattle Children's Hospital provides consultation and evaluation services to the SBHCs to provide quality care for kids who should see a psychiatrist but can't due to barriers. Consultation also support care for complex patients as well as medication management support, as some SBHCs prescribe psychiatric drugs.

J. Knaster Wasse said the Mental Health Integrated Tracking System (MHITS) is showing promising results. The results are on par with national clinical trials of mental health services integrated into primary care. The first bullet on the slide was corrected to Sept 2013 instead of 2014. E. Chayet asked if the system is used in all high schools and J. Knaster Wasse said yes, in all high schools with SBHCs.

S. Everlove asked if this is what we saw at West Seattle HS. J. Knaster Wasse said yes, they are uniquely using MHITS to coordinate between care between school staff, school-based health center, and community mental health and substance abuse treatment services. Community partners include ACRS, SWYFS, and Navos. S. Everlove asked if everyone is going to be trained to use the system in this and J. Knaster Wasse said yes, but it will take time. S. Everlove asked if it will help during summer to coordinate ongoing health care. J. Knaster Wasse said it could absolutely be used for that purpose, as MHITS includes a shared care plan that can be used to support continuity of care. S. Sidorowicz asked if care in summer would be at a neighborhood/care clinic. J. Knaster Wasse said yes. H. Miller said kids are automatically suspended if they have drug/alcohol use and using MHITS to share data with treatment providers can help prevent that by allowing the school, with the appropriate releases of information in place, to see whether treatment referrals have been completed. J. Knaster Wasse added it could help them get minimum suspension.

S. Sidorowicz asked how Health is paying for that at Cleveland in 2014-15. J. Knaster Wasse said that at the inception of the West Seattle project, they had a really small pot of HSD money given to agencies but that ran out. Everyone is doing this work without additional funding. S. Everlove asked if there are other programs like this in other cities, data sharing. J. Knaster Wasse said there's a lot of work on wraparound services but not any data sharing we know of. S. Rigel said the amount of data received from the district is much more robust than others receive. People are amazed and we give credit to the district. We are grateful to look at outcomes long term and short term.

J. Knaster Wasse reviewed professional development plans for the 2014-15 school year to focus on suicide intervention. The Healthy Youth Survey shows an increase in suicidal ideation in Seattle. She said the data is on PHSKC's website.

Sarah Wilhelm presented on elementary school health services. The goal is to provide, link, or partner to provide health, mental health, and health care access services. Currently services are in Central, SW, and SE Seattle. We are developing the model as we go. We meet and review data and look at emerging trends. L. Gaskill-Gaddis asked if the elementary health going through SBHC closest to an elementary site? S. Wilhelm said it's situated within the elementary school building. L. Gaskill-Gaddis asked who the providers were and S. Wilhelm said Odessa Brown and Neighborcare Health. H. Miller said it is not the "hub" model, although this was considered during 2011 levy planning.

PHSKC has a UW MPH practicum student looking into health education and outreach efforts, activities that are not well tracked via routine data reporting by sponsors.

S. Wilhelm described some of the elementary health challenges. S. Everlove asked about the coordination piece: Is Neighborcare and practitioners in clinics themselves made aware the child is going to a school with Neighborcare clinic? S. Wilhelm said yes, they talk with the family. S. Everlove asked if a protocol is in place in clinics to identify families with access to a school-based health center. S. Wilhelm said she has heard from managers that it happens at both Odessa Brown and Neighborcare. S. Rigel said there is a different way they document where a child goes to school.

K. Washington asked whether or not in the timeframe we've worked with elementary schools, have you developed a good perspective about scope of need. You mentioned limited staffing and limited space. Are you developing a sense of what the true need is? S. Wilhelm said it is building-specific. Sponsors have done parent surveys, staff surveys, and family outreach events. We are monitoring data and look at it by school, by sponsor, by across the board. We are still in the phase of examining that need and how we can adjust the model. K. Washington said it's helpful to be less reactive and more proactive. We've seen results in the middle school and high school piece, and it would be great to drive it down into elementary schools.

S. Wilhelm referred to the map of eight sites. At all eight, there is school-age support. Family Support Workers are at six sites. Four sites have Step Ahead and four schools receive Levy Innovation funds with the social-emotional learning component. SNAP-Ed is a public health-supported nutrition program at two schools, working with our SBHC staff. At two sites UW school psychology practicum students provide Tier 1 services. Beacon Hill International School has the CLEAR program (trauma-informed schools) with Gates Foundation support. Although we are small, we are working to build collaboration and leverage.

S. Wilhelm provided an example of collaborative efforts between SBHC and SNAP-Ed at Van Asselt, which has established a staff wellness committee. The committee led "Healthy Beverage Month" in March, which contributed to a significant voluntary reduction in chocolate milk consumption at lunch, as reported by the food services manager.

S. Wilhelm presented on Interagency Academy (IA). Group Health opened the clinic in fall 2013, and SPS is renovating the Columbia clinic space this summer in Columbia City. IA has more intensive mental health needs. There are two full-time therapists who are in high demand with complex cases. On the medical side, they are seeing a smaller number of students for more intensive/complex care. Because Interagency enrolls throughout the year, new students are introduced to the clinic as part of the school's weekly intake process. Many students are 18 years or older, homeless, living independently, and/or parenting. Many need to establish a medical home, and the SBHC can help them establish referrals. S. Sidorowicz asked, since all students come there from another school, have you been able to establish relationship between providers at different SBHCs? S. Wilhelm said there is not an exchange between sponsors. Within Group Health Cooperative, they can share records. J. Knaster Wasse said it does work for mental health due to MHITS. K. Washington asked if there is the potential for piggybacking other records onto MHITS. J. Knaster Wasse said that's a big question. E. Chayet asked where kids go for more complex treatment; are there more complex mental health providers? S. Wilhelm said that's what we've been working on with Group Health; through the community mental health clinic is where that would happen if complex and beyond scope of what clinic can provide. E. Chayet: are kids insured through managed health care in Medicaid? S. Wilhelm: Clinic does help enroll students if they are not already. S. Everlove asked if they screen kids to look at dental needs at IA even though not provided at that particular health care center. S. Wilhelm said as part of the general enrollment process that is discussed. We have discussed providing mobile dental services at IA.

J. Knaster Wasse discussed the Family Support Program. They are enhancing professional development using evidence-based practices. Pat and Alicia are engaging principals in the evaluation process. Read &

Rise is seeing excellent results. All four new innovation schools chose to buy Family Support Worker services.

S. Rigel discussed the Oral Health investment. Neighborcare Health was selected and began service at 10 schools in September 2013. Citywide and King County data show good results in oral health screening for 3rd grade and 6th grade, then it drops away. They decided to diversify the group of schools, try it out, and see where they could make the most impact. Neighborcare decided to partner with Odessa Brown at two sites. L. Gaskill-Gaddis asked if one of those was Denny Middle School and S. Rigel said yes.

For health screenings, Neighborcare has portable equipment. There is a lot of referral and calling and talking with parents to refer to a community provider; also tracking follow up which is just as important as providing services on site. H. Miller asked if they are able to look at data in terms of results. S. Wilhelm said yes but it's not ready to share. Overall the younger students have a higher level of decay. There are different tiers. Over 21% of students screened have decay; in some schools up to 30%. This is a known rate of concern for oral health.

The 10 schools is a flexible list. ICHS last year was awarded a federal capital grant to buy a mobile van. They are using the van to support non-Levy-funded schools. Very few schools (Garfield, Ballard) are left out. J. DeGriek said the City of Seattle General Fund is the primary funder of the school-based sealant program. He said he was intrigued by the 175 that report no dental home; it seems like a low number. S. Rigel said for data, we had set what we thought would be most appropriate to report. Next year we will report on a different set of information; more than what we see here. These are highlights. We are developing the data set.

L. Gaskill-Gaddis said the health work is very impressive. Ryan Lenea said at Nathan Hale there is a teen health center and nurse. He said the health center is crowded and the nurse overwhelmed. S. Rigel said we track every single visit by school by counselor at SBHCs. We track monthly and report out, so everyone sees. If something looks askew, S. Rigel calls to see what's going on. What's the role of the school nurse in this situation? Sometimes they have different roles. One thing we're working on with the Levy is to define that across buildings. Last year we did on-site observations of dozens of school nurses: how much time they spent on paperwork, how much on screenings. We want to capture the best use of the SBHCs. S. Everlove said this makes her feel like our investment is going to the way it's supposed to and she wished that more of the public could hear this. How can we get this success story out, maybe in newspaper, speaks to groups working collaboratively, sharing data, did that and seeing actual benefits for kids. You voted for the Levy and your dollars are being well spent. S. Sidorowicz said the SBHCs get the most stories in one way or another. He is constantly running across news media, not just the Seattle Channel show that we did, they did other shows, articles on intervention, SBHC newsletter, never enough but of all the programs we have, they get the most attention. It's been positive for the last 10 years. S. Rigel will send information to Sue Rust on how to sign up for the SBHC newsletter.

E. Chayet asked about Medicaid expansion. S. Rigel said, at the state level, she is a member of the Washington School-Based Health Alliance. The Alliance is working with the State Insurance Commissioner. She is going to Olympia next week and said what they advocate for the State is good for Seattle. There are lots of options. We are also addressing confidentiality and how the Insurance Commissioner can help control or help.

The meeting was adjourned at 5:35 PM.



Families and Education Levy 2013-14 Mid-Year Report

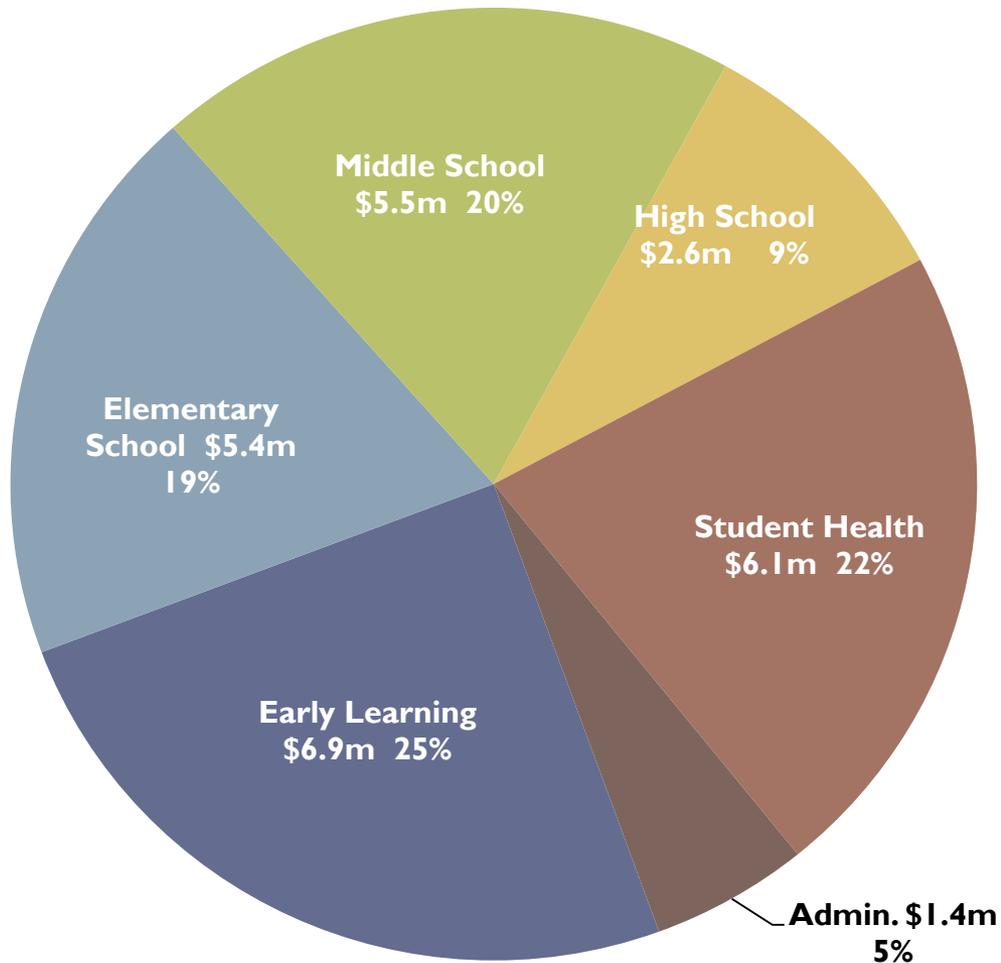


Levy Oversight Committee Meeting
May 13, 2014

Presentation Overview

- ▶ Updates on second-year implementation, results, and course corrections for each investment area
 - ▶ Early Learning
 - ▶ Elementary Innovation
 - Family Support
 - ▶ Middle School Innovation/Linkage
 - ▶ High School Innovation
 - ▶ Student Health
 - ▶ Summer Learning

2013-2014 Levy Budget Plan

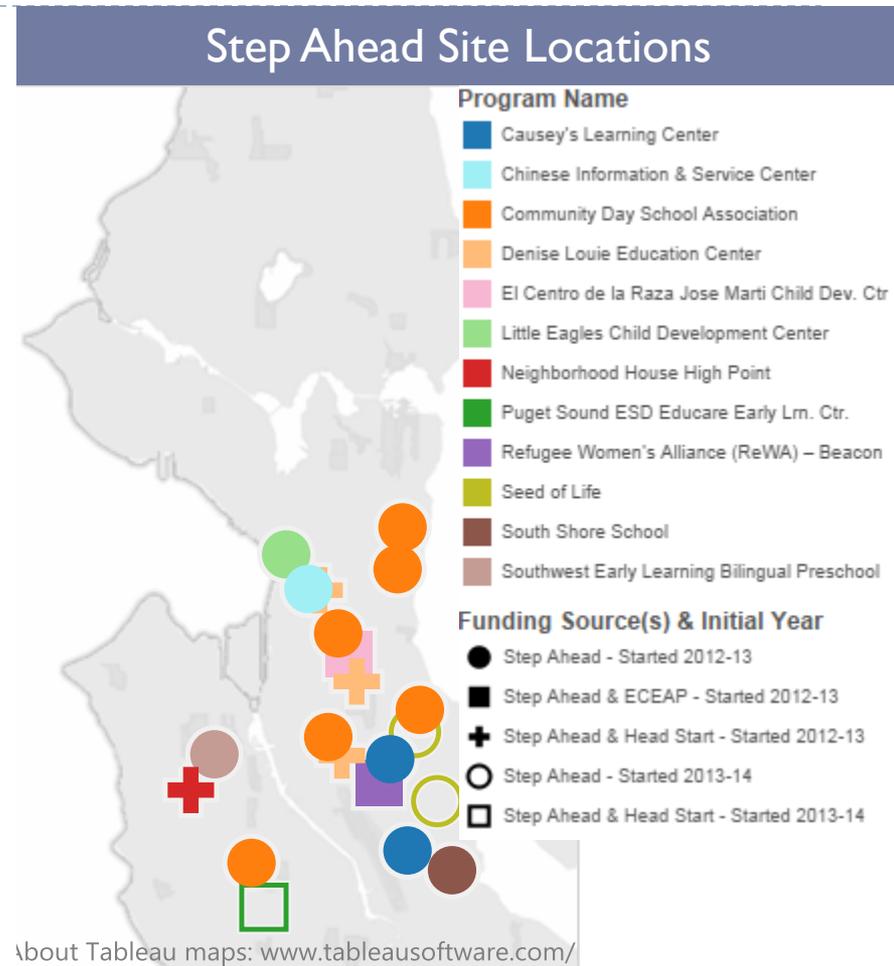




Early Learning

2013-14 Programs

- ▶ **Seattle Early Education Collaborative**
- ▶ **Step Ahead**
 - ▶ 21 sites
 - ▶ 459 Levy-funded children
- ▶ **Parent-Child Home Program**
 - ▶ 500 Seattle families in partnership with United Way (160 Levy-funded)



Race/Ethnicity of Children in Step Ahead Preschools

	American Indian or Alaska Native	Asian	Black or African American	More than one race	Native Hawaiian or Other Pacific Islander	Some Other Race	Spanish/Hispanic/Latino	Unknown	White	Grand Total
Number of Step Ahead Children	5	168	156	33	5	21	102	16	72	578
Percent of Step Ahead Children	1%	29%	27%	6%	1%	4%	18%	3%	12%	100%

Note: Race and Ethnicity categories generated by Teaching Strategies Gold dataset. Children identified as “Spanish/Hispanic/Latino” were disaggregated and separated from the racial categories. Includes children in Step Ahead preschools who are not receiving direct Levy funding.

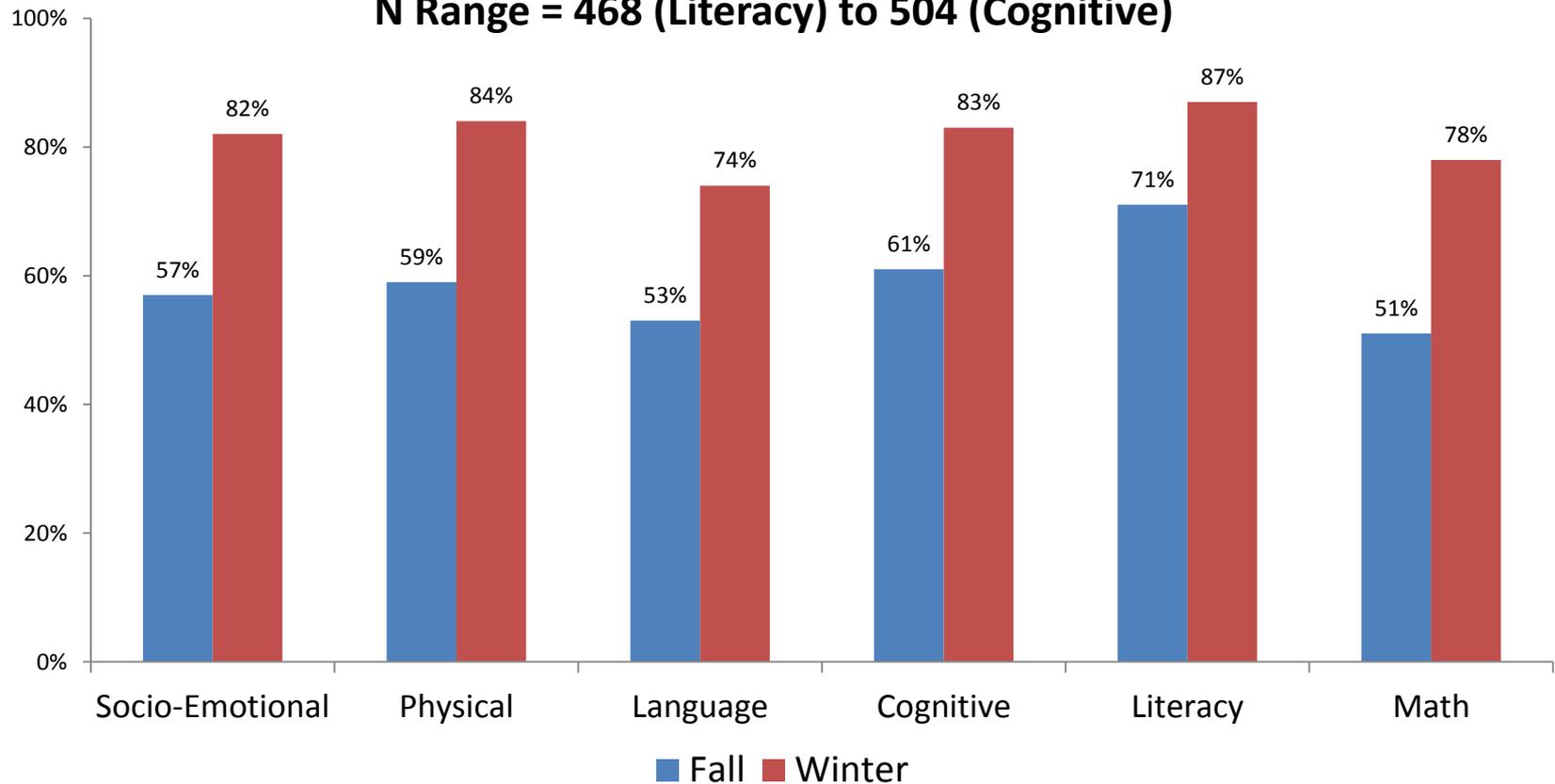
Step Ahead Progress – Attendance

- ▶ **2013-14 Step Ahead Agencies Overall Attendance Rate (September to March)**
 - ▶ **Average Attendance Rate: 86%**
 - ▶ **Children Attending 85% or More Days: 70% (N = 569)**

Step Ahead Progress – Teaching Strategies Gold

2013-14 Step Ahead Meeting/Exceeding TS Gold Expectations

N Range = 468 (Literacy) to 504 (Cognitive)



Implementation Progress – Issues and Actions Taken

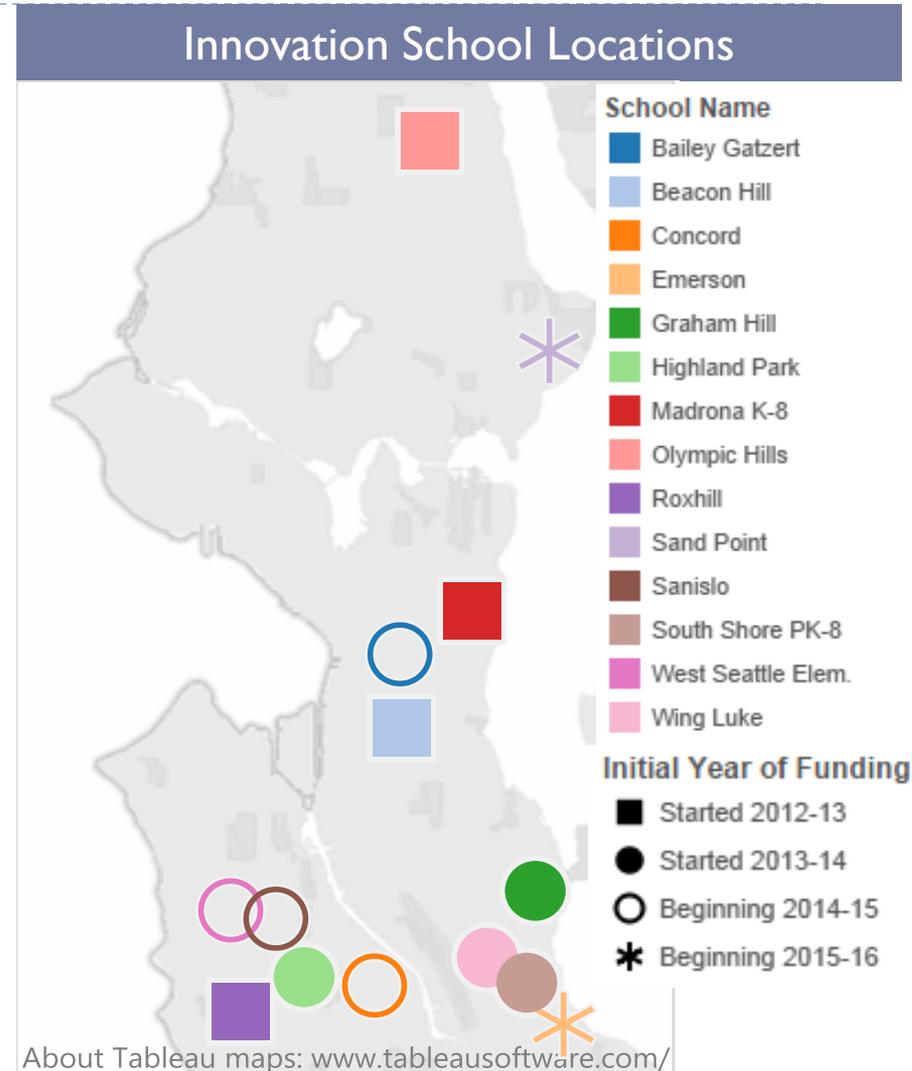
Need Identified	Recommended Course Correction	OFE Action Taken
<p>1. Preschool child data reflected that, while some children were making progress, many more were still not meeting age level expectations by the end of the program year.</p>	<p>Implement a new professional development approach using the HighScope curriculum.</p>	<p>Developed the early learning academy to provide intensive curriculum training in HighScope, an evidence-based approach with proven results. The 36 teachers enrolled in the Preschool Curriculum Course will complete 120 hours of training at the end of May, and 16 teachers, directors, and coaches will complete the three-week Train the Trainer “ToT” course.</p>
<p>2. Preschool programs used different developmental screening tools making it difficult to collect and analyze the data and provide support for children identified with delays.</p>	<p>Adopt and train all preschool programs on one common developmental screening tool.</p>	<p>In partnership with PHSKC and HSD, adopted the ASQ and ASQ-SE developmental screening tool, trained teachers, and provided additional support and/or referral for children with delays.</p>
<p>3. Deep need for increased access to high-quality preschool for all three- and four-year-olds in Seattle.</p>	<p>City Council adopted a resolution that charged OFE with developing an action plan for Preschool for All (PFA).</p>	<p>OFE consulted with BERK and associates who developed the PFA action plan. Extensive outreach on the plan was conducted with early learning and other key stakeholders. Recommendations will help inform development of the Mayor's Seattle Preschool Program that will be presented to City Council in May.</p>



Elementary Innovation

2013-14 Programs

- ▶ Eight innovation schools (~\$300k each)
- ▶ Four new sites selected for 2014-15 and two new in the queue for 2015-16
- ▶ Strategies Include:
 - ▶ PreK-3 alignment
 - ▶ Extended In-School Learning Time
 - ▶ Expanded Learning Opportunities
 - ▶ Social, Emotional, Behavioral, and Family Support



Student Demographics within Levy Innovation Elementary Schools (2013-14)

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District K-5 Students	16%	1%	14%	47%	13%	9%	0%	100%
Combined Innovation School Total	28%	1%	24%	15%	23%	9%	1%	100%
Beacon Hill International School	7%	0%	31%	15%	39%	8%	0%	100%
Graham Hill Elementary	35%	0%	23%	18%	14%	9%	0%	100%
Highland Park Elementary	16%	2%	22%	15%	31%	10%	3%	100%
Madrona K-8 School	56%	0%	3%	23%	7%	11%	0%	100%
Olympic Hills Elementary	22%	1%	17%	22%	23%	12%	2%	100%
Roxhill Elementary	27%	1%	14%	13%	37%	7%	1%	100%
South Shore K-8 School	38%	1%	26%	14%	10%	11%	0%	100%
Wing Luke Elementary	38%	1%	44%	2%	8%	6%	1%	100%

Data Highlights:

- Levy Elementary Innovation Schools serve 10.6% (2836) of total SPS K-5 student population (26,737).
- Elementary Innovation Schools serve greater proportion of African American, Asian, and Hispanic students (75%) than the District as a whole (43%).

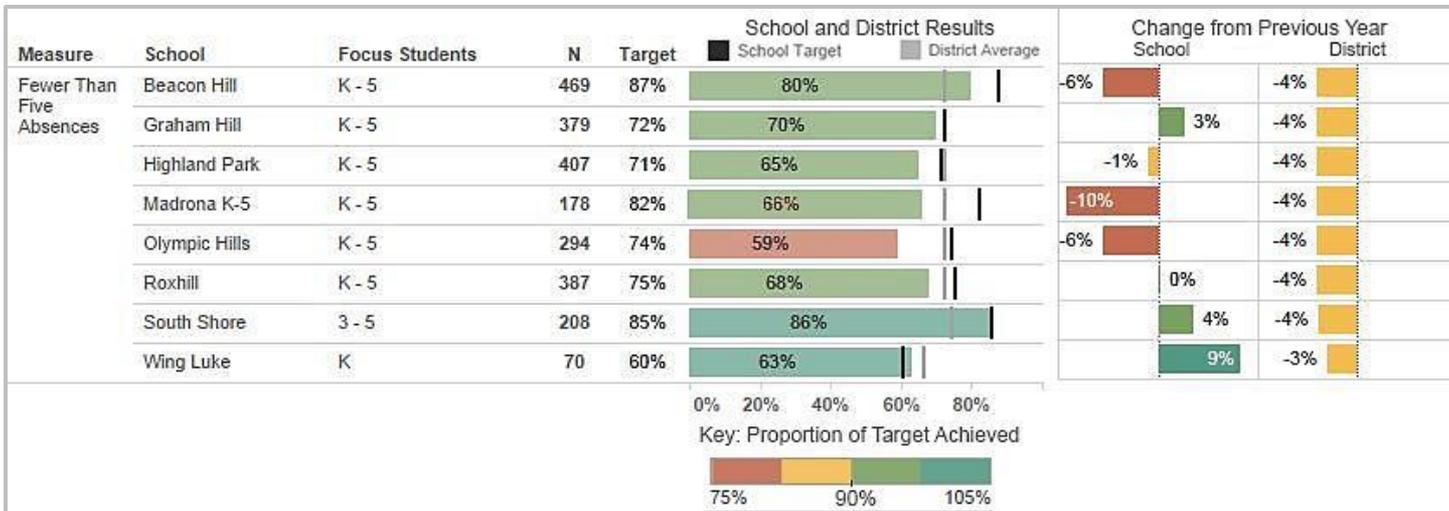
Student Subgroups within Levy Innovation Elementary Schools (2013-14)

	English Language Learners	Special Education	Below Standard on MSP Reading and/or Math (4th/5th Gr. Only)
All District K-5 Students	14%	12%	32%
Combined Innovation School Total	31%	15%	49%
Beacon Hill International School	45%	11%	37%
Graham Hill Elementary	32%	13%	56%
Highland Park Elementary	27%	17%	67%
Madrona K-8 School	9%	10%	70%
Olympic Hills Elementary	33%	19%	40%
Roxhill Elementary	34%	18%	67%
South Shore K-8 School	19%	14%	41%
Wing Luke Elementary	35%	14%	31%

Levy Elementary Innovation School Levy are proportionally serving more:

- ELL (17% points more than district)
- Students not meeting Standards (17% points more than district)

First Semester Indicator Result Summary



Summary of Results

- ▶ District overall saw a decline in attendance from previous year across grade spans.
- ▶ 6 earned 100%, 1 earned 90%, and 1 earned 80% of their performance pay.
- ▶ 2 out of 8 schools met their first semester attendance target.
- ▶ 4 schools performance declined from previous year.
- ▶ 1 school's performance has declined for two years in a row.

Implementation Progress – Elementary School Issues and Actions Taken

#	Need Identified	Recommended Course Correction	OFE Action Taken
1	Reliable Kindergarten Data	<ul style="list-style-type: none"> Provide elementary principals and kindergarten teachers with data related to classroom instructional practices. Provide professional development for kindergarten teachers based on needs identified in data gathered from classroom observations. 	<ul style="list-style-type: none"> Funded UW to conduct Classroom Assessment Scoring System (CLASS) observations of all kindergarten classrooms. Funded UW to present CLASS results and instructional supports to principals and kindergarten teachers. Working with SPS and UW on options for continuing administration of the CLASS
2	Support for School Level Data Analysts	<ul style="list-style-type: none"> Provide training on basic Excel analysis tools for Levy Coordinators 	<ul style="list-style-type: none"> Working with SPS to develop a basic Excel training course that can be video taped and put on website Piloting Excel training with Highland Park
3	Effective Instructional Strategies for English Language Learners	<ul style="list-style-type: none"> Provide professional development to school staff on effective instructional strategies for ELLs 	<ul style="list-style-type: none"> Partnered with SPS to pilot new training on supporting needs of ELLs Infusing ELL strategies into other professional development funded by Levy

Note: See “Common Key” issues slide for additional items.





Community- and School-Based Family Support Programs

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

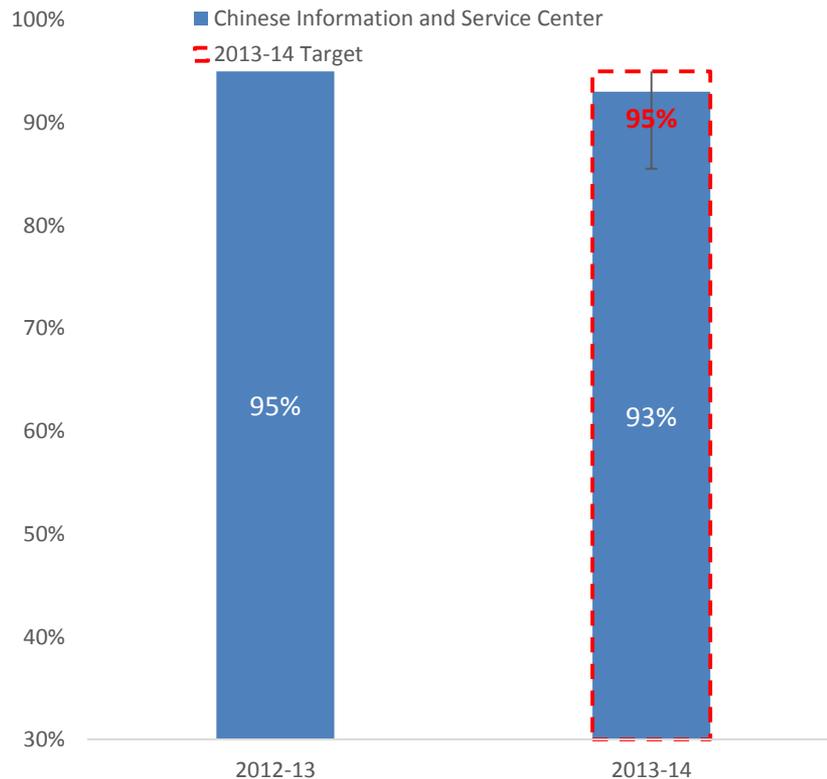
- ▶ Focused on serving immigrant, refugee, and Native American students and their families, providing:
 - ▶ Case Management
 - ▶ School-to-Family Connections
 - ▶ Transition Support
 - ▶ Mental and Physical Health Referral Services

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 1 st – 5 th grade.
Refugee Women's Alliance (ReWA)	Dearborn Park Kimball Maple		40 Latino, Somali, and Vietnamese English Language Learners in 1 st – 5 th 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.

CBFS Mid-Year Indicator: Students with fewer than five absences (excused or unexcused) in the first semester

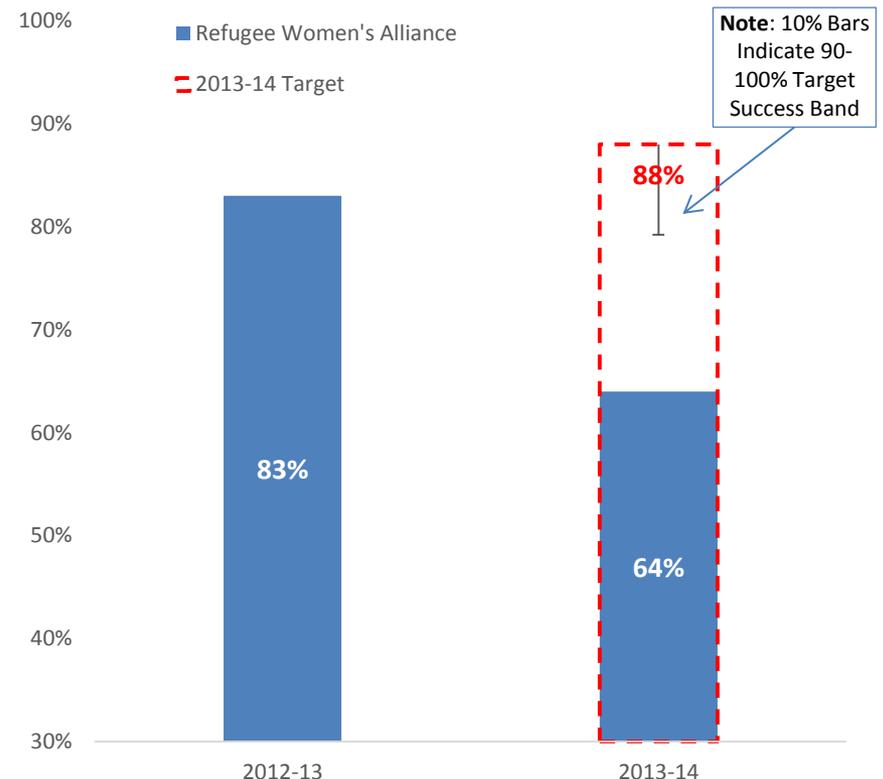
Chinese Information and Service Center

1st–5th grade students participating in program
(40 students total)



Refugee Women's Alliance

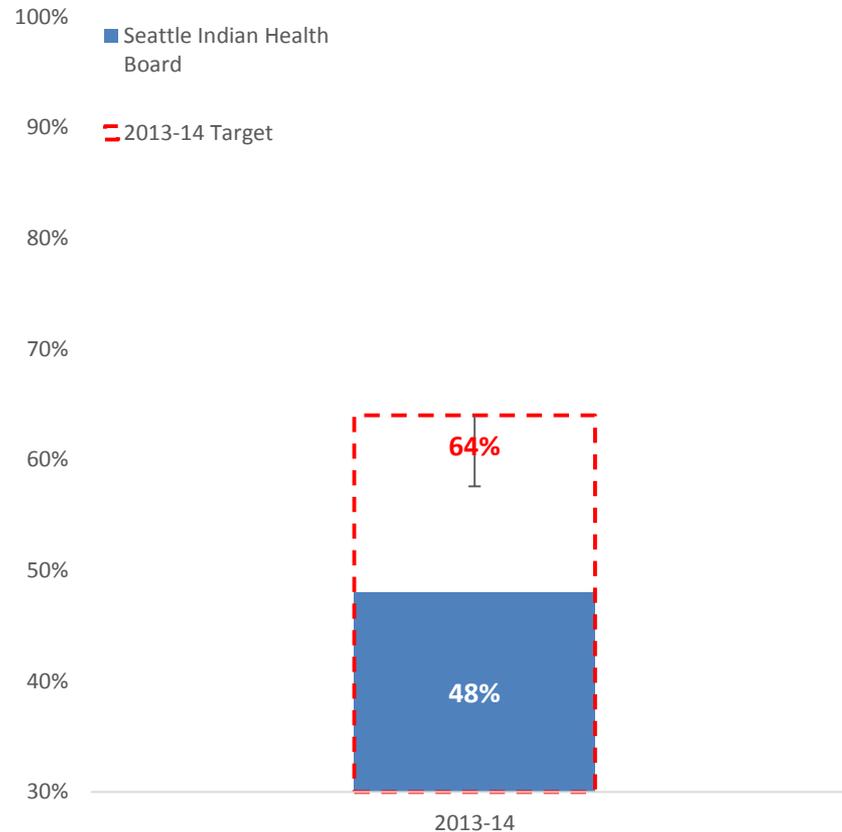
1st–5th grade students participating in program
(44 students total)



CBFS Mid-Year Indicator: Students with fewer than five absences (excused or unexcused) in the first semester

Seattle Indian Health Board

1st–5th grade students participating in program
(31 students total)



Implementation Progress – CBFS Issues and Actions Taken

#	Need Identified	Program Action Taken
1.	Engaging School Partners	<ul style="list-style-type: none"> • ReWA – Developed memorandum of understanding with partner schools that outlined roles and responsibilities of both the agency and the school. • CISC – Collaborated with partner school on events such as parent/teacher conferences to support students and families attending these events. • OFE – Connecting Seattle Indian Health Board with schools providing summer learning programs for Native students struggling academically.
2.	Providing Relevant and Engaging Training to Immigrant and Refugee Families	<ul style="list-style-type: none"> • ReWA and CISC – Surveyed families to identify topics for workshops and trainings. For example, they have led workshops on understanding how students are identified and the services they can receive under the English Language Learner program. • ReWA – Holding workshops for small groups in homes and communities where families live.
3.	Improving Instructional Support for Students	<ul style="list-style-type: none"> • ReWA – Adopted new curriculum to support math instruction. • CISC – Worked with partner schools to identify appropriate reading materials for students.
4.	Recruiting and Serving Native Students	SIHB – Expanded recruitment outside of West Seattle area. Student and family supports rely more on referrals to local services.
5.	Professional Learning Community	OFE – Convening staff from three agencies to discuss challenges, share best practices, and develop a plan for working together more closely next school year.

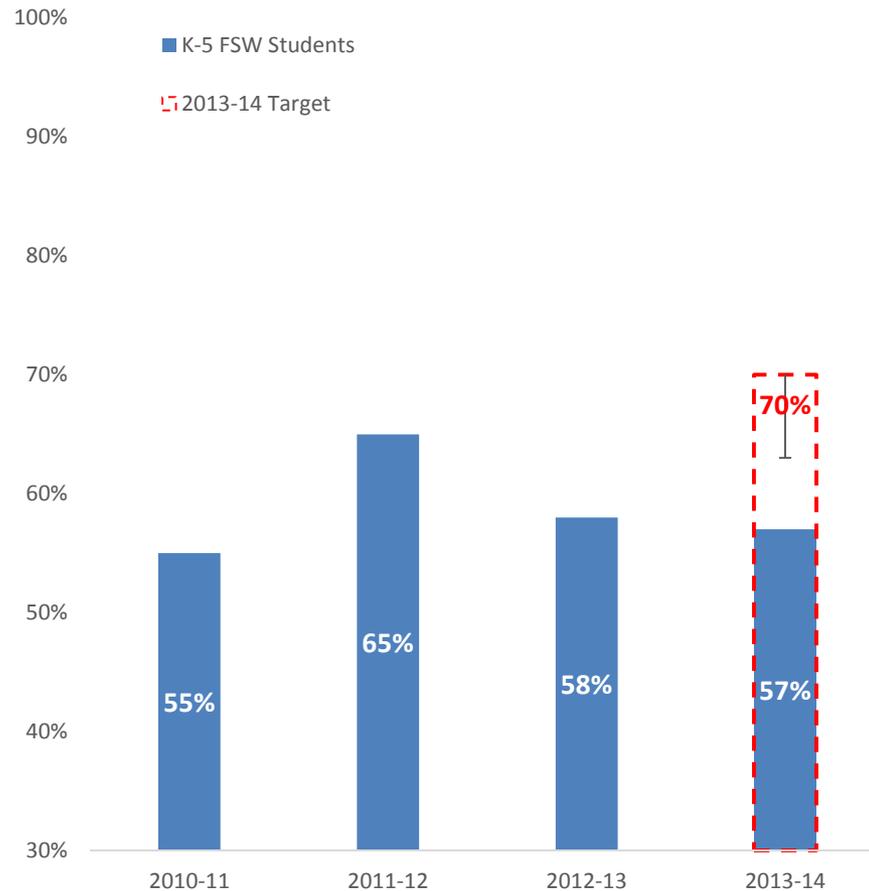
2013-14 Family Support Program

- ▶ Funded Family Support Workers to help over 730 students and their families in 24 elementary schools
- ▶ Services included:
 - ▶ Case Management
 - ▶ School-to-Family Connections
 - ▶ Transition Support
 - ▶ Mental and Physical Health Referral Services
- ▶ Race/Ethnicity of Students with a Family Support Worker

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
Number K-5 Students With An FSW	362	12	71	56	184	43	6	734
Percent of K-5 Students With An FSW	49%	2%	10%	8%	25%	6%	1%	100%

FSP Mid-Year Indicator: Students with fewer than five absences (excused or unexcused) in the first semester

Family Support Program 4th-5th Grade Students with an FSW



Family Support Program Implementation Progress – Issues and Actions Taken

Need Identified	PHSKC/Program Action Taken
<p>2012 UW evaluation of program recommended fine tuning of professional development opportunities.</p>	<p>Facilitated collaborative development of strategic professional development plan. Trainings designed to increase the use of evidence-based practices, improve FSW use of data and technology to manage caseloads, and elevate FSW practice by increasing consistency across schools and increasing accountability.</p>
<p>2012 UW evaluation of program recommended developing a plan for continuous quality improvement.</p>	<p>Collaboratively developed a performance-based evaluation framework to replace the compliance-based system. Includes a rubric that details expectation levels for various domains of FSW roles and responsibilities. Performance-based evaluation was implemented April 2014 in annual evaluations.</p>
<p>FSP needs support to align the program with SPS strategic planning as well as advocate for the FSW role system-wide; retirement of previous program manager</p>	<p>Supporting the new Executive Director of Coordinated School Health and new FSP program manager in strategic planning process.</p>
<p>FSWs need additional support to improve family engagement in literacy.</p>	<p>FSWs at four sites participated in the Scholastic Read and Rise Program, sponsored by OFE.</p>
<p>2012 UW evaluation of program recommended development of quality data collection and feedback systems.</p>	<p>Facilitating development of specifications for a new program database to be developed internally by SPS with volunteer design support from a consultant recommended by LOC member.</p>

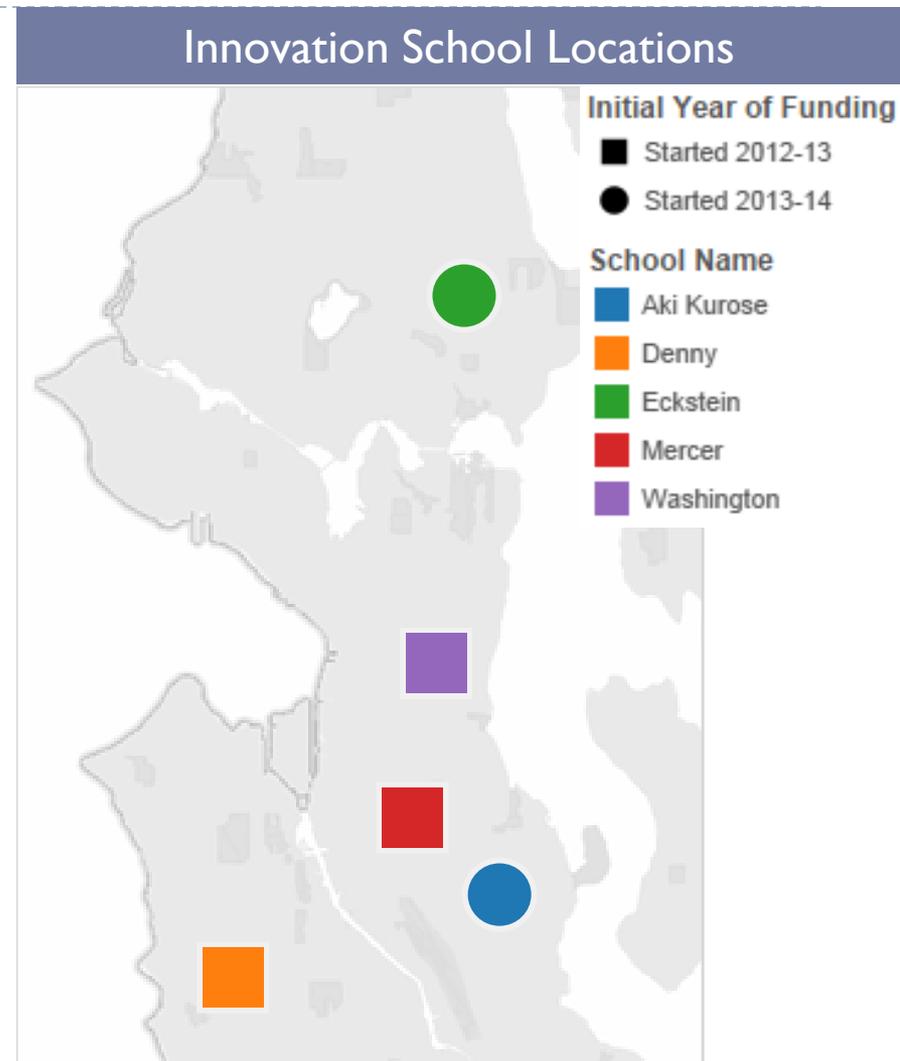


Middle School Innovation & Linkage



2013-14 Middle School Programs - Innovation

- ▶ Five Innovation middle schools (ranging from ~\$460k to \$533k)
- ▶ Strategies:
 - ▶ Extended In-School Learning Time
 - ▶ Expanded Learning Opportunities
 - ▶ Social, Emotional, Behavioral, and Health Support
 - ▶ Family Involvement
 - ▶ College and Career Readiness

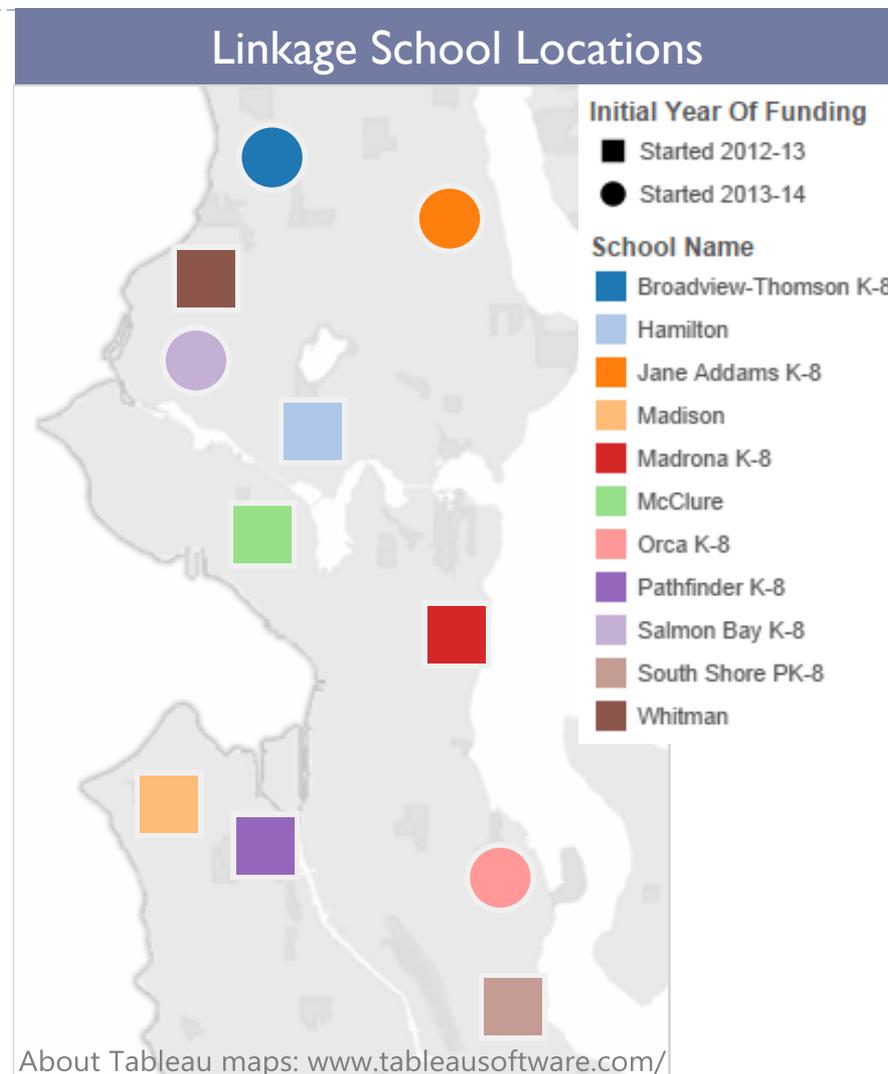


2013-14 Middle School Programs-Linkage

- ▶ 11 Linkage middle schools (~\$50k-\$230k each)

- ▶ **Strategies:**

- ▶ Extended In-School Learning Time
- ▶ Expanded Learning Opportunities
- ▶ Social, Emotional, Behavioral, and Health Support
- ▶ Family Involvement



Demographics - Race/Ethnicity

Levy Middle Schools (2013-14)

Proportion of Students Attending Each School

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District 6-8 Students	17%	1%	18%	43%	13%	7%	1%	100%
Combined Innovation School Total	23%	1%	26%	29%	15%	6%	1%	100%
Aki Kurose Middle School	38%	1%	39%	4%	13%	4%	2%	100%
Denny International Middle School	19%	1%	16%	27%	29%	5%	3%	100%
Eckstein Middle School	9%	0%	13%	59%	10%	9%	0%	100%
Mercer Middle School	23%	0%	49%	8%	15%	4%	0%	100%
Washington Middle School	30%	1%	21%	33%	8%	6%	0%	100%
Combined Linkage School Total	12%	1%	11%	58%	11%	8%	0%	100%
Broadview-Thomson K-8	23%	2%	17%	28%	23%	8%	0%	100%
Hamilton International Middle School	2%	0%	11%	72%	7%	7%	0%	100%
Jane Addams K-8	11%	2%	11%	56%	10%	8%	1%	100%
Madison Middle School	16%	1%	11%	52%	13%	7%	1%	100%
Madrona K-8 School	63%	3%	3%	8%	14%	9%	0%	100%
McClure Middle School	5%	2%	10%	64%	13%	7%	0%	100%
Orca K-8	28%	1%	11%	41%	7%	13%	0%	100%
Pathfinder K-8 School	9%	2%	7%	58%	11%	12%	0%	100%
Salmon Bay K-8	3%	0%	5%	77%	8%	6%	0%	100%
South Shore K-8 School	45%	1%	29%	7%	10%	7%	0%	100%
Whitman Middle School	9%	1%	8%	62%	12%	9%	0%	100%

- 16 Levy middle schools currently serve **95%** of the **district's middle school students**.
- In total, these **Levy middle schools support**:
 - **95%** of the district's **African American or Black** students
 - **96%** of the district's **Latino or Hispanic** students

Demographics – ELL, IEP, and MSP* Status Levy Middle Schools (2013-14)

	English Language Learners	Special Education	Below Standard on MSP Reading and/or Math
All District 6-8 Students	8%	15%	34%
Combined Innovation School Total	12%	14%	38%
Aki Kurose Middle School	21%	16%	53%
Denny International Middle School	14%	17%	49%
Eckstein Middle School	4%	14%	24%
Mercer Middle School	16%	12%	35%
Washington Middle School	9%	12%	35%
Combined Linkage School Total	4%	15%	30%
Broadview-Thomson K-8	15%	29%	49%
Hamilton International Middle School	2%	8%	10%
Jane Addams K-8	3%	16%	27%
Madison Middle School	4%	14%	32%
Madrona K-8 School	4%	14%	71%
McClure Middle School	4%	15%	26%
Orca K-8	0%	17%	52%
Pathfinder K-8 School	0%	35%	43%
Salmon Bay K-8	0%	23%	36%
South Shore K-8 School	11%	20%	45%
Whitman Middle School	5%	13%	33%

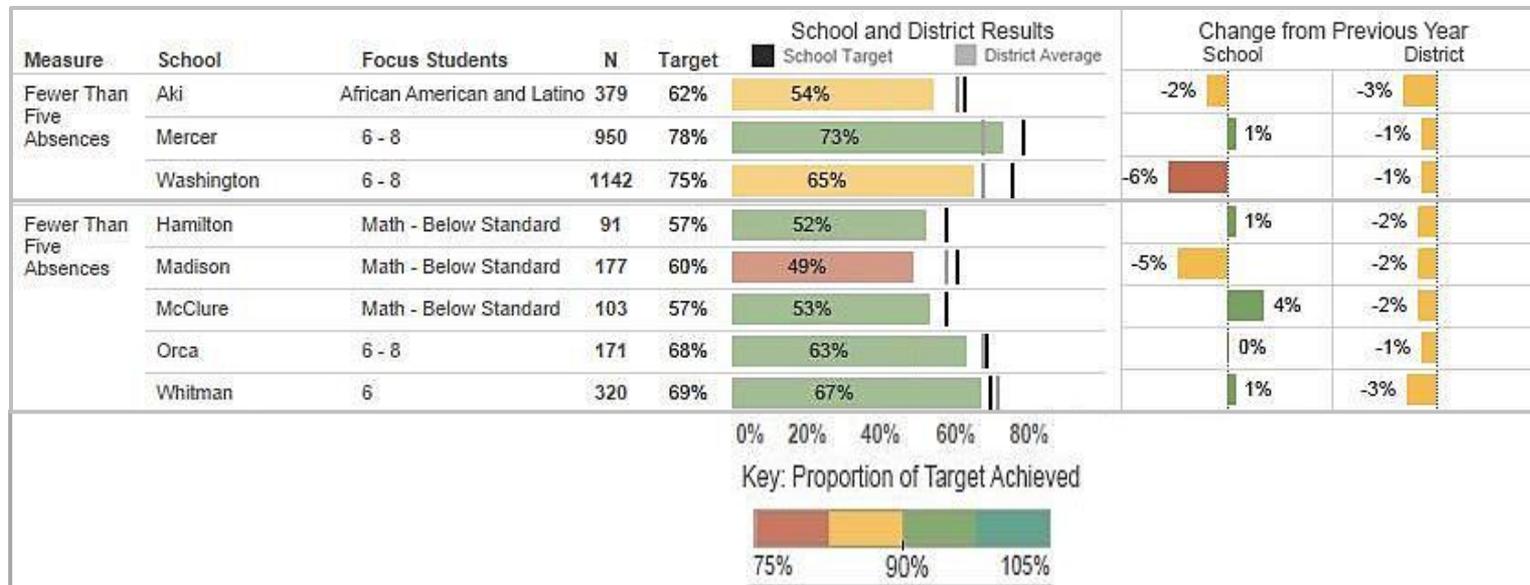
Data Highlights

Levy middle schools support:

- **90%** of the district's **English Language Learners**
- **95%** of the district's students in **Special Education**
- **96%** of the district's students **not on grade level in math and/or reading**

*Measures of Student Progress (MSP)

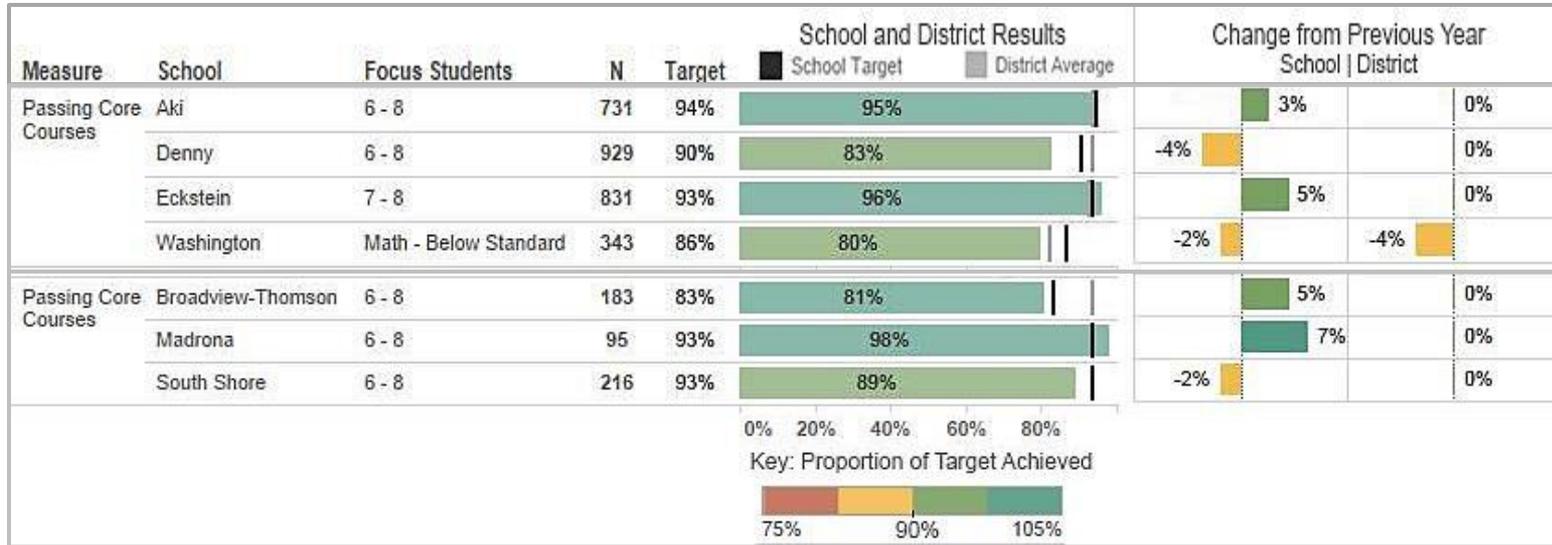
First Semester 2013-14 Attendance Results



Attendance Highlights from Indicator Results:

- ▶ District average declined slightly from previous year for all focus groups
- ▶ Of 8 schools:
 - ▶ 5 earned 100% and 3 earned 90% of their performance pay
 - ▶ 4 did not meet target, but improved from previous year
 - ▶ 1 did not meet target and did not change from previous year
 - ▶ 3 did not meet target and declined from previous year

First Semester 2013-14 Passing Core Courses Results



Passing Core Courses Highlights from Indicator Results:

- ▶ District average unchanged from previous year for all focus groups except declined for “Math – Below Standard”
- ▶ Of 7 schools:
 - ▶ All earned 100% of their performance pay
 - ▶ 3 exceeded target
 - ▶ 1 did not meet target, but improved from previous year
 - ▶ 3 did not meet target and declined from previous year

Implementation Progress – Middle School Issues and Actions Taken

Need Identified	Recommended Course Correction	OFE Action Taken
I. Standards-Based Grading Systems and Protocols	<ul style="list-style-type: none">• Support schools with implementing standards-based grading to distinguish effort (ex. participation, homework) from student learning• Provide professional development to school staff on effective grading practices• Pilot district standards-based grading system in several schools	<ul style="list-style-type: none">• Funded 34 principals and teachers to attend Sound Grading Conference in December 2013• Sharing resources among schools• Collaborating with the district to pilot standards-based grading systems in 3 middle schools next year

Note: See “Common Key” issues slide for additional items.

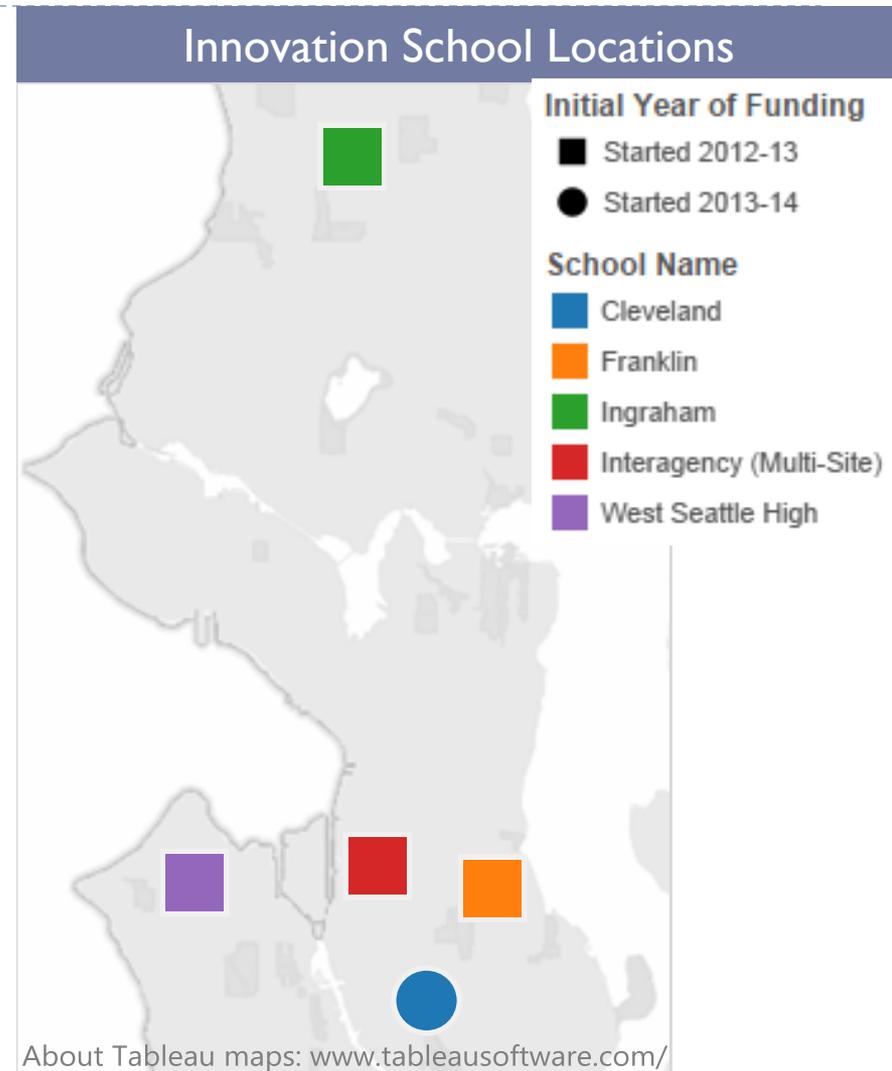


High School Innovation



2013-14 High School Programs

- ▶ Five Innovation high schools (~\$358k each)
- ▶ Strategies:
 - ▶ 8th to 9th Grade Transition
 - ▶ Extended In-School Learning Time
 - ▶ Social, Emotional, Behavioral, and Health Support
 - ▶ Family Involvement
 - ▶ College and Career Readiness



Demographics - Race/Ethnicity

Levy High Schools (2013-14)

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District First-Time 9th Grade Students	18%	1%	19%	42%	13%	6%	0%	100%
Combined Innovation School Total	22%	2%	30%	29%	13%	4%	0%	100%
Cleveland High School	37%	0%	43%	5%	11%	4%	0%	100%
Franklin High School	29%	2%	49%	6%	12%	1%	0%	100%
Ingraham High School	10%	1%	15%	58%	14%	3%	0%	100%
Interagency Academy	29%	8%	8%	21%	26%	8%	0%	100%
West Seattle High School	13%	2%	15%	47%	15%	7%	0%	100%

High School Data Highlights *(applies to first-time 9th graders only):*

- Five Levy Innovation high schools currently serve **34%** of the **district's first-time 9th graders**.
- Within these the **Levy high schools support:**
 - **42%** of the district's **African American or Black** students
 - **34%** of the district's **Hispanic or Latino** students

Demographics – ELL, IEP, and MSP* Status Levy High Schools (2013-14)

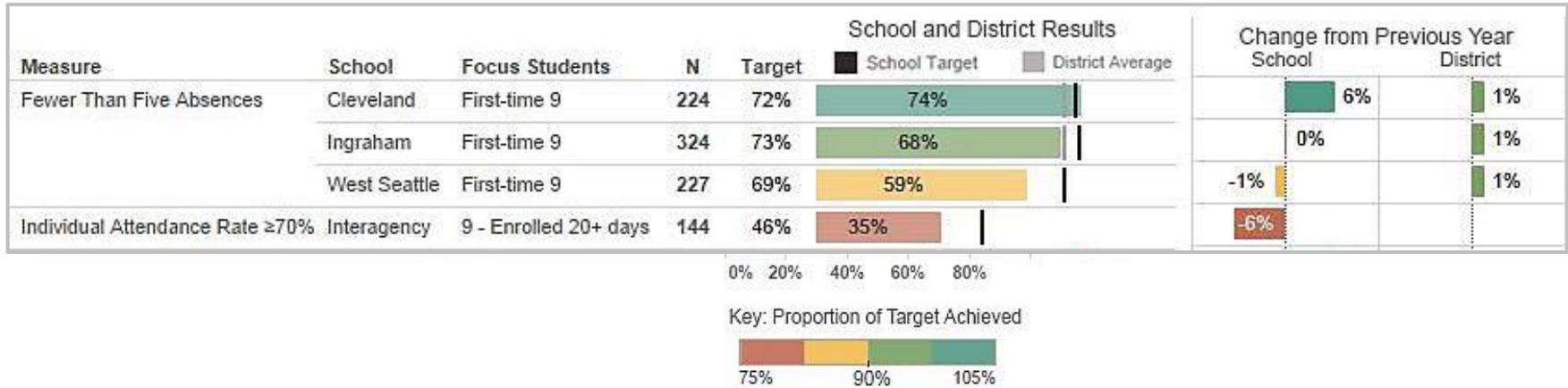
	English Language Learners	Special Education	Below Standard on MSP Reading and/or Math
All District First-Time 9th Grade Students	8%	14%	37%
Combined Innovation School Total	8%	14%	41%
Cleveland High School	45%	12%	37%
Franklin High School	32%	14%	48%
Ingraham High School	27%	12%	33%
Interagency Academy	9%	42%	90%
West Seattle High School	33%	17%	42%

High School Data Highlights *(applies to first-time 9th graders only):*

- **Five Levy high schools support:**
 - **33%** of the district's **English Language Learners**
 - **34%** of the district's **Special Education** students
 - **38%** of the district's students **not on grade level in math and/or reading**



First Semester 2013-14 High School Attendance Results

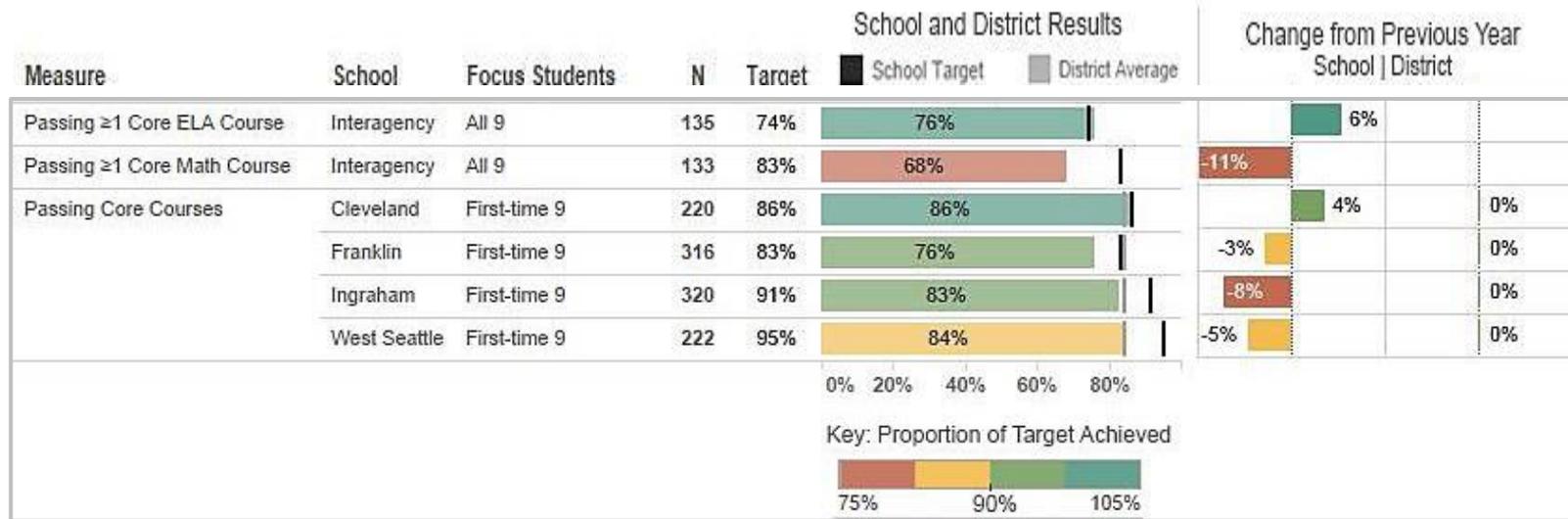


Attendance Highlights from Indicator Results:

- ▶ District average improved slightly from previous year
- ▶ Of 4 schools:
 - ▶ 2 earned 100%, 1 earned 90%, and 1 earned 80% of their performance pay
 - ▶ 1 exceeded target
 - ▶ 2 did not meet target, but improved from previous year
 - ▶ 1 did not meet target and declined from previous year

First Semester 2013-14

High School Passing Core Courses Results



Passing Core Courses Highlights from Indicator Results:

- ▶ District average unchanged from previous year
- ▶ Of 6 measures (Interagency had two measures):
 - ▶ 4 earned 100% and 2 earned 90% of their performance pay
 - ▶ 1 exceeded target
 - ▶ 1 met target
 - ▶ 4 did not meet target and declined from previous year

Implementation Progress – High School Issues and Actions Taken

Need Identified	Recommended Course Correction	OFE Action Taken
1. Effective Tier 3 Interventions	<ul style="list-style-type: none"> • Conduct a gap analysis of Tier 1, 2, and 3 interventions to determine resource available and identified needs • Identify more precisely needs of 3-5% of students requiring resource intensive supports • Collaborate with the district to implement effective interventions 	<ul style="list-style-type: none"> • Convened schools to identify issues
2. Reading Support for 9th Graders Entering with Low Reading Levels	<ul style="list-style-type: none"> • Evaluate school data to diagnose students' particular needs and abilities to better understand challenges • Identify instructional best practices and curricula/resources available • Coordinate with the district to provide additional professional development opportunities to all content area teachers 	<ul style="list-style-type: none"> • Provided three Common Core reading professional development trainings for non-reading teachers

Note: See “Common Key” issues slide for additional items.

Implementation Progress – **COMMON KEY**

Issues and Actions Taken

Need Identified	Recommended Course Correction	OFE Action Taken
1. Timely, Actionable Student Data	<ul style="list-style-type: none"> • Work with district to modify current school reports based on school feedback • Add functionality to analyze by sub-population and intervention type • Provide principals with draft state assessment data prior to start of school for planning purposes • Make the CBO “Automated Data Reports” truly automated 	<ul style="list-style-type: none"> • Inviting district’s Dept. of Technology to Levy meetings to solicit feedback from schools • Meeting with district’s Dept. of Technology to request report modifications and prioritize requests • Established working group to address CBO data access concerns
2. Effective Attendance Strategies	<ul style="list-style-type: none"> • Identify high leverage attendance strategies that are not resource intensive, but still highly effective • Support smaller schools with alternative incentive programming in the absence of the city’s “Be Here, Get There” campaign 	<ul style="list-style-type: none"> • Researching national best practices • Identifying effective practices within Levy school
3. Highly Engaging After-School Academic Programming	<ul style="list-style-type: none"> • Identify engaging curricula that incorporate math skills and project-based learning • Collaborate with CBOs to improve expanded learning opportunity offerings • Increase collaboration and alignment between during the day academic instruction and afterschool programming 	<ul style="list-style-type: none"> • Scheduling meetings with key providers to improve offerings for next year • Researching national best practices • Developed after-school math curriculum in elementary



Student Health

2013-14 Programs

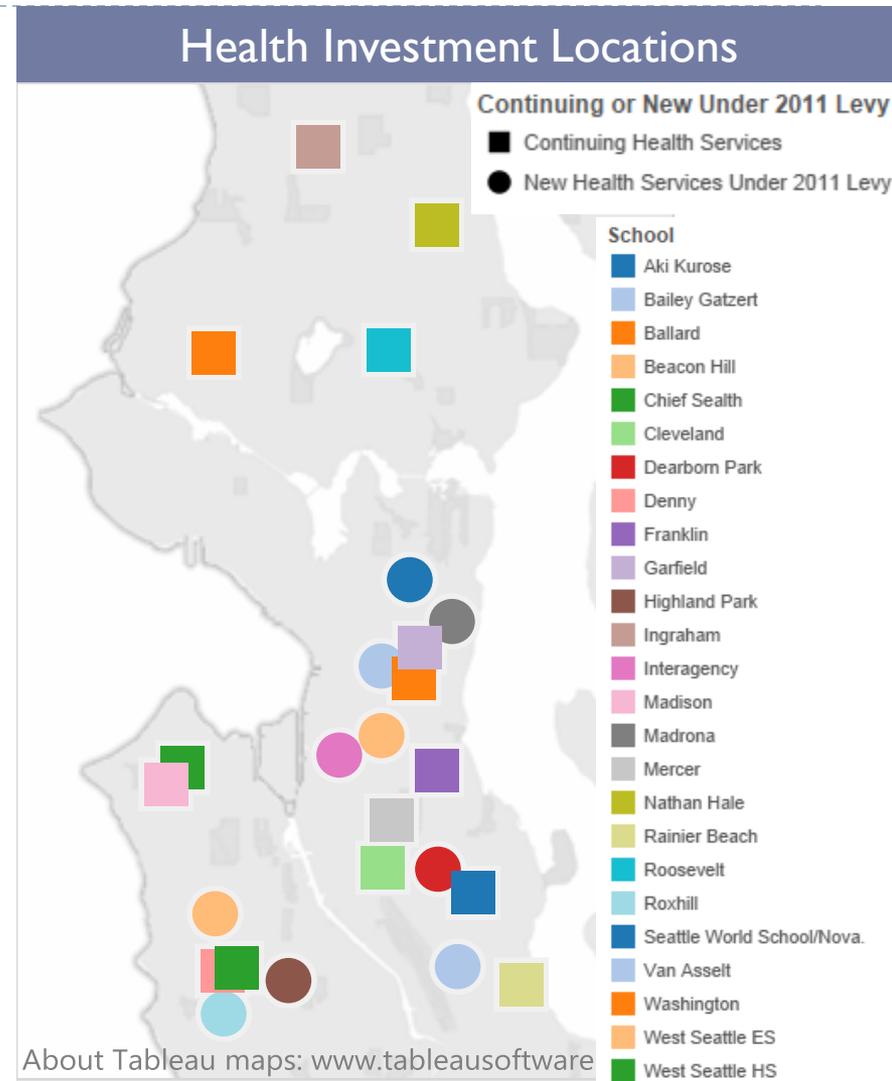
▶ School-Based Health Centers

- ▶ 8 elementary sites
- ▶ 5 middle school sites
- ▶ 10 comprehensive high school sites
- ▶ World School/Nova and Interagency

▶ Funded 7.6 FTE school nurses

▶ Mental Health Enhancement

▶ Oral Health



Race/Ethnicity of Students using School-Based Health Centers (2013-14)

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multi-Racial	Pacific Islander	Grand Total	ELL
School-Based Health Center Users	1,039	42	1,013	1,279	742	229	87	4431	655
All Students In Schools With SBHCs	4780	231	4809	6730	3002	1037	160	20749	2725

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multi-Racial	Pacific Islander	Grand Total	ELL
School-Based Health Center Users	23%	1%	23%	29%	17%	5%	2%	100%	15%
All Students In Schools With SBHCs	23%	1%	23%	32%	15%	5%	1%	100%	13%

Student Health Mid-Year Progress

School-Based Health Centers Only

Targets



Elementary, middle, and high school students receiving primary care

4,347

6,200

High-risk elementary, middle, and high school students identified and served through more intensive SBHC interventions that support academic achievement

860

1,400

School Health Services Only

Targets



Students brought into compliance with required childhood immunizations

Actuals Unavailable

9,000

Students screened for behavioral risk factors

853

1,200



Student Health Mid-Year Progress

SBHC and School Health Services Combined

Targets



Middle school students served by school-based health centers and/or health support services passing all classes (N = 2,726)

87% 88% (*1st Semester actual*)



High school students served by school-based health centers and/or health support services passing all classes (N = 5,956)

74% 78% (*1st Semester actual*)



Elementary school students with fewer than 10 absences per year (N= 1,304)

73% 88% (*<10 through 1st Semester*)



Middle school students with fewer than 10 absences per year (N= 2,843)

62% 82% (*<10 through 1st Semester*)



High school students with fewer than 10 absences per year (N = 6,394)

48% 73% (*<10 through 1st Semester*)



While most student health targets are based on year-long measures, the following first semester measure applied to the combined School-Based Health Center and Health Support investment in Interagency Academy:

*Percent of all Interagency students helped by school-based health center and/or health support services who are enrolled for 20 or more days with an **individual attendance rate of at least 70%** in the first semester: Target: 40% Actual: 39% (N = 98)*

Strategies to Address Emerging Needs: Elementary Health

Need Identified	PHSKC Action Taken
Development of successful elementary school-based health service model with limited funding/staffing	<ul style="list-style-type: none">• Convened elementary “learning collaborative” to facilitate sharing of best practices and challenges among sponsors, review data trends, and identify collective strategies to maximize success• Development of school-specific partnerships with key staff, partners, levy innovation, and other programs to best leverage limited time for services• Reviews of health and academic data demonstrate diverse school environments; need to tailor model according to needs

Strategies to Address Emerging Needs: Mental Health Consultation

Need Identified	PHSKC Action Taken
<p>SBHC providers are seeing patients with very complex mental health needs.</p> <p>Barriers to referrals for care include transportation and lack of parental involvement.</p>	<ul style="list-style-type: none">• Mental health enhancement funds were used to expand the consultation arrangement with Seattle Children's Hospital.• Beginning January 1, 2014, SBHCs will receive:<ul style="list-style-type: none">• 1 hour per month group consult with psychiatrist• 1 hour per month individual consult with psychologist• Telepsychiatry availability for direct patient evaluations• Reviews of interagency data suggest a trend towards improved attendance among students receiving health services (many for complex mental health needs)



Summer Learning

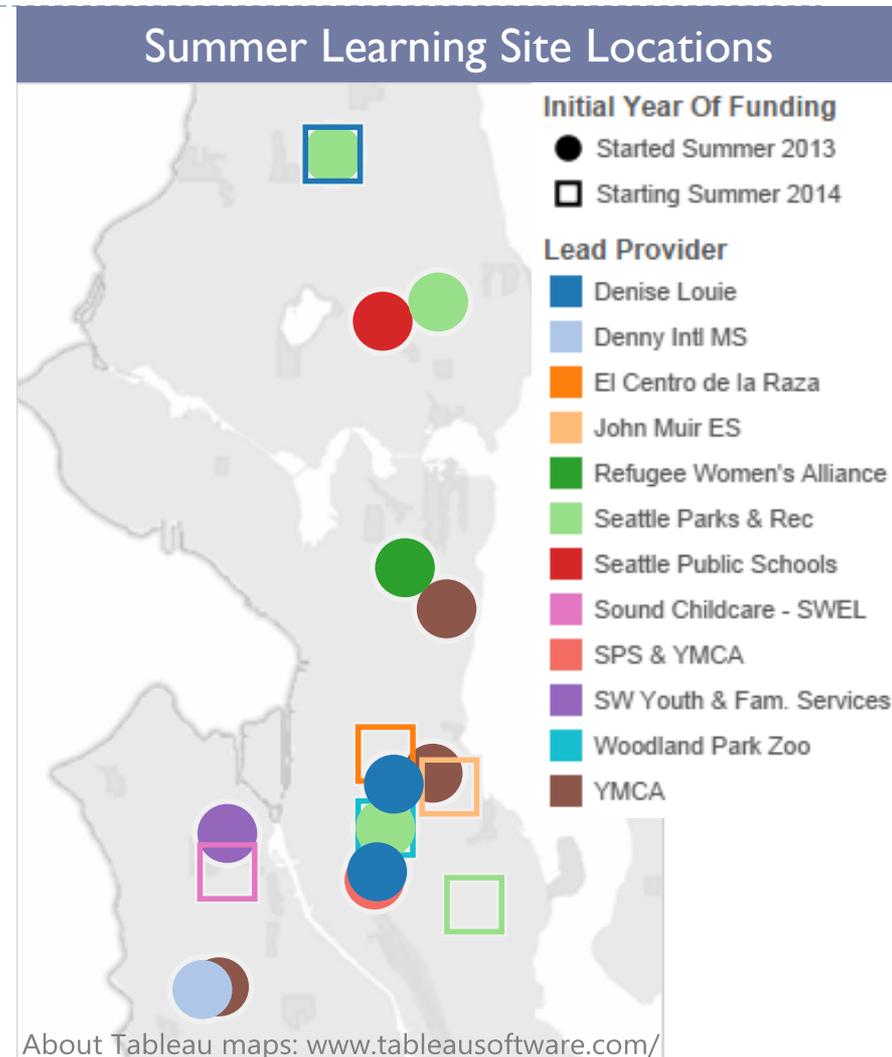
New Sites for Summer 2014

2014 Elementary Summer Awardees

- ▶ Denise Louie Education Center – adding a site at Northgate Elementary School
- ▶ John Muir Elementary School
- ▶ Southwest Early Learning (Sound Childcare)

2014 Middle School Summer Awardees

- ▶ El Centro de la Raza
- ▶ Seattle Parks and Recreation – adding a site at Aki Kurose Middle School
- ▶ Woodland Park Zoo



Seattle's
Families & Education Levy

2013-2014
MID-YEAR REPORT

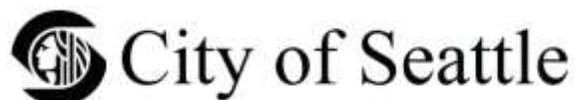


Table of Contents

	<i>Page</i>
Preface	1
Early Learning Investments	3
Elementary School Investments	5
School- and Community-Based Family Support	9
Middle School Investments	12
High School Investments	18
Student Health Investments	23
Summer Learning Investments	27
Appendix: Innovation/Linkage School-Level Results	29
Glossary	40

PREFACE

Seattle’s Families and Education Levy

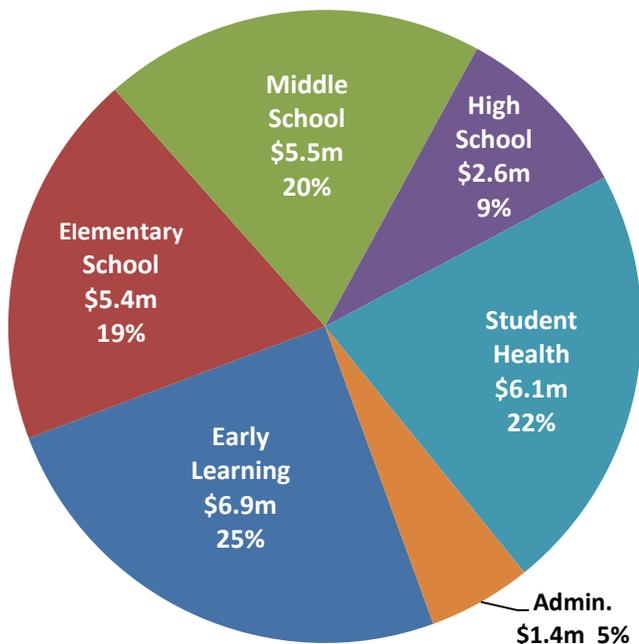
In 2011, Seattle voters generously approved the 2011 Families and Education Levy. This seven-year municipal property-tax levy expands and renews the community’s commitment to its children under prior Families and Education Levies approved in 1990, 1997, and 2004.

The Levy will invest \$235.5 million through the 2018-19 school year to improve academic achievement and reduce the achievement gap among Seattle students.

This annual report documents the Levy’s 2013-14 school year investments, the second under the 2011 Levy. Each section of the report describes strategies, results, and observations through the first year of implementation of the following investment areas:

- Early Learning
- Elementary Schools
- Family Support
- Middle Schools
- High Schools
- Student Health
- Summer Learning

2013-14 Levy Expenditure Plan - \$28m



Three Overarching Goals

Levy investments in schools and community organizations are all aligned to three ultimate goals for Seattle youth:

1. Children will be ready for school
2. All students will achieve academically and the achievement gap will be reduced
3. All students will graduate from school college/career ready

By pursuing these goals through investments in a variety of strategies, the Families and Education Levy reinforces the efforts of the Seattle Public Schools (SPS) district and countless community groups to fulfill their responsibility to educate all of Seattle’s children.

Primary Populations Served by the Levy

To advance the Levy’s three ambitious goals, students who are not obtaining the necessary academic skills expected at their grade level are the primary focus of Levy investments.

To a great degree, these are low-income students, students of color, and/or children from refugee or immigrant families.

The role of Levy investments is to improve the academic performance of these students in particular, so SPS can realize its broader goals for academic achievement.

Awarding Investments

Levy investments in schools and community organizations are managed using an Outcome Funding Framework that shifts the emphasis from program services to results. Investments are evaluated through this lens for their likelihood to improve academic achievement for the students who are of primary focus for the Levy, contributing to the realization of the Levy Implementation Plan's milestone targets representing SPS as a whole.

As required by the Levy ordinance approved by voters, most investments are awarded through a competitive Request for Investment (RFI) process. During the 2011 Levy's initial year of implementation, the city's Office for Education (OFE) issued RFIs for most K-12 school-based investments and summer learning while the Human Services Department (HSD) issued RFIs for early learning with OFE's review and input. OFE collaborated with Public Health – Seattle & King County (PHSKC) to issue RFIs concerning physical and mental health.

Prior to the RFI processes for schools, community-based organizations interested in receiving more than \$5,000 in Levy funds by partnering with schools completed a Request for Qualification (RFQ). The RFQ process identifies community organizations that have a track record of helping students achieve positive academic results. No Levy funding is awarded directly through the RFQ process. Instead, schools may choose to create partnerships with RFQ-approved organizations to deliver a variety of services through their RFI plans.

Please visit the [Funding Process](#) section of OFE's website to learn more about RFIs and RFQs.

Indicators of Success and Performance Pay

Programs awarded funds through the RFI process work with OFE or HSD to set specific performance targets called Outcomes and Indicators. Awards to programs are reauthorized each year for the life of the 2011 Levy, contingent upon satisfactory achievement of these targets.

Generally, 25 percent of each provider's annual contract for Levy funds is awarded through performance pay. In order to encourage providers to push their limits and work toward ambitious targets, the Levy provides full awards of performance pay once a program has achieved 90 percent or more of its goal. Partial awards are determined within similar "success bands," each representing partial achievement of targets within 10 percent bands.

Mid-Year Indicators

Most Levy investments include targets for mid-year indicators, in addition to year-long outcomes, used to predict academic success. **This mid-year report shares data available from the first semester of the 2013-14 school year.** These data, along with a wider range of data available after the school year concludes, help determine whether Levy investments have been effective in helping students achieve academically. Specifically, data available mid-year are valuable tools that are used to:

- Track progress on indicators of school readiness, academic achievement, and high school graduation
- Determine which investments are on track to meet 2013-14 year-end outcome targets
- Make course corrections for the second semester and inform future investments
- Set targets for the 2014-15 school year

EARLY LEARNING INVESTMENTS

Seattle Early Education Collaborative

The Levy and other funding sources support the Seattle Early Education Collaborative (SEEC), a network of partners working together to increase the number of children entering school with the skills they need to succeed in kindergarten and beyond.

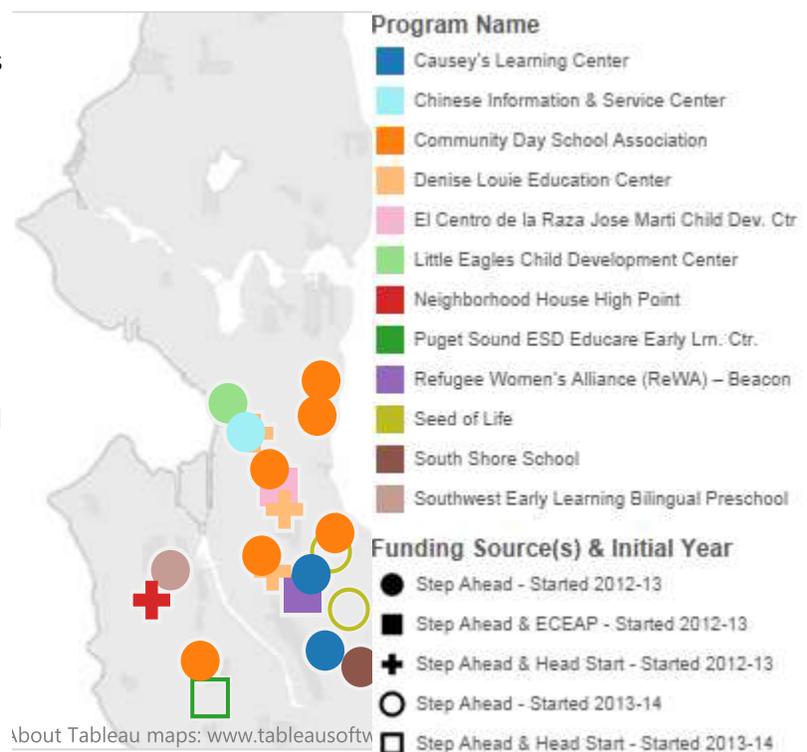
Partners leverage funds and implement strategies that are guided by data and best practices. Partners work together to monitor three- and four-year-olds' developmental progress and readiness for kindergarten through joint professional development, assessment, data collection and kindergarten transition services.

Step Ahead Preschool Programs

The Levy provides access to quality full- and half-day preschool to low-income three- and four-year-olds by investing in Step Ahead sites which are preschool sites run by community-based organizations or the school district, located in or near elementary schools.

Step Ahead programs are required to use approved research-based curricula aligned with Seattle Public Schools curricula for grades K–3. Standards must also be aligned with national, state, and local ELL standards.

Step Ahead Site Locations



Parent-Child Home Program (PCHP)

The Parent-Child Home Program is a research-based and validated early childhood literacy and school readiness program that promotes school readiness by involving two- and three-year-old children in educational play during home visits. The program stresses the development of parent-child verbal interaction as an important component of early childhood cognitive and social-emotional development. In partnership with United Way, PCHP has expanded to serve 500 families in Seattle, of which 160 are funded by the Levy. PCHP serves 1,000 children across King County.

Race/Ethnicity of Step Ahead Children

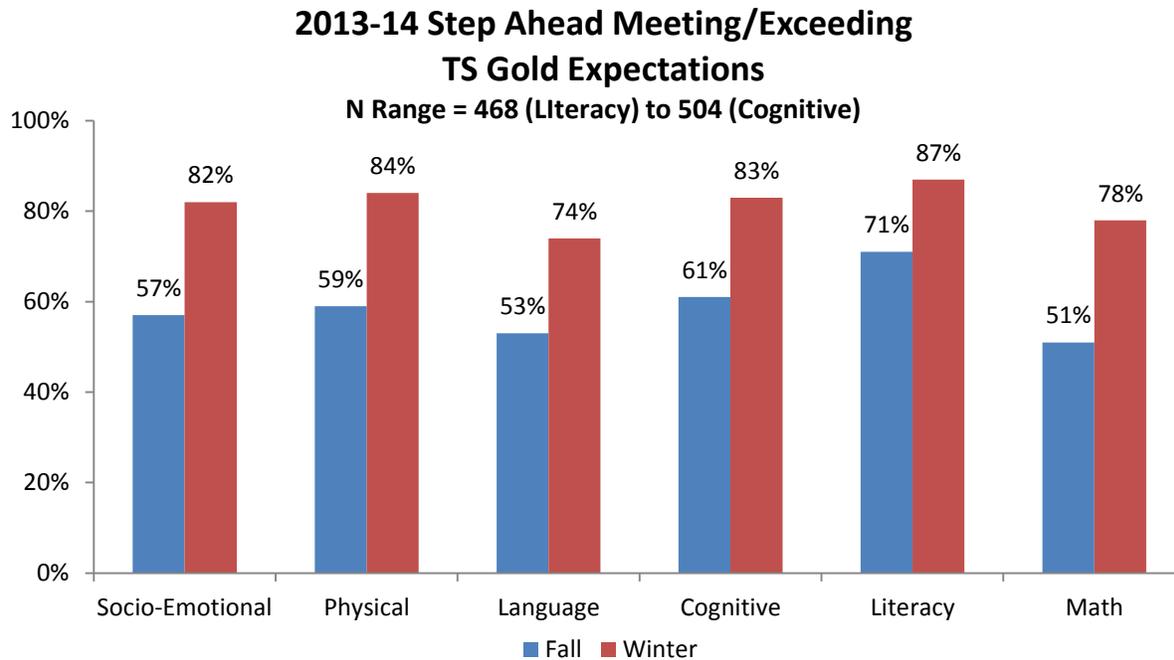
	American Indian or Alaska Native	Asian	Black or African American	More than one race	Native Hawaiian or Other Pacific Islander	Some Other Race	Spanish/Hispanic/Latino	Unknown	White	Grand Total
Number of Step Ahead Children	5	168	156	33	5	21	102	16	72	578
Percent of Step Ahead Children	1%	29%	27%	6%	1%	4%	18%	3%	12%	100%

Note: Race and Ethnicity categories generated by Teaching Strategies Gold dataset. Children identified as "Spanish/Hispanic/Latino" were disaggregated and separated from the racial categories.

Mid-Year Progress: Teaching Strategies GOLD™ Assessment Results for Children in Step Ahead Preschool–3 and PreK–4 Classrooms

2013-14 Step Ahead Agencies Overall Attendance Rate (September to March)

Average Attendance Rate: 86% | Children Attending 85% or More Days: 70% (N = 569)



Implementation Progress and Course Corrections

Need Identified	Recommended Course Correction	OFE Action Taken
Preschool child data reflected that, while some children were making progress, many more were still not meeting age level expectations by the end of the program year.	Implement a new professional development approach using the HighScope curriculum.	Developed the early learning academy to provide intensive curriculum training in HighScope an evidence-based approach with proven results. The 36 teachers enrolled in the Preschool Curriculum Course will complete 120 hours of training at the end of May, and 16 teachers, directors, and coaches will complete the three-week <i>Train the Trainer</i> “ToT” course.
Preschool programs used different developmental screening tools making it difficult to collect and analyze the data and provide support for children identified with delays.	Adopt and train all preschool programs on one common developmental screening tool.	In partnership with PHSKC and HSD, adopted the ASQ and ASQ-SE developmental screening tool, trained teachers, and provided additional support and/or referral for children with delays.
Deep need for increased access to high-quality preschool for all three- and four-year-olds in Seattle.	City Council adopted a resolution that charged OFE with developing an action plan for Preschool for All (PFA).	OFE consulted with BERK and associates who developed the PFA action plan. Extensive outreach on the plan was conducted with early learning and other key stakeholders. Recommendations will help inform development of the Mayor's Seattle Preschool Program that will be presented to City Council in May.

ELEMENTARY SCHOOL INVESTMENTS

Elementary Innovation Schools

Elementary schools are selected to become Innovation Schools through a competitive RFI process open only to SPS elementary schools serving large concentrations of struggling students and/or students at risk of falling behind.

Schools use Innovation School block grants (more than \$300,000 per school, annually) to fund comprehensive approaches tailored by each school to meet their individual needs. Each Elementary Innovation School's plan addresses the following components:

- PreK–3 alignment and collaboration
- Extended in-school learning time
- Out-of-school time/expanded learning opportunities
- Social, emotional, behavioral, and family support

2013-14 Elementary Innovation Schools

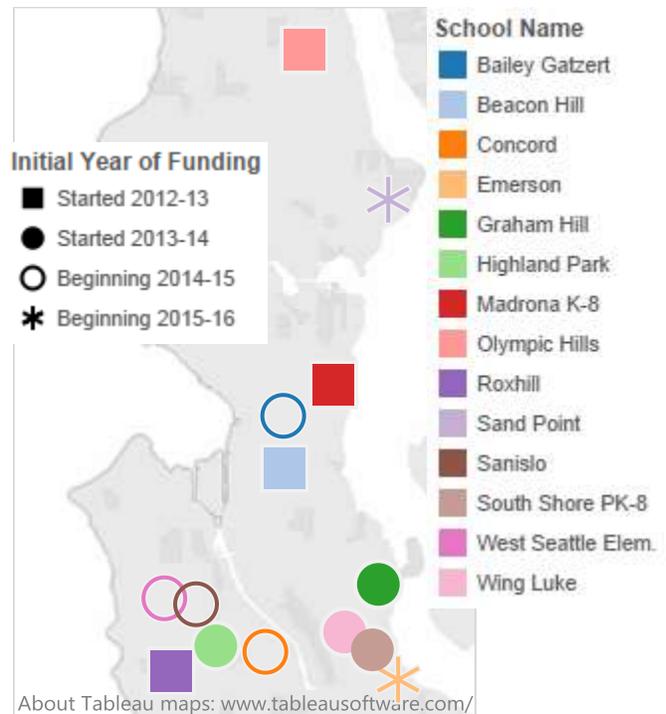
Eight Elementary Innovation Schools are receiving funds during the 2013-14 school year:

- Beacon Hill International School
- Graham Hill
- Highland Park
- Madrona K-8
- Olympic Hills
- Roxhill
- South Shore PK-8
- Wing Luke

Four additional schools have been issued awards to become Innovation Elementary Schools in 2014-15:

- Bailey Gatzert
- Concord
- Sanislo
- West Seattle Elementary

Emerson and Sand Point submitted RFI applications that were provisionally approved to begin funding in 2015-16.



Focus Students

- Students not meeting typical growth on MAP
- Students below or narrowly above MSP standard
- Kindergarten students entering with low Washington Kindergarten Inventory of Developing Skills (WaKIDS) readiness scores
- African American and Latino students
- English Language Learners

Partner Organizations Funded in Levy Schools:

- Community Day School Association
- Children's Home Society of Washington
- City Year
- Communities in Schools
- El Centro de la Raza
- Neighborcare (via Elementary Health)
- Odessa Brown (via Elementary Health)
- Powerful Schools
- Sound Mental Health
- Tiny Tots
- Therapeutic Health Services
- University Tutors
- Vietnamese Friendship Association
- White Center Community Development Assoc.
- YMCA

Race and Ethnicity of Students Attending Elementary Innovation Schools

Number of Students Attending Each School – Bars Represent Proportion of School Total

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District K-5 Students	4226	135	3806	12547	3435	2464	124	26737
Combined Innovation School Total	780	24	682	412	650	257	31	2836
Beacon Hill International School	33	1	146	69	182	37	1	469
Graham Hill Elementary	134	1	86	68	54	35	1	379
Highland Park Elementary	67	10	90	60	127	39	14	407
Madrona K-8 School	100		5	41	12	20		178
Olympic Hills Elementary	66	3	50	65	67	36	7	294
Roxhill Elementary	106	3	55	49	142	28	4	387
South Shore K-8 School	145	4	98	52	39	40		378
Wing Luke Elementary	129	2	152	8	27	22	4	344

Proportion of Students Attending Each School – Bars Represent Proportion of School Total

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District K-5 Students	16%	1%	14%	47%	13%	9%	0%	100%
Combined Innovation School Total	28%	1%	24%	15%	23%	9%	1%	100%
Beacon Hill International School	7%	0%	31%	15%	39%	8%	0%	100%
Graham Hill Elementary	35%	0%	23%	18%	14%	9%	0%	100%
Highland Park Elementary	16%	2%	22%	15%	31%	10%	3%	100%
Madrona K-8 School	56%	0%	3%	23%	7%	11%	0%	100%
Olympic Hills Elementary	22%	1%	17%	22%	23%	12%	2%	100%
Roxhill Elementary	27%	1%	14%	13%	37%	7%	1%	100%
South Shore K-8 School	38%	1%	26%	14%	10%	11%	0%	100%
Wing Luke Elementary	38%	1%	44%	2%	8%	6%	1%	100%

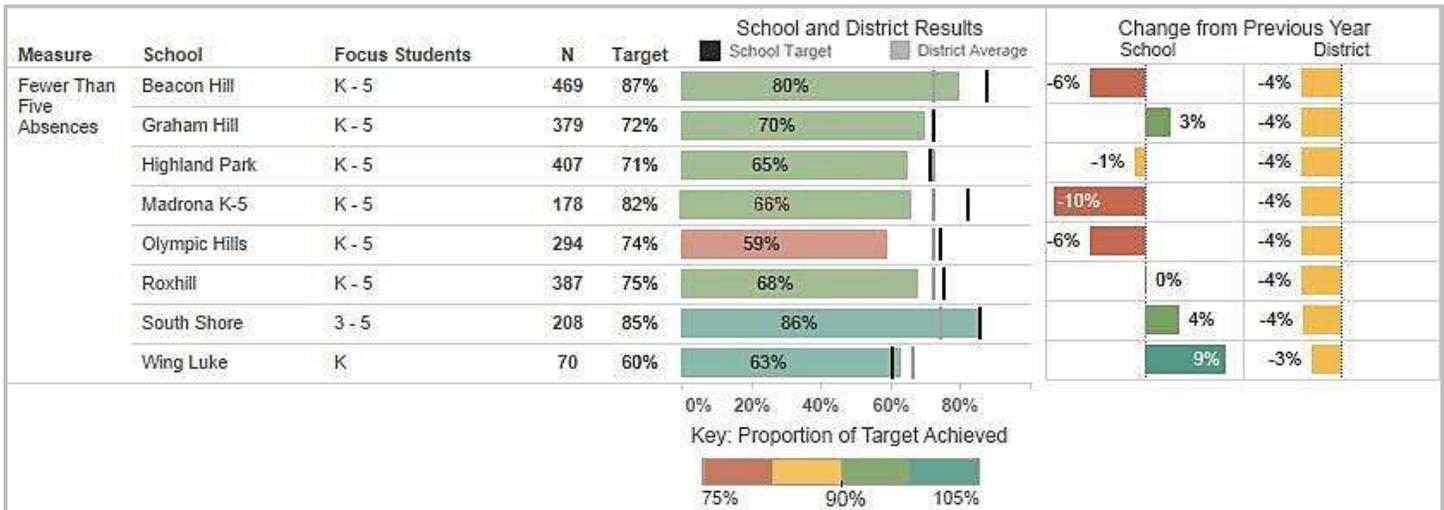
English Language Learners, Special Education Students, and Students Below Standard on a 2013 MSP Exam

	English Language Learners	Special Education	Below Standard on MSP Reading and/or Math (4th/5th Gr. Only)
All District K-5 Students	14%	12%	32%
Combined Innovation School Total	31%	15%	49%
Beacon Hill International School	45%	11%	37%
Graham Hill Elementary	32%	13%	56%
Highland Park Elementary	27%	17%	67%
Madrona K-8 School	9%	10%	70%
Olympic Hills Elementary	33%	19%	40%
Roxhill Elementary	34%	18%	67%
South Shore K-8 School	19%	14%	41%
Wing Luke Elementary	35%	14%	31%

Elementary School Data Highlights (*applies to grades K – 5th only*):

- Eight Levy elementary schools currently serve **11%** of the **district’s elementary school students**
- In total, these Levy elementary schools support:
 - **17%** of the district’s 4th and 5th grade students **not on grade level in math and/or reading**
 - **23%** of the district’s **English Language Learners**
 - **18%** of the district’s **African American or Black students**
 - **18%** of the district’s **Asian students**
 - **19%** of the district’s **Latino or Hispanic students**

2013-14 Mid-Year Indicator Results Summary



Attendance Highlights from Indicator Results:

- District average declined slightly (3% to 4%) from previous year for all focus groups
- Of 8 schools:
 - 6 earned 100%, 1 earned 90% and 1 earned 80% of their performance pay
 - 1 did not meet target, but improved from previous year
 - 1 did not meet target and did not change from previous year
 - 4 did not meet target and declined from the previous year

Elementary School Implementation Progress – Issues and Actions Taken

Need Identified	Recommended Course Correction	OFE Action Taken
1. Reliable Kindergarten Data	<ul style="list-style-type: none"> • Provide elementary principals and kindergarten teachers with data related to classroom instructional practices. • Provide professional development for kindergarten teachers based on needs identified in data gathered from classroom observations. 	<ul style="list-style-type: none"> • Funded UW to conduct Classroom Assessment Scoring System (CLASS) observations of all kindergarten classrooms. • Funded UW to present CLASS results and instructional supports to principals and kindergarten teachers. • Working with SPS and UW on options for continuing administration of the CLASS.
2. Support for School Level Data Analysts	<ul style="list-style-type: none"> • Provide training on basic Excel analysis tools for Levy Coordinators. 	<ul style="list-style-type: none"> • Working with SPS to develop a basic Excel training course that can be videotaped and put on website • Piloting Excel training with Highland Park
3. Effective Instructional Strategies for English Language Learners	<ul style="list-style-type: none"> • Provide professional development to school staff on effective instructional strategies for ELLs. 	<ul style="list-style-type: none"> • Partnered with SPS to pilot new training on supporting needs of ELLs. • Infusing ELL strategies into other professional development funded by Levy.

SCHOOL- AND COMMUNITY-BASED FAMILY SUPPORT INVESTMENTS

School- and community-based family support provides needed services intended to address the nonacademic barriers to students attending school and meeting state standards in subjects such as math and reading. Services include:

- Case Management Support that includes a multi-tiered system of support for students with multiple risk factors.
- School and Family Connections that provide ongoing support and sustained follow-up between teachers, students, and parents to ensure that learning goals are met.
- Transition Support that helps children move into kindergarten from preschool and helps prepare rising 6th grade students and families for middle school.
- Mental and Physical Health Referrals Services that include a system for screening students and families and connecting them to appropriate health and/or mental health services.

Family Support Program

The Family Support Program (FSP) provides family support workers in elementary schools with significant numbers of low-performing students. The goal of the program is to improve growth in reading and increase attendance of the students on the caseloads of the Family Support Workers by helping families overcome the social, emotional, and physical barriers that hinder student academic progress. The Family Support Program is serving 24 schools and 734 students in the 2013-14SY. FSP provides support to students and families that are tailored to their particular needs.

Focus Students

- Students not meeting typical growth on MAP reading
- Students below standard on MSP reading
- Students absent more than 10 days

Race/Ethnicity of K-5 FSW Students

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
Number K-5 Students With An FSW	362	12	71	56	184	43	6	734
Percent of K-5 Students With An FSW	49%	2%	10%	8%	25%	6%	1%	100%

Family Support Program Implementation Progress – Issues and Actions Taken

Need Identified	PHSKC/Program Action Taken
2012 UW evaluation of program recommended fine tuning of professional development opportunities	Facilitated collaborative development of strategic professional development plan. Schedule of monthly, day-long trainings designed to increase the use of evidence-based practices, improve FSW use of data and technology to manage caseloads, and elevate FSW practice by increasing consistency across schools and increasing accountability.
2012 UW evaluation of program recommended developing a plan for continuous quality improvement	Collaboratively developed a performance-based evaluation framework to replace the compliance-based system. Includes a rubric that details unsatisfactory, satisfactory, and exceeds expectations for various domains of FSW roles and responsibilities. Performance-based evaluation was implemented April 2014 in annual evaluations.
FSP needs support to align the program with SPS strategic planning as well as advocate for the FSW role system-wide; retirement of previous program manager	Support the new Executive Director of Coordinated School Health and new FSP program manager in strategic planning process.
FSWs need additional support to improve family engagement in literacy	FSWs at four sites participated in the Scholastic Read and Rise Program, sponsored by OFE, to improve family engagement in literacy skill-building.
2012 UW evaluation of program recommended development of quality data collection and feedback systems.	Facilitating development of specifications for a new program database to be developed internally by SPS with volunteer design support from a consultant recommended by LOC member.

Community-Based Family Support

Community-Based Family Support (CBFS) is a pilot investment in the 2011 Levy. The CBFS investment is focused on serving immigrant, refugee, and Native American students and their families. These populations of students tend to be at the highest risk of poor academic achievement. Community-based organizations serving immigrant, refugee, and Native American students use the CBFS grant to provide support to students and families that is tailored to their particular needs.

2013-14 Community-Based Family Support Sites and Partner Schools

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 1 st – 5 th grade.
Refugee Women’s Alliance (ReWA)	Dearborn Park Kimball Maple				40 Latino, Somali, and Vietnamese English Language Learners in 1 st – 5 th 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 1 st – 5 th grade.

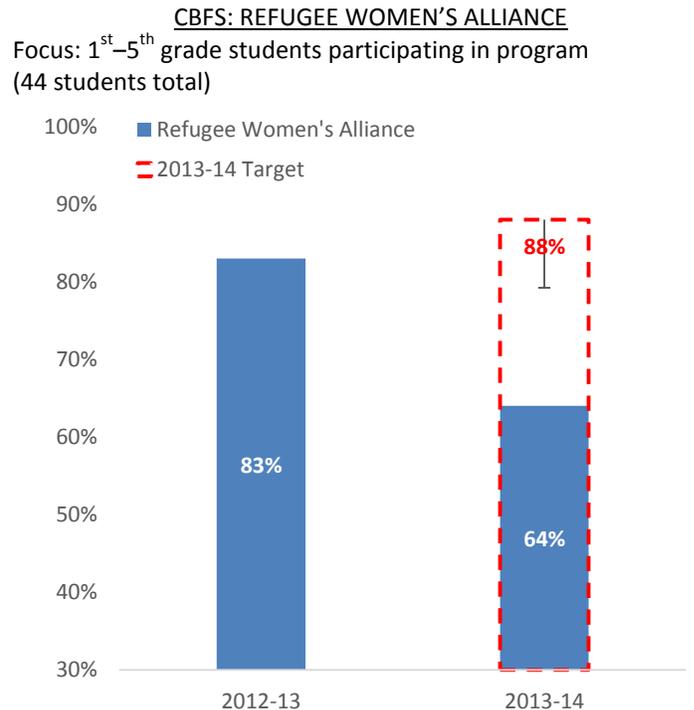
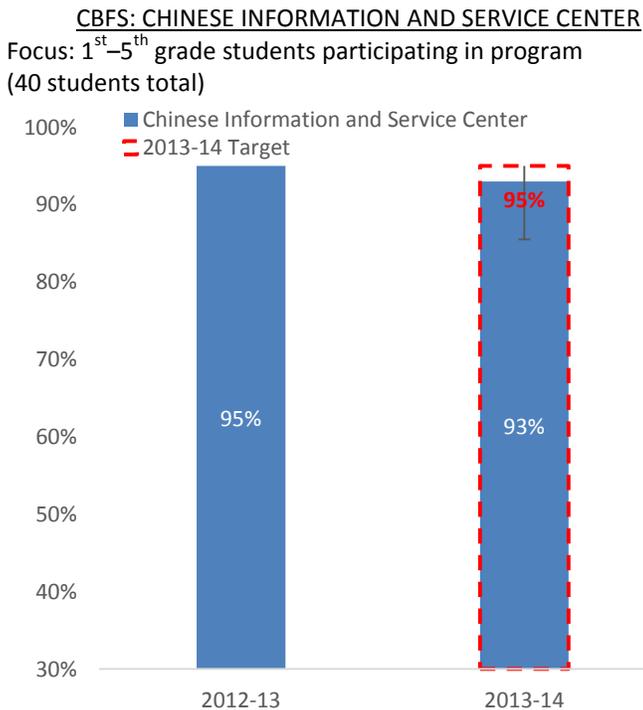
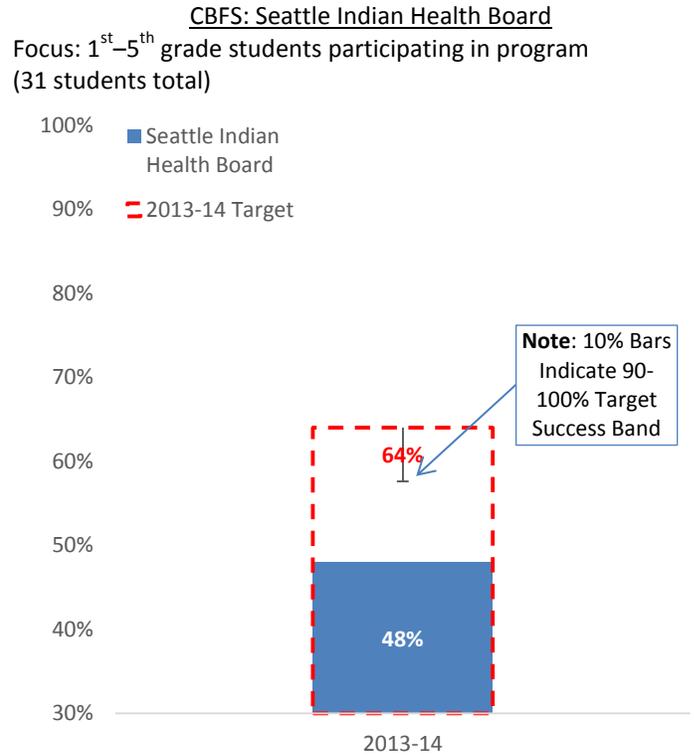
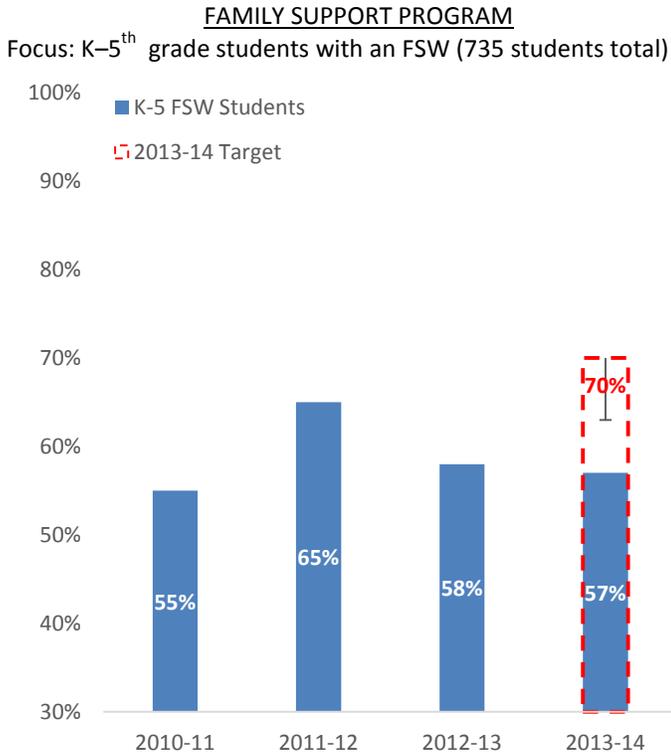
Community-Based Family Support Progress – Issues and Actions Taken

#	Need Identified	Program Action Taken
1.	Engaging School Partners	<ul style="list-style-type: none"> ReWA – Developed memorandum of understanding with partner schools that outlined roles and responsibilities of both the agency and the school. CISC – Collaborated with partner school on events such as parent/teacher conferences to support students and families attending these events. OFE – Connecting Seattle Indian Health Board with schools providing summer learning programs for Native students struggling academically.
2.	Providing Relevant and Engaging Training to Immigrant and Refugee Families	<ul style="list-style-type: none"> ReWA and CISC – Surveyed families to identify topics for workshops and trainings. For example, they have led workshops on understanding how students are identified and the services they can receive under the English Language Learner program. ReWA – Holding workshops for small groups in homes and communities where families live.
3.	Improving Instructional Support for Students	<ul style="list-style-type: none"> ReWA – Adopted new curriculum to support math instruction. CISC – Worked with partner schools to identify appropriate reading materials for students.
4.	Recruiting and Serving Native Students	SIHB – Expanded recruitment outside of West Seattle area. Student and family supports rely more on referrals to local services.
5.	Professional Learning Community	OFE – Convening staff from three agencies to discuss challenges, share best practices, and develop a plan for working together more closely next school year.

ELEMENTARY FAMILY SUPPORT WORKER PROGRAM AND COMMUNITY-BASED FAMILY SUPPORT INVESTMENTS

Mid-Year Indicator:

Students with fewer than five absences (excused or unexcused) in the first semester



MIDDLE SCHOOL INVESTMENTS

Innovation and Linkage Middle Schools

The Levy provides two tiers of investment in middle schools: all SPS middle schools are eligible to submit RFI proposals to become Linkage Middle Schools, while high-needs schools may choose instead to apply for even greater funding to become an Innovation Middle School.

Schools selected at the Innovation School level receive larger awards (ranging from approximately \$460,000 to \$533,000) and are responsible for implementing a wider array of strategies than Linkage Schools which receive smaller awards of \$50,000 to \$230,000.

Linkage Middle Schools pursue strategies addressing at least one of the following components which are required of all Innovation Middle Schools:

- Extended in-school learning time
- Social, emotional, behavioral, and health support
- Family involvement
- Out-of-school time programs
- College and career planning

2013-14 Innovation and Linkage Schools

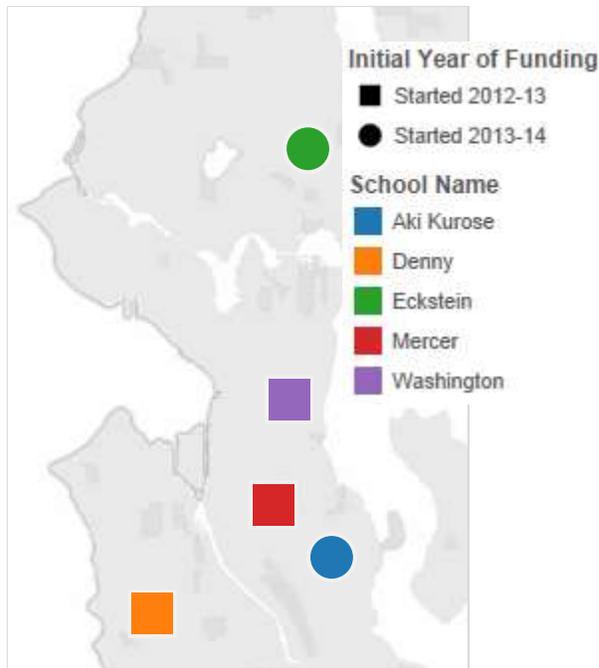
Innovation Middle Schools:

- Aki Kurose Middle School
- Denny International School
- Eckstein Middle School
- Mercer Middle School
- Washington Middle School

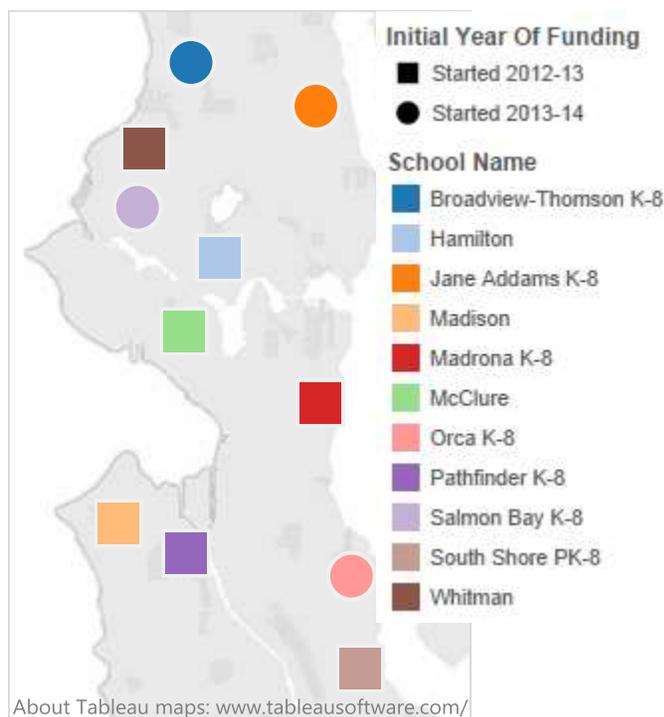
Linkage Middle Schools:

- Broadview-Thomson K-8
- Hamilton Middle School
- Jane Addams K-8
- Madison Middle School
- Madrona K-8
- McClure Middle School
- Orca K-8
- Pathfinder K-8
- Salmon Bay K-8
- South Shore PK-8
- Whitman Middle School

Innovation School Locations



Linkage School Locations



Innovation and Linkage Middle School Details (continued)

Focus Students

- Students not meeting typical growth on Measures of Academic Progress (MAP)
- Students below or narrowly above state grade-level standards in math and reading
- Students failing core courses
- Students with several absences
- African American and Latino students
- English Language Learners
- Students with Individual Education Plans

Partner Organizations Funded in Levy Schools:

- City Year
- College Success Foundation
- Communities in Schools
- El Centro de la Raza
- Seattle Parks and Recreation
- Sound Mental Health
- University Tutors
- YMCA

Race and Ethnicity of Students Attending Innovation and Linkage Middle Schools

Number of Students Attending Each School – Bars Represent Proportion of School Total

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District 6-8 Students	1797	98	1893	4504	1306	703	61	10362
Combined Innovation School Total	1128	37	1302	1454	726	294	48	4989
Aki Kurose Middle School	283	7	295	29	96	28	14	752
Denny International Middle School	175	10	147	256	274	47	24	933
Eckstein Middle School	111	6	156	710	120	107	2	1212
Mercer Middle School	216	4	462	77	147	40	4	950
Washington Middle School	343	10	242	382	89	72	4	1142
Combined Linkage School Total	572	52	514	2783	524	382	12	4839
Broadview-Thomson K-8	42	4	31	51	42	14		184
Hamilton International Middle School	27	4	118	790	80	81		1100
Jane Addams K-8	33	6	33	161	29	24	4	290
Madison Middle School	121	6	88	402	99	53	4	773
Madrona K-8 School	60	3	3	8	13	9		96
McClure Middle School	27	9	50	334	67	37	1	525
Orca K-8	48	1	18	70	12	22		171
Pathfinder K-8 School	14	4	12	94	18	20		162
Salmon Bay K-8	9	1	19	275	29	23	1	357
South Shore K-8 School	110	2	69	17	23	16		237
Whitman Middle School	81	12	73	581	112	83	2	944

Proportion of Students Attending Each School – Bars Represent Proportion of School Total

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District 6-8 Students	17%	1%	18%	43%	13%	7%	1%	100%
Combined Innovation School Total	23%	1%	26%	29%	15%	6%	1%	100%
Aki Kurose Middle School	38%	1%	39%	4%	13%	4%	2%	100%
Denny International Middle School	19%	1%	16%	27%	29%	5%	3%	100%
Eckstein Middle School	9%	0%	13%	59%	10%	9%	0%	100%
Mercer Middle School	23%	0%	49%	8%	15%	4%	0%	100%
Washington Middle School	30%	1%	21%	33%	8%	6%	0%	100%
Combined Linkage School Total	12%	1%	11%	58%	11%	8%	0%	100%
Broadview-Thomson K-8	23%	2%	17%	28%	23%	8%	0%	100%
Hamilton International Middle School	2%	0%	11%	72%	7%	7%	0%	100%
Jane Addams K-8	11%	2%	11%	56%	10%	8%	1%	100%
Madison Middle School	16%	1%	11%	52%	13%	7%	1%	100%
Madrona K-8 School	63%	3%	3%	8%	14%	9%	0%	100%
McClure Middle School	5%	2%	10%	64%	13%	7%	0%	100%
Orca K-8	28%	1%	11%	41%	7%	13%	0%	100%
Pathfinder K-8 School	9%	2%	7%	58%	11%	12%	0%	100%
Salmon Bay K-8	3%	0%	5%	77%	8%	6%	0%	100%
South Shore K-8 School	46%	1%	29%	7%	10%	7%	0%	100%
Whitman Middle School	9%	1%	8%	62%	12%	9%	0%	100%

English Language Learners, Special Education Students, and Students Below Standard on a 2013 MSP Exam

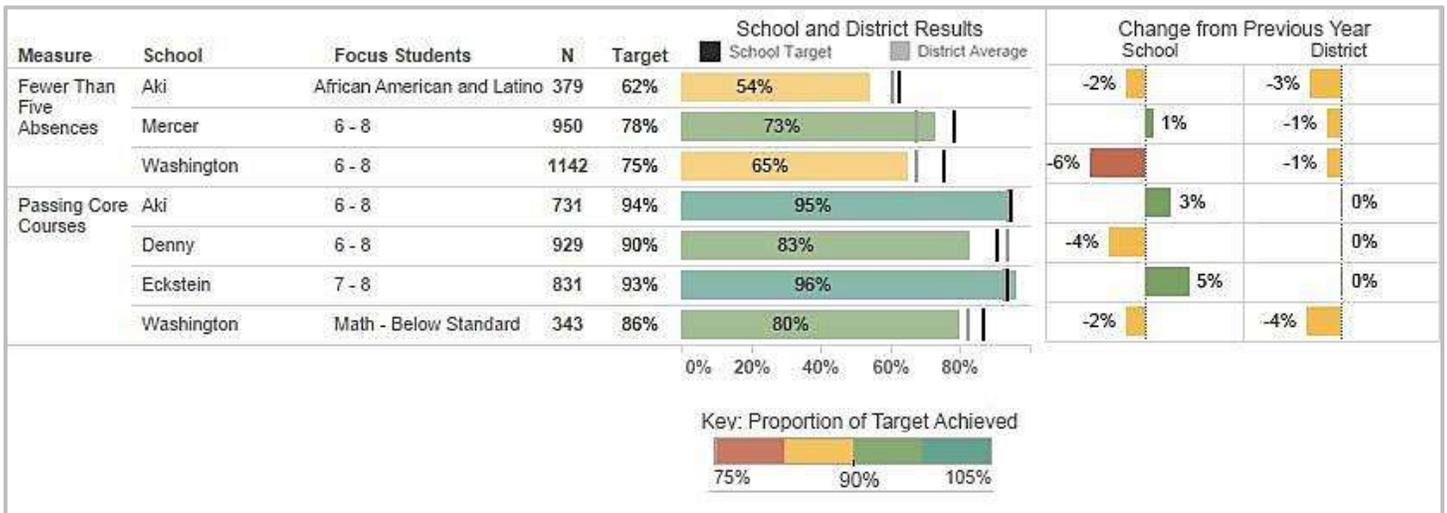
	English Language Learners	Special Education	Below Standard on MSP Reading and/or Math
All District 6-8 Students	8%	15%	34%
Combined Innovation School Total	12%	14%	38%
Aki Kurose Middle School	21%	16%	53%
Denny International Middle School	14%	17%	49%
Eckstein Middle School	4%	14%	24%
Mercer Middle School	16%	12%	35%
Washington Middle School	9%	12%	35%
Combined Linkage School Total	4%	15%	30%
Broadview-Thomson K-8	15%	29%	49%
Hamilton International Middle School	2%	8%	10%
Jane Addams K-8	3%	16%	27%
Madison Middle School	4%	14%	32%
Madrona K-8 School	4%	14%	71%
McClure Middle School	4%	15%	26%
Orca K-8	0%	17%	52%
Pathfinder K-8 School	0%	35%	43%
Salmon Bay K-8	0%	23%	36%
South Shore K-8 School	11%	20%	45%
Whitman Middle School	5%	13%	33%

Middle School Data Highlights (*Applies to grades 6th – 8th only*):

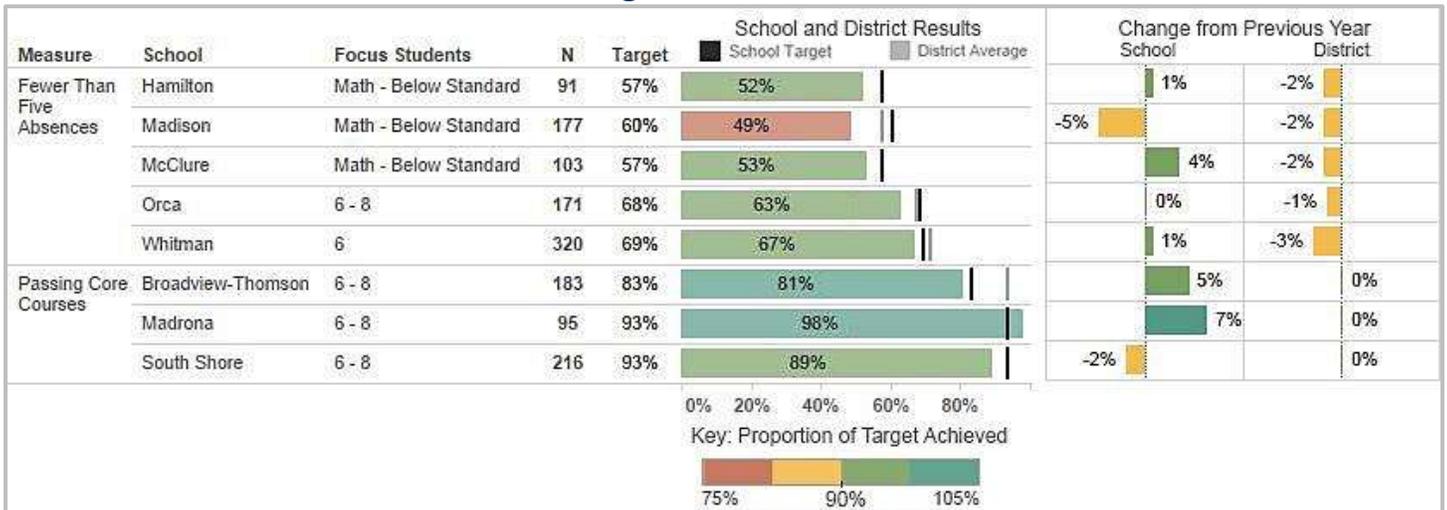
- 16 Levy middle schools currently serve **95%** of the **district’s middle school students**.
- **In total, these Levy middle schools support:**
 - **96%** of the district’s students **not on grade level in math and/or reading**.
 - **90%** of the district’s **English Language Learners**.
 - **95%** of the district’s **African American or Black** students.
 - **96%** of the district’s **Latino or Hispanic** students.
 - **Five Levy Innovation** middle schools receiving the largest investments serve **63%** of the **district’s African American or Black** students.

2013-14 Mid-Year Indicator Results Summary

Innovation Middle Schools



Linkage Middle Schools



Attendance Highlights from Indicator Results:

- District average declined slightly from previous year for all focus groups
- Of 8 schools:
 - 5 earned 100% and 3 earned 90% of their performance pay
 - 4 did not meet target, but improved from previous year
 - 1 did not meet target and did not change from previous year
 - 3 did not meet target and declined from previous year

Passing Core Courses Highlights from Indicator Results:

- District average unchanged from previous year for all focus groups except declined for “Math – Below Standard”
- Of 7 schools:
 - All earned 100% of their performance pay
 - 3 exceeded target
 - 1 did not meet target, but improved from previous year
 - 3 did not meet target and declined from previous year

Middle School Implementation Progress – Issues and Actions Taken

Need Identified	Recommended Course Correction	OFE Action Taken
1. Timely, Actionable Student Data	<ul style="list-style-type: none"> • Modify current district school reports to include summary student data aligned to performance indicators (ex. total days absent, courses passing/failing) for effective progress monitoring • Make it possible to filter reports by sub-population and intervention type to track strategy implementation • Provide principals with draft state assessment data prior to start of school for planning purposes • Make the CBO “Automated Data Reports” truly automated so CBOs receive more than 2-3 times annually 	<ul style="list-style-type: none"> • Inviting district’s Dept. of Technology to Levy meetings to solicit feedback from schools on data reporting needs • Meeting with district’s Dept. of Technology to request report modifications and prioritize requests • Established working group to address CBO data access concerns
2. Effective Attendance Strategies	<ul style="list-style-type: none"> • Identify high leverage attendance strategies that are not resource intensive, but still highly effective • Support smaller schools with alternative incentive programming in the absence of the city’s “Be Here, Get There” campaign 	<ul style="list-style-type: none"> • Researching national best practices • Identifying effective practices within Levy school
3. Highly Engaging After-School Academic Programming	<ul style="list-style-type: none"> • Identify engaging curricula that incorporate math skills and project-based learning to improve math achievement and provide students with meaningful opportunities for higher-order thinking • Collaborate with CBOs to improve expanded learning opportunity offerings • Increase collaboration and alignment between during-the-day instruction and afterschool programming 	<ul style="list-style-type: none"> • Scheduling meetings with key providers to improve offerings for next year • Researching national best practices
4. Standards-Based Grading Systems and Protocols	<ul style="list-style-type: none"> • Support schools with implementing standards-based grading to distinguish effort (ex. participation, homework) from student learning • Provide professional development to school staff on effective grading practices • Pilot district standards-based grading system in several schools 	<ul style="list-style-type: none"> • Funded 34 principals and teachers to attend Sound Grading Conference in December 2013 • Sharing resources among schools • Collaborating with the district to pilot standards-based grading systems in 3 middle schools next year

HIGH SCHOOL INVESTMENTS

Innovation High Schools

High schools serving a significant proportion of high-needs students are eligible to participate in the RFI process and compete for Innovation High School awards (approximately \$358,000 per school, annually).

Innovation High Schools focus their efforts on 9th grade students, using Levy funds to implement strategies in the following component areas:

- 8th to 9th grade transition
- Extended in-school learning time
- Social, emotional, behavioral, and health support
- Family involvement
- College and career readiness

2013-14 Innovation High Schools

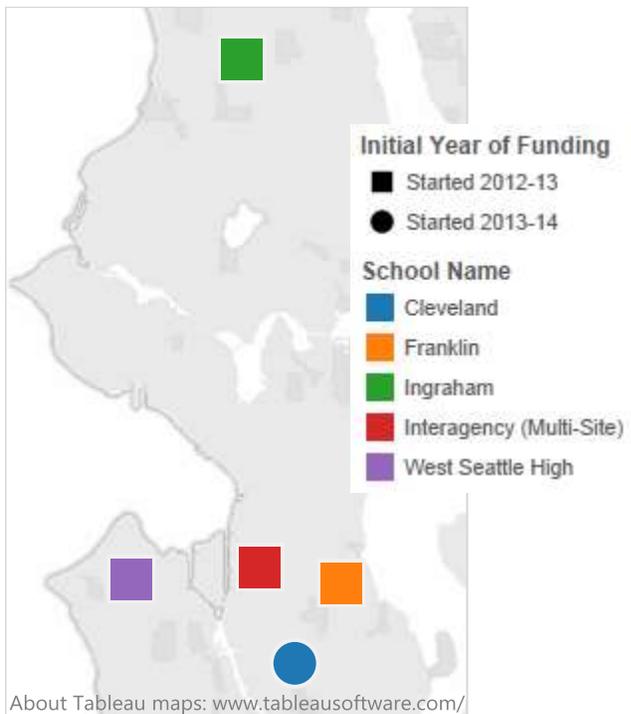
Innovation High Schools:

- Cleveland High School
- Franklin High School
- Ingraham High School
- Interagency Academy
- West Seattle High School

Focus Students:

- Students entering high school behind in math or reading on MAP or MSP
- Students at risk for failing courses
- Students with several absences during 8th grade
- English Language Learners
- Students beginning the school year with fewer than six credits (Interagency)

Innovation School Locations



Interagency Academy encompasses multiple sites not shown on map

Partner Organizations Funded in Levy Schools:

- Asian Counseling & Referral Service
- College Success Foundation
- El Centro de la Raza
- University Tutors
- YMCA
- Youth Care

Race and Ethnicity of Students Attending Innovation High Schools

Number of Students Attending Each School – Bars Represent Proportion of School Total

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District First-Time 9th Grade Students	600	42	634	1406	437	190	10	3319
Combined Innovation School Total	250	17	340	330	150	43	2	1132
Cleveland High School	83	1	97	11	24	8		224
Franklin High School	94	6	157	18	39	4	1	319
Ingraham High School	32	2	48	187	44	11		324
Interagency Academy	11	3	3	8	10	3		38
West Seattle High School	30	5	35	106	33	17	1	227

Proportion of Students Attending Each School – Bars Represent Proportion of School Total

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander	Grand Total
All District First-Time 9th Grade Students	18%	1%	19%	42%	13%	6%	0%	100%
Combined Innovation School Total	22%	2%	30%	29%	13%	4%	0%	100%
Cleveland High School	37%	0%	43%	5%	11%	4%	0%	100%
Franklin High School	29%	2%	49%	6%	12%	1%	0%	100%
Ingraham High School	10%	1%	15%	58%	14%	3%	0%	100%
Interagency Academy	29%	8%	8%	21%	26%	8%	0%	100%
West Seattle High School	13%	2%	15%	47%	15%	7%	0%	100%

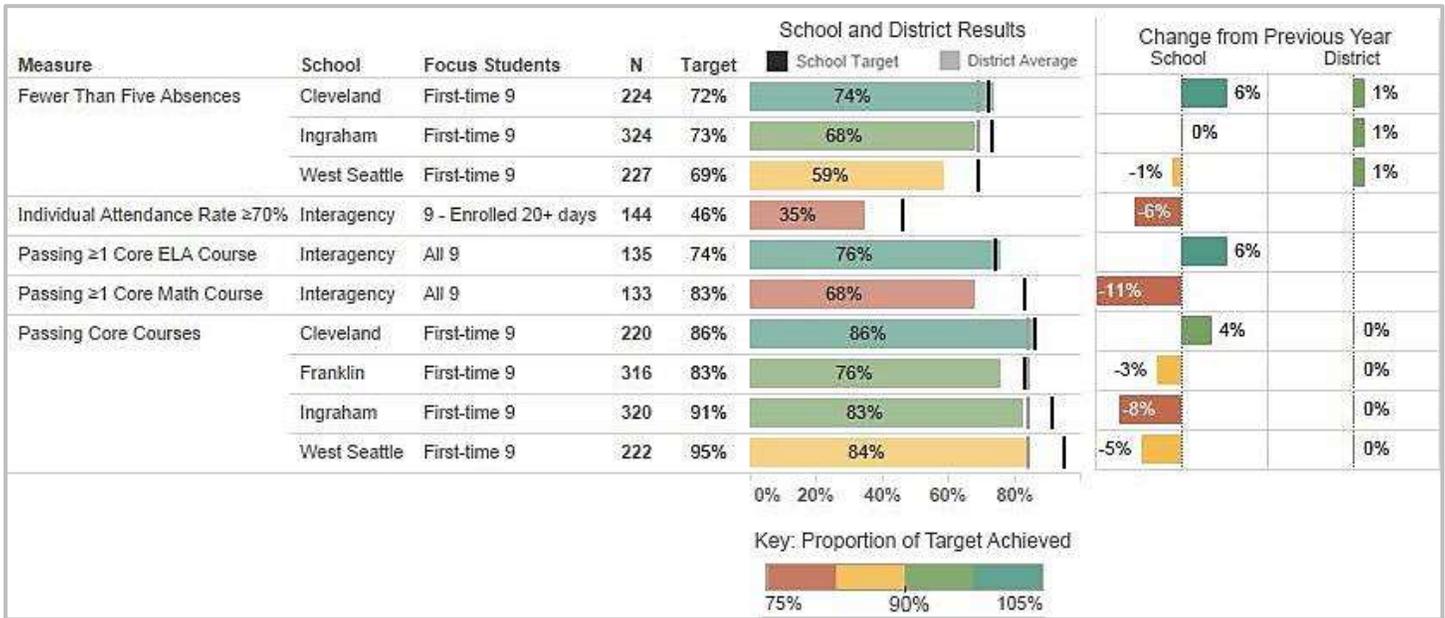
English Language Learners, Special Education Students, and Students Below Standard on a 2013 MSP Exam

	English Language Learners	Special Education	Below Standard on MSP Reading and/or Math
All District First-Time 9th Grade Students	8%	14%	37%
Combined Innovation School Total	8%	14%	41%
Cleveland High School	45%	12%	37%
Franklin High School	32%	14%	48%
Ingraham High School	27%	12%	33%
Interagency Academy	9%	42%	90%
West Seattle High School	33%	17%	42%

High School Data Highlights (*applies to first-time 9th graders only*):

- Five Levy Innovation high schools currently serve **34%** of the **district's first-time 9th graders**.
- **Within these the Levy supports:**
 - **38%** of the district's students **not on grade level in math and/or reading**.
 - **33%** of the district's **English Language Learners**.
 - **42%** of the district's **African American or Black** students.
 - **34%** of the district's **Hispanic or Latino** students.

2013-14 Mid-Year Indicator Results Summary



Attendance Highlights from Indicator Results:

- District average improved slightly from previous year
- Of 4 schools:
 - 2 earned 100%, 1 earned 90%, and 1 earned 80% of their performance pay
 - 1 exceeded target
 - 2 did not meet target, but improved from previous year
 - 1 did not meet target and declined from previous year

Passing Core Courses Highlights from Indicator Results:

- District average unchanged from previous year
- Of 6 measures (Interagency had two measures):
 - 4 earned 100% and 2 earned 90% of their performance pay
 - 1 exceeded target
 - 1 met target
 - 4 did not meet target and declined from previous year

High School Implementation Progress – Issues and Actions Taken

Need Identified	Recommended Course Correction	OFE Action Taken
1. Timely, Actionable Student Data	<ul style="list-style-type: none"> • Modify current district school reports to include summary student data aligned to performance indicators (ex. total days absent, courses passing/failing) for effective progress monitoring • Make it possible to filter reports by sub-population and intervention type to track strategy implementation • Provide principals with draft state assessment data prior to start of school for planning purposes • Make the CBO “Automated Data Reports” truly automated so CBOs receive more than 2-3 times annually 	<ul style="list-style-type: none"> • Inviting district’s Dept. of Technology to Levy meetings to solicit feedback from schools on data reporting needs • Meeting with district’s Dept. of Technology to request report modifications and prioritize requests • Established working group to address CBO data access concerns
2. Effective Tier 3 Interventions	<ul style="list-style-type: none"> • Conduct a gap analysis of Tier 1, 2, and 3 interventions to determine resource available and identified needs • Identify more precisely needs of 3-5% of students requiring resource intensive supports • Collaborate with the district to implement effective interventions 	<ul style="list-style-type: none"> • Convened schools to identify issues
3. Reading Support for 9th Graders Entering with Low Reading Levels	<ul style="list-style-type: none"> • Evaluate school data to diagnose students’ particular needs and abilities to better understand challenges • Identify instructional best practices and curricula/resources available • Coordinate with the district to provide additional professional development opportunities to all content area teachers 	<ul style="list-style-type: none"> • Provided three Common Core reading professional development trainings for non-reading teachers

STUDENT HEALTH INVESTMENTS

School-Based Health Centers

The 2011 Levy recognizes the contribution student physical and mental health make to academic success by continuing the Levy's support of School-Based Health Centers (SBHCs) in all of the school district's comprehensive high schools, and expanding to five middle schools and Seattle World School/Nova.

These SBHCs are sponsored by local healthcare organizations to provide care ranging from immunization compliance for all students to screenings, assessments, and interventions that focus on students who are academically at risk. The Levy also supports 7.6 FTE of school nurses who work closely with SBHC providers to screen and refer students for care, manage chronic conditions, and increase immunization compliance.

Elementary Health Services

Health services at elementary school sites are a new focus for funding under the 2011 Levy. The following community health organizations are partnering with elementary schools that include populations with low academic performance coupled with inequities in health access and outcomes:

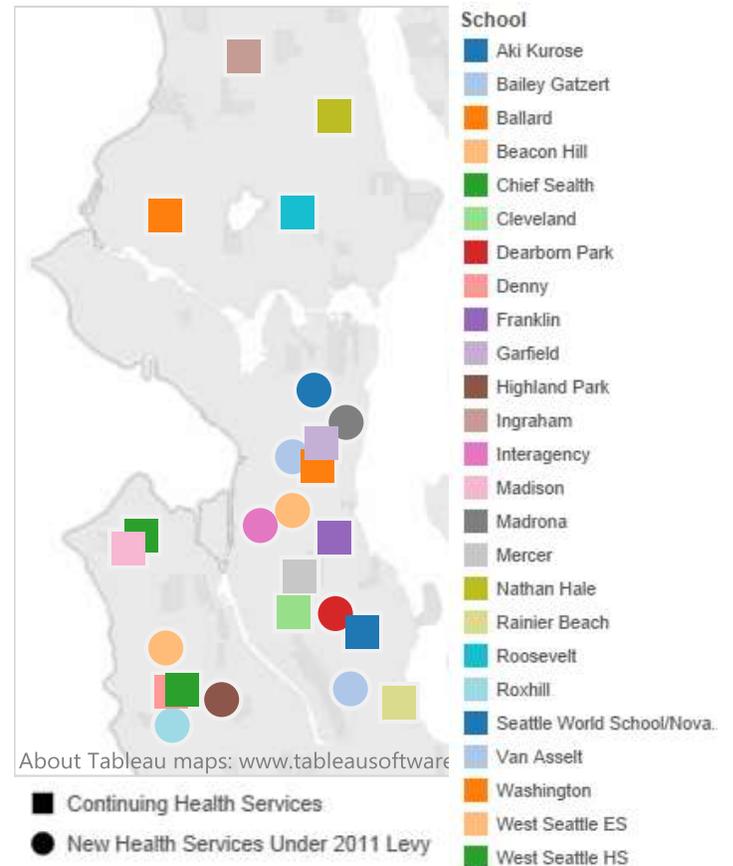
- Neighborcare (Highland Park and Roxhill Elementary Schools; Bailey Gatzert, Dearborn Park, Van Asselt, and West Seattle added in 2013-2014)
- Odessa Brown (Madrona Elementary School and Beacon Hill International School)

Each site has a medical provider, mental health counselor, and health coordinator on site for limited hours each week, and each has begun successfully treating students for a variety of needs. These services provide access to care for families and keep kids needing health care close to school so that they can quickly get back to learning.

Interagency

Group Health Cooperative began providing school-based health services for Interagency Academy in fall 2013. Interagency students' health needs are similar to other adolescents, but often more common and complex as a result of other life challenges such as unstable housing, chronic unmet health needs, and childhood trauma.

School-Based Health Center Locations



Mental Health Enhancement

The mental health enhancement strategy supports school-based mental health providers to use standardized assessment (SA) tools to screen for mental health issues, and monitor outcomes over time. Beginning in January 2014, the strategy will also support phone-based consultation services by a team of psychologists and psychiatrists at Seattle Children's Hospital who will provide diagnostic clarification and treatment recommendations for complex patients.

Oral Health

Oral Health funding was awarded to Neighborcare Health and services began at 10 sites in fall 2013. Students are able to access oral health screenings, comprehensive exams, x-rays, and a full array of treatment at school. Neighborcare Health provides some services on site with portable dental equipment and also connects students to community-based providers when appropriate.

Race and Ethnicity of Students Utilizing School-Based Health Centers

Number of Students Utilizing SBHCs Compared to Overall School Populations – Bars Represent Proportion Total Within School

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multi-Racial	Pacific Islander	Grand Total	ELL
School-Based Health Center Users	1,039	42	1,013	1,279	742	229	87	4431	655
All Students In Schools With SBHCs	4780	231	4809	6730	3002	1037	160	20749	2725

Proportion of Students Utilizing SBHCs Compared to Overall School Populations – Bars Represent Proportion Total Within School

	African American or Black	American Indian	Asian	Caucasian	Hispanic	Multi-Racial	Pacific Islander	Grand Total	ELL
School-Based Health Center Users	23%	1%	23%	29%	17%	5%	2%	100%	15%
All Students In Schools With SBHCs	23%	1%	23%	32%	15%	5%	1%	100%	13%

Student Health Mid-Year Progress

The following figures show progress toward achieving end-of-year targets for student health investments. Counts below include data through January 2014 (end of the first semester).

How to read the chart below: Figures to the right of the target indicate goal has already been met or surpassed, and figures shown to the left indicate progress towards year-end goal.

School-Based Health Centers Only

Targets



Elementary, middle, and high school students receiving primary care
4,347 **6,200**

High-risk elementary, middle, and high school students identified and served through more intensive SBHC interventions that support academic achievement
860 **1,400**

School Health Services Only

Targets



Students brought into compliance with required childhood immunizations
Actuals Unavailable **9,000**

Students screened for behavioral risk factors
853 **1,200**

How to read the chart below: Figures to the right of the target indicate first semester performance is on track to meet or exceed the year-long goal, and figures shown to the left indicate first semester performance below the year-long goal. Lines below the numbers represent the range of 90 to 110% of the target.

SBHC and School Health Services Combined

Targets



Middle school students served by school-based health centers and/or health support services passing all classes (N = 2,726)

87% 88% (*1st Semester actual*)



High school students served by school-based health centers and/or health support services passing all classes (N = 5,956)

74% 78% (*1st Semester actual*)



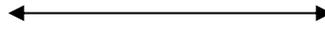
Elementary school students with fewer than 10 absences per year (N= 1,304)

73% 88% (*<10 through 1st Semester*)



Middle school students with fewer than 10 absences per year (N= 2,843)

62% 82% (*<10 through 1st Semester*)



High school students with fewer than 10 absences per year (N = 6,394)

48% 73% (*<10 through 1st Semester*)



While most student health targets are based on year-long measures, the **following first semester measure applied to the combined School-Based Health Center and Health Support investment in Interagency Academy: Percent of all Interagency students helped by school-based health center and/or health support services who are enrolled for 20 or more days with an individual attendance rate of at least 70% in the first semester: Target: 40% Actual: 39% (N = 98)**

Student Health Implementation Progress – Issues and Actions Taken

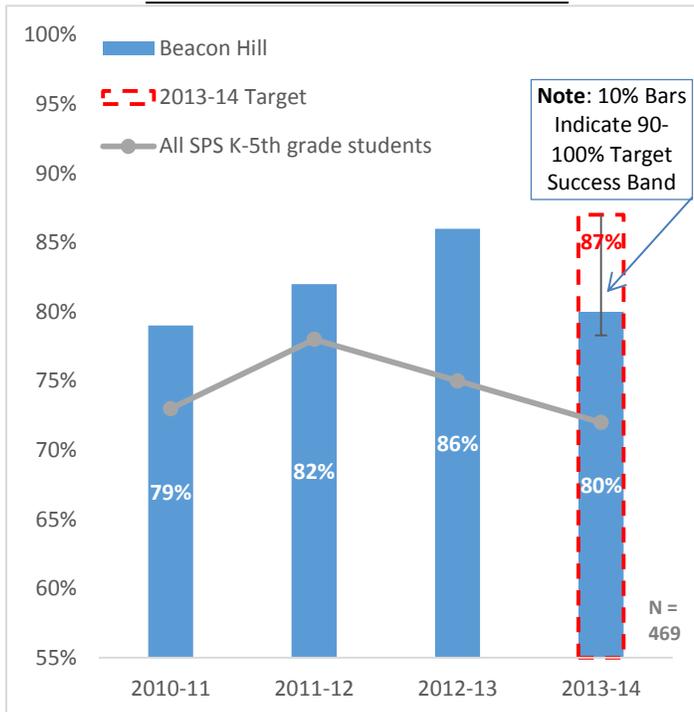
Need Identified	PHSKC Action Taken
Development of successful elementary school-based health service model with limited funding/staffing.	<ul style="list-style-type: none"> • Convened elementary “learning collaborative” to facilitate sharing of best practices and challenges among sponsors, review data trends, and identify collective strategies to maximize success. • Development of school-specific partnerships with key staff, partners, levy innovation, and other programs to best leverage limited time for services.
Need to align multiple strategies working within schools to ensure efficiency, clarity for students & families, and best use of resources.	<ul style="list-style-type: none"> • PHSKC has worked with sponsors to develop partnerships with school staff, CBOs, and the district to support effective integration of services into schools and leveraging of other district & levy programs. • International Community Health Services (ICHS) provides dental services with some federal funding to the clinics operated by Group Health, Public Health and ICHS, thus providing dental care at nearly every school-based health center in Seattle.
Coordinators at SBHCs expressed a need for more appropriately tailored health promotion materials.	<p>To respond to this need, PHSKC developed the following:</p> <ul style="list-style-type: none"> ○ Monthly bulletin board materials ○ Monthly newsletter with pertinent information ○ Website to post resources and other relevant information
SBHC providers are seeing patients with very complex mental health needs who are not able to be referred to community providers due to various barriers to care, such as transportation and lack of parental involvement.	<p>To increase SBHC provider capacity to manage complex patients on site, mental health enhancement funds were used to expand the consultation arrangement with Seattle Children’s Hospital. Beginning January 1, 2014, SBHCs will receive:</p> <ul style="list-style-type: none"> ○ 1 hour per month group consult with psychiatrist ○ 1 hour per month individual consult with psychologist ○ Telepsychiatry availability for direct patient evaluations
Referral success rate for IUD insertions scheduled off-site was low (54%) due to various barriers to off-site care (transportation, scheduling during school, confidentiality). LARC (long-acting reversible contraception) is recommended by the American Congress of Obstetricians and Gynecologists (ACOG) as a first choice contraceptive option for adolescents.	<p>In 2013-2014 contracts, PHSKC required all sponsors to offer LARC (either IUD and/or Nexplanon) on-site. This requirement follows a 3-year LARC promotion and training initiative and is accompanied by additional provider training and mentorship opportunities to support implementation.</p>
Survey of SBHC mental health providers showed low utilization of standardized assessment (SA) tools both for initial assessment as well as for progress monitoring. Use of SA has been shown to improve clinical outcomes.	<p>In September 2013, the Mental Health Integrated Tracking System (MHITS) was launched at all SBHC middle and high school sites. MHITS:</p> <ul style="list-style-type: none"> • Provides a toolbox of standardized screening instruments • Tracks progress over time, cues providers • Supports systematic caseload management so no one falls through the cracks • Provides rich outcome data, transparency, and accountability

Appendix:

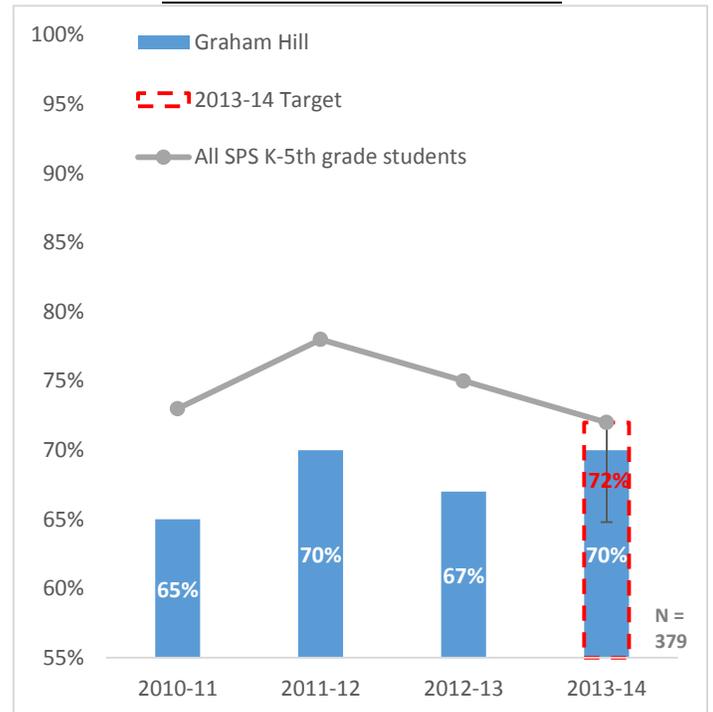
Innovation and Linkage School-Level Indicator Result Charts

Elementary Mid-Year Indicator: K–5th grade students with fewer than five absences (excused or unexcused) in the first semester

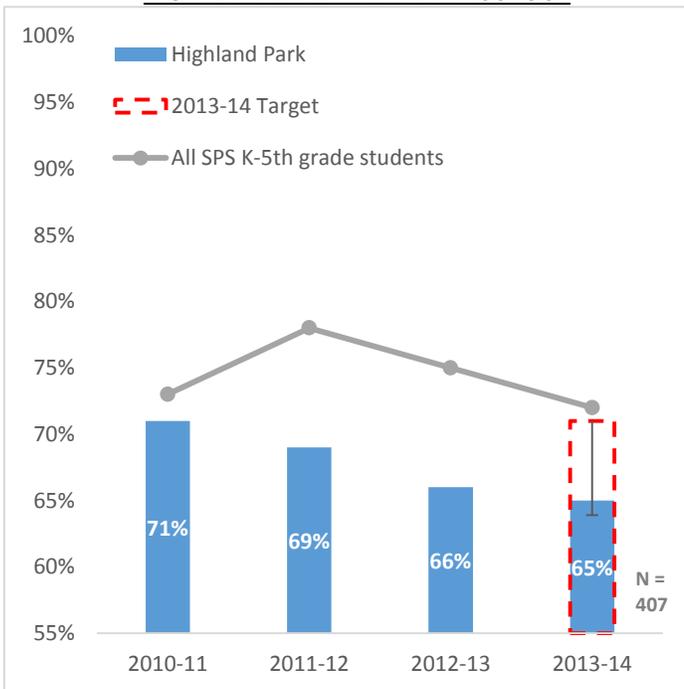
BEACON HILL INTERNATIONAL SCHOOL



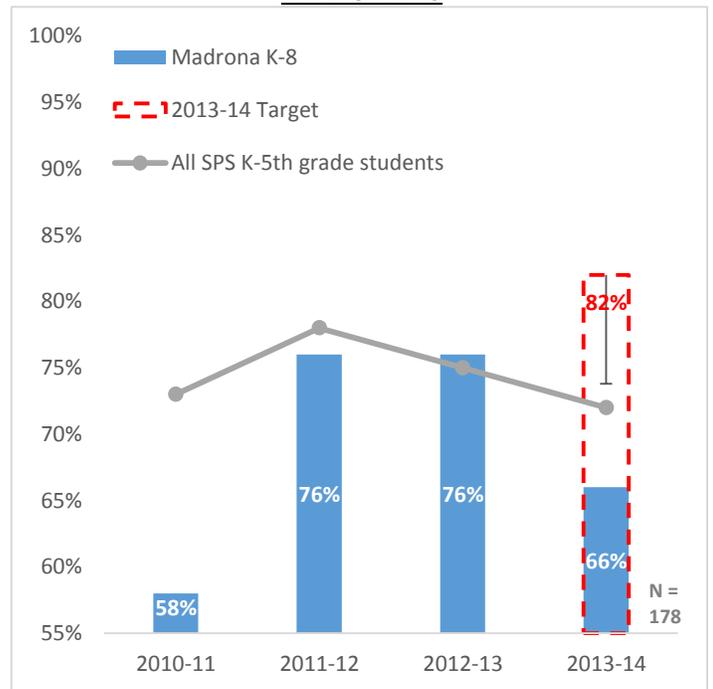
GRAHAM HILL ELEMENTARY SCHOOL



HIGHLAND PARK ELEMENTARY SCHOOL

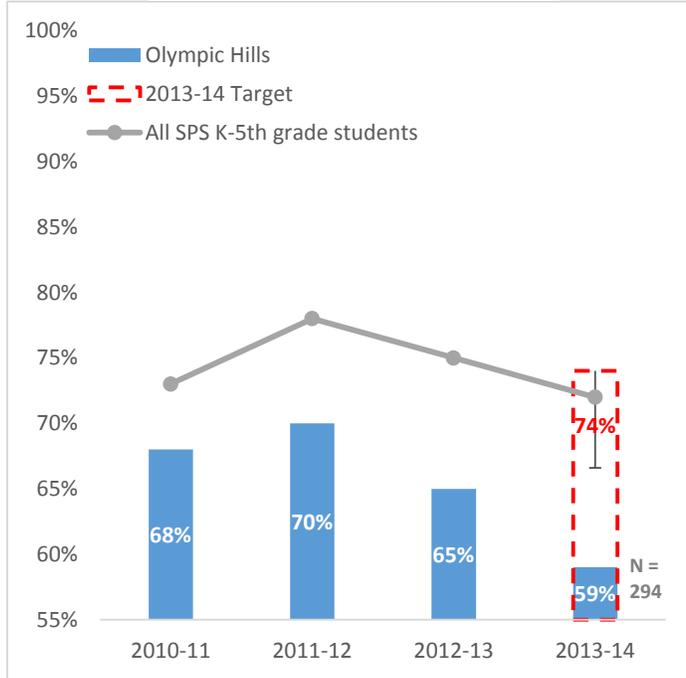


MADRONA K-8

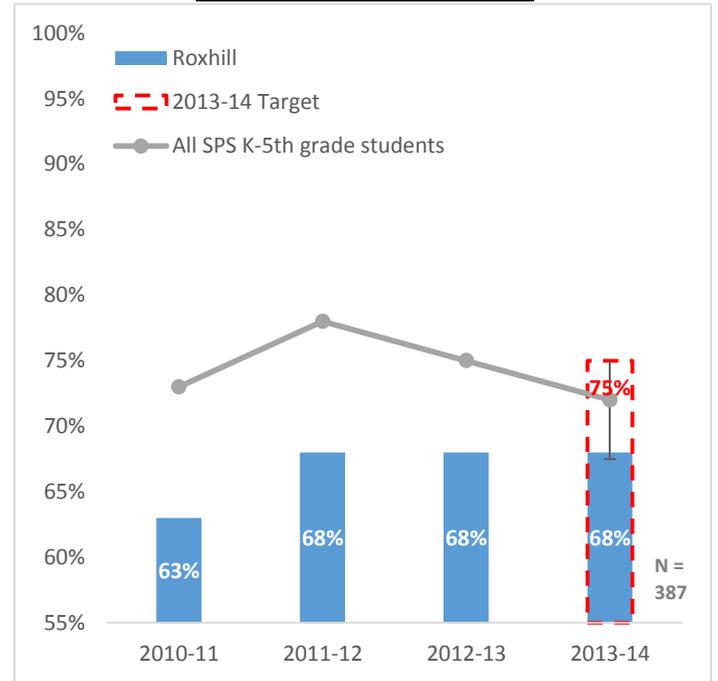


Elementary Mid-Year Indicator: K–5th grade students with fewer than five absences (excused or unexcused) in the first semester

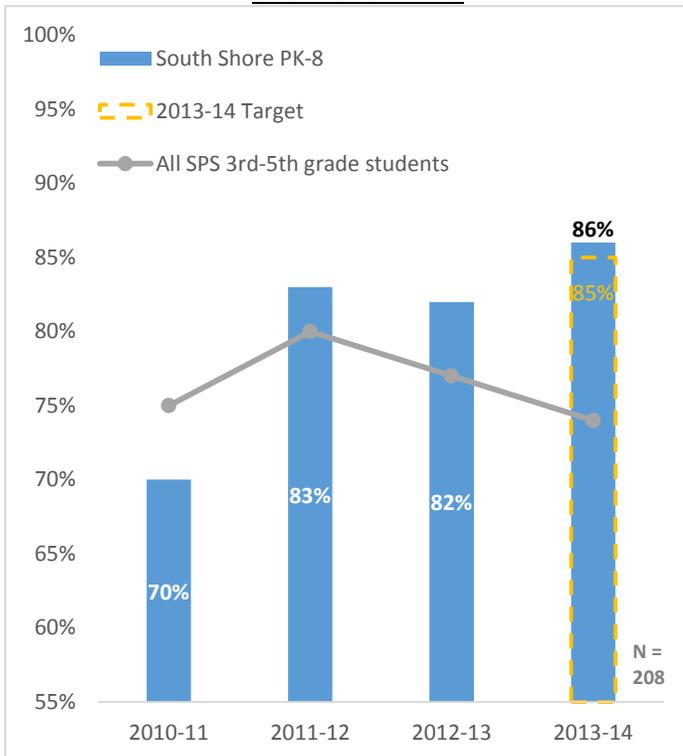
OLYMPIC HILLS ELEMENTARY SCHOOL



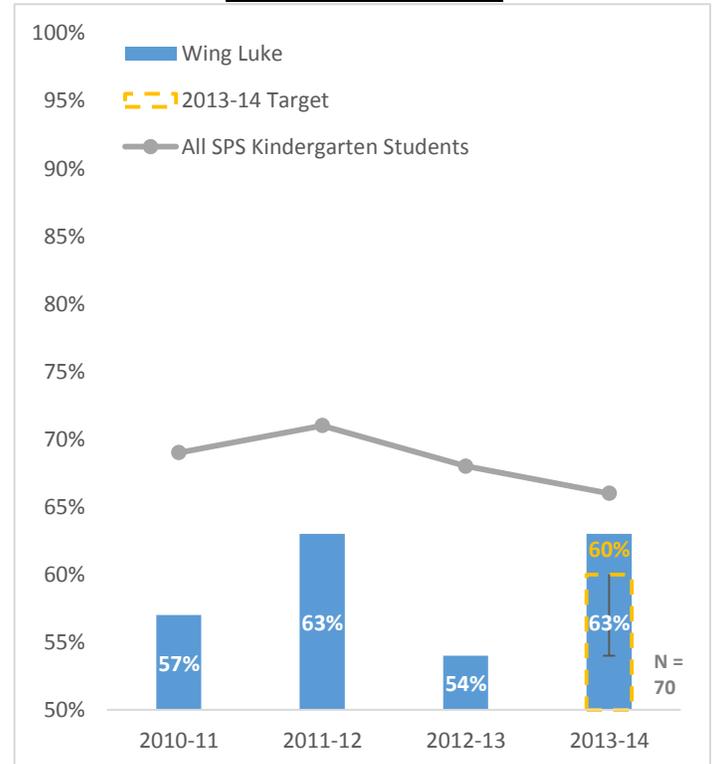
ROXHILL ELEMENTARY SCHOOL



SOUTH SHORE PK-8

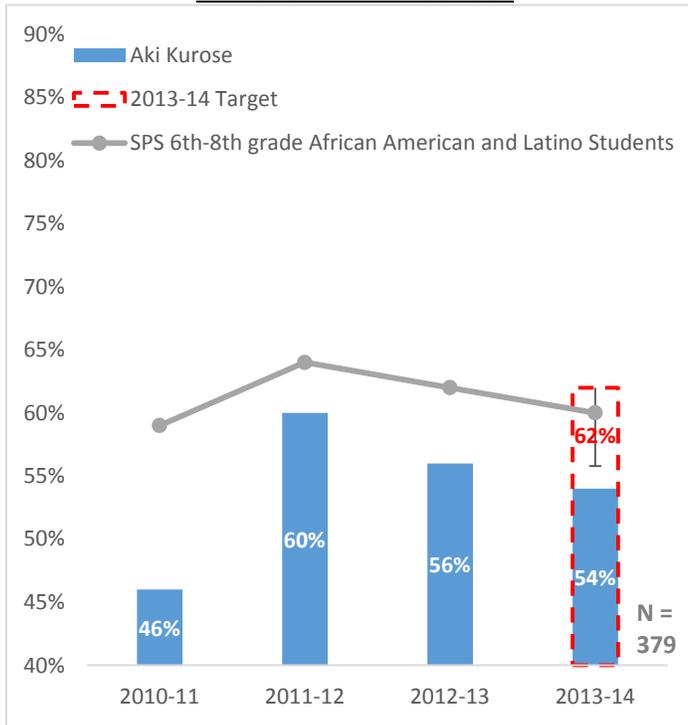


WING LUKE ELEMENTARY

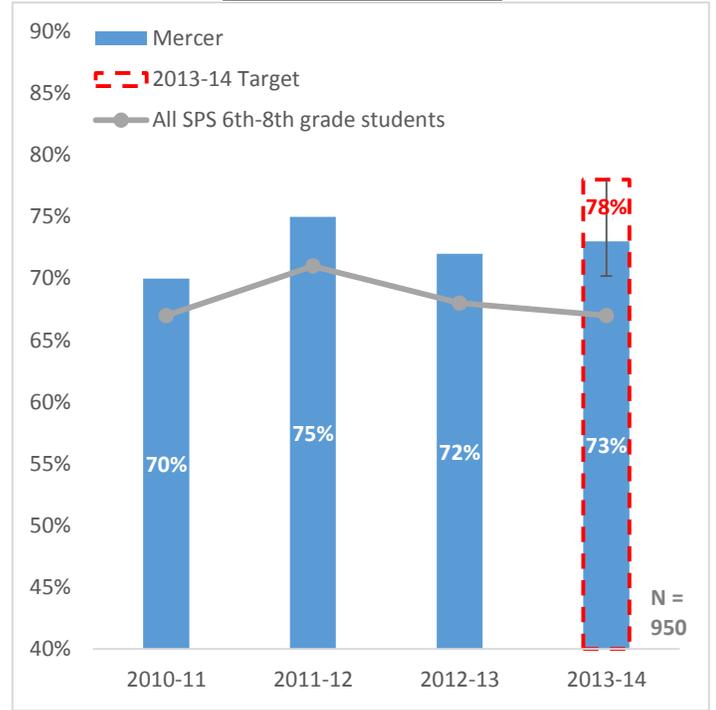


Innovation Middle School Mid-Year Indicator: Students with fewer than five absences in the first semester (excused and unexcused)

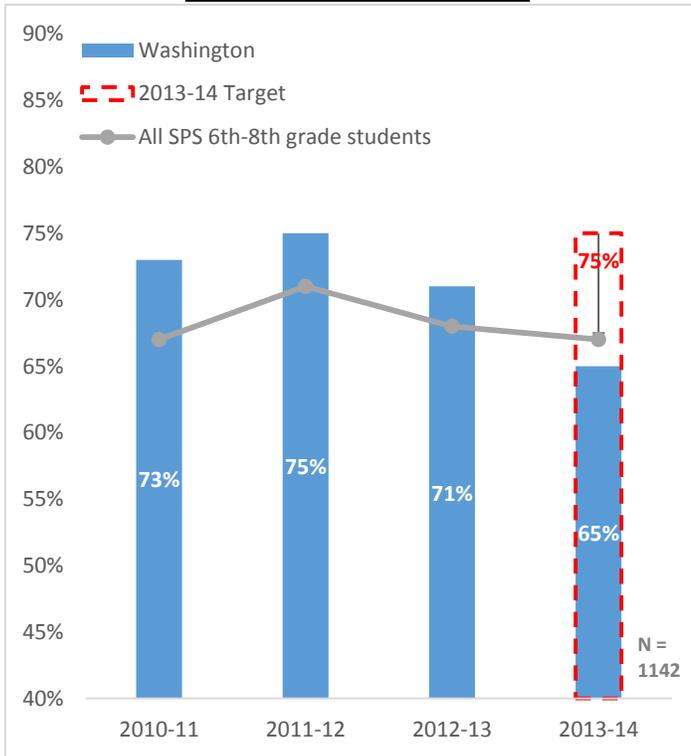
AKI KUROSE MIDDLE SCHOOL



MERCER MIDDLE SCHOOL

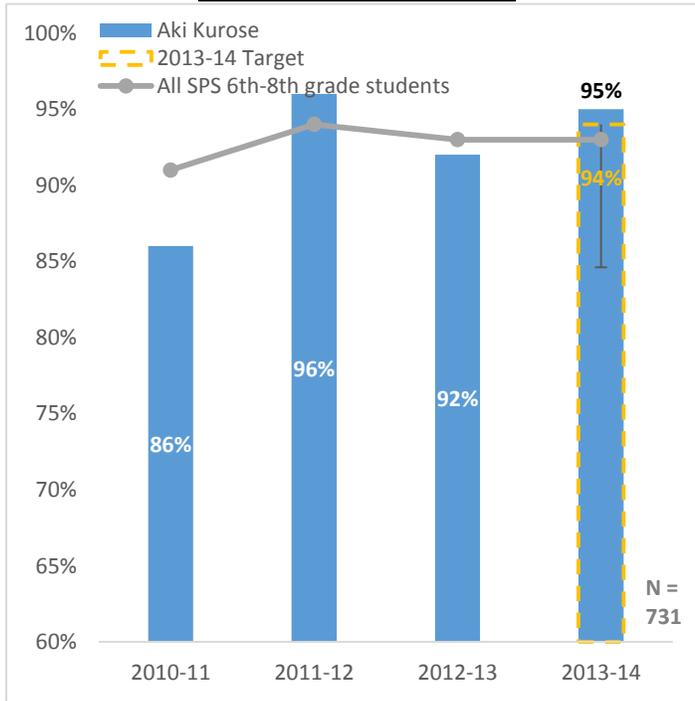


WASHINGTON MIDDLE SCHOOL

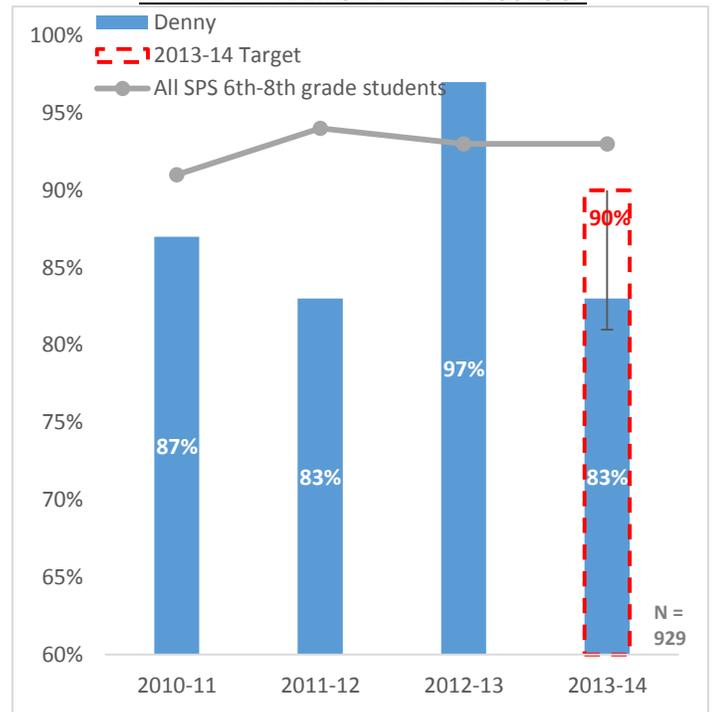


Innovation Middle School Mid-Year Indicator: Students passing core courses in the first semester

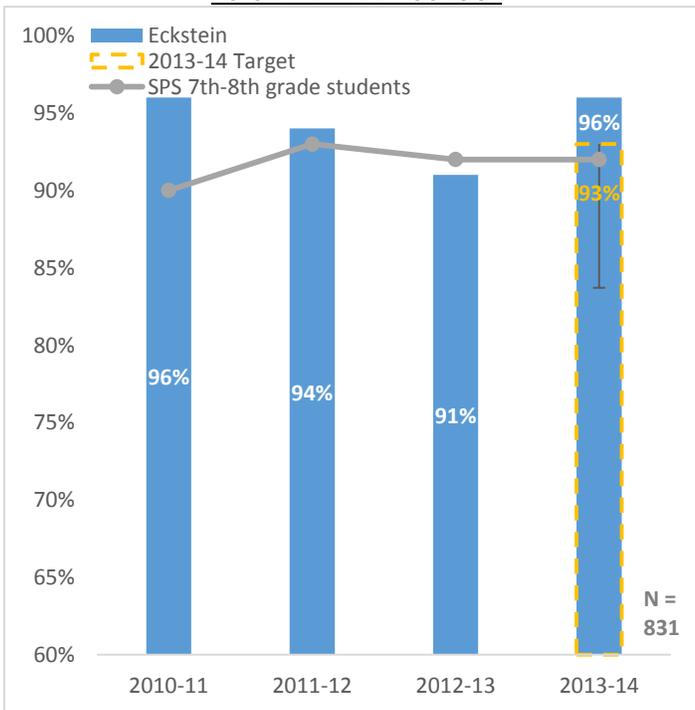
AKI KUROSE MIDDLE SCHOOL



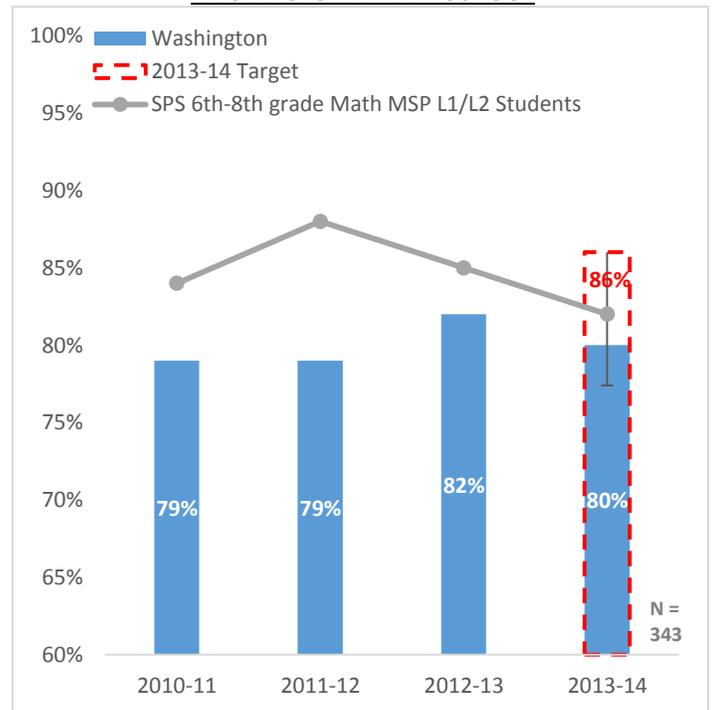
DENNY INTERNATIONAL MIDDLE SCHOOL



ECKSTEIN MIDDLE SCHOOL

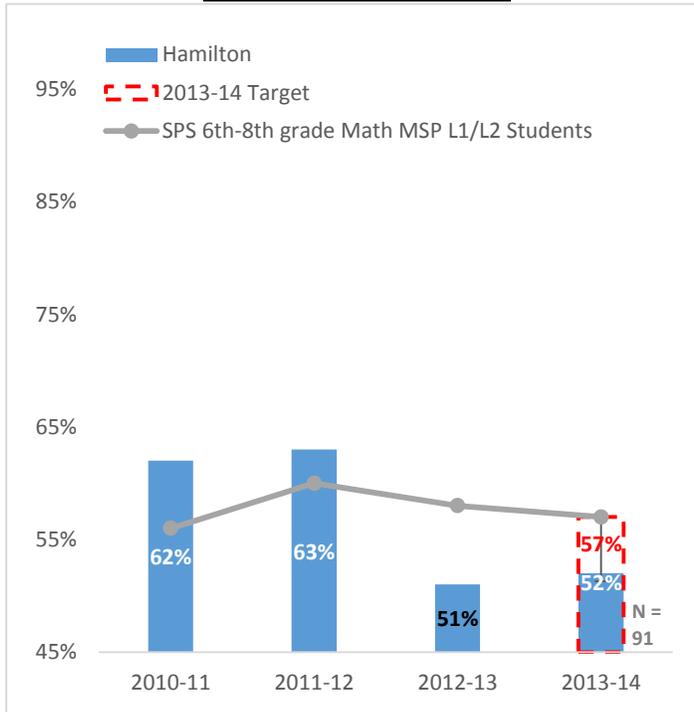


WASHINGTON MIDDLE SCHOOL

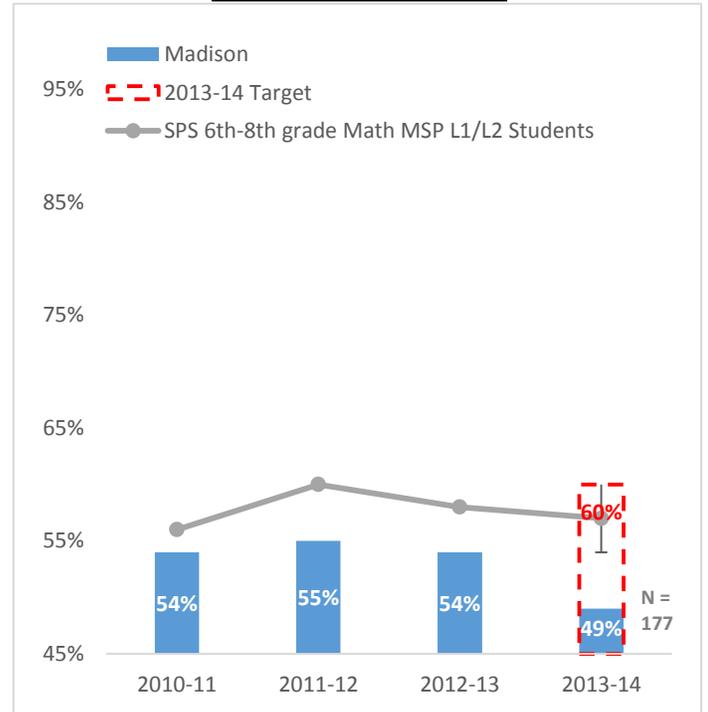


Linkage Middle School Mid-Year Indicator: Students with fewer than five absences in the first semester (excused and unexcused)

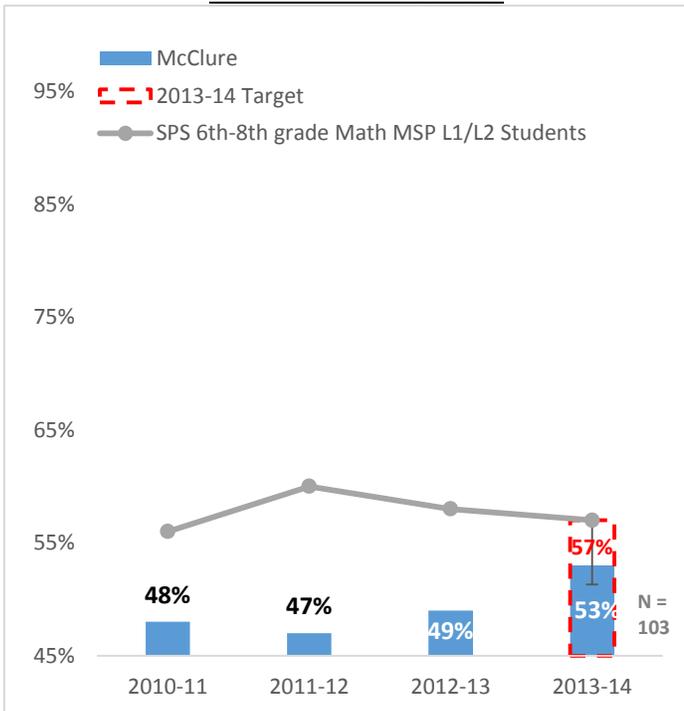
HAMILTON MIDDLE SCHOOL



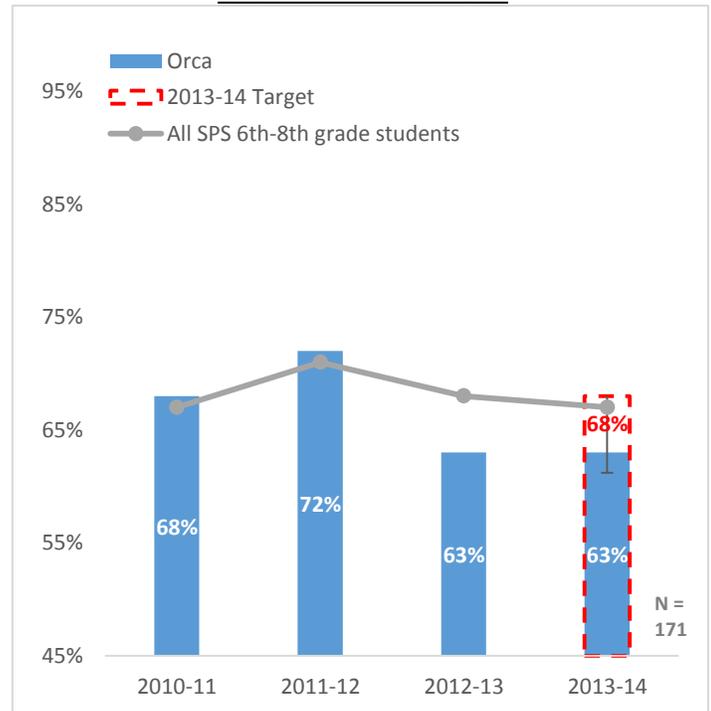
MADISON MIDDLE SCHOOL



MCCLURE MIDDLE SCHOOL

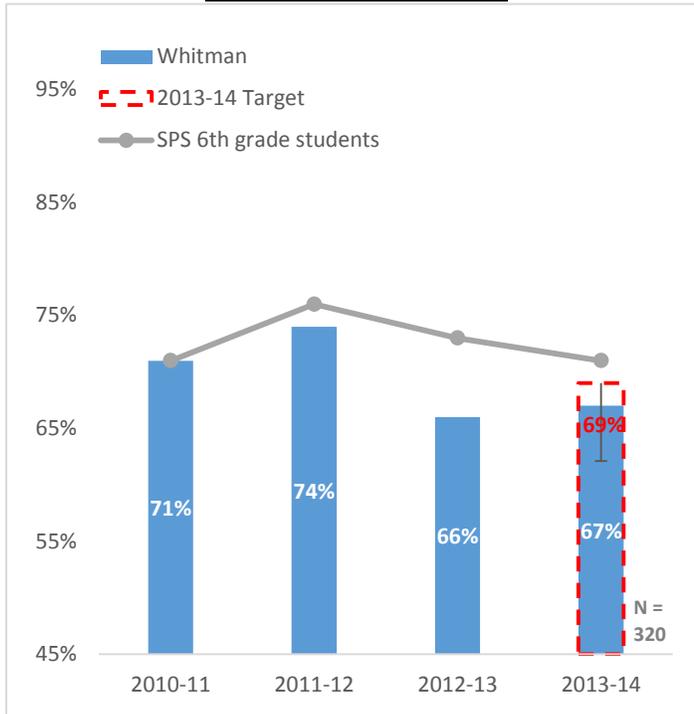


ORCA K-8 MIDDLE SCHOOL



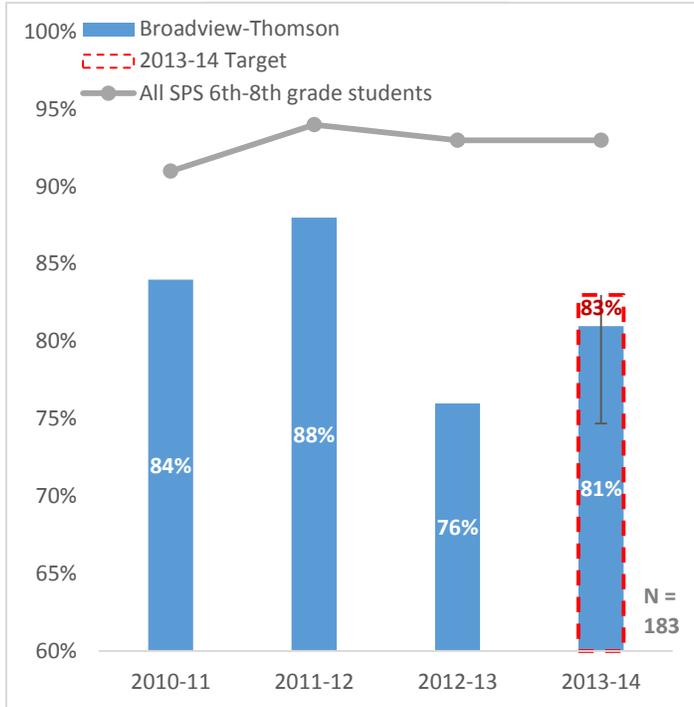
Linkage Middle School Mid-Year Indicator: Students with fewer than five absences in the first semester (excused and unexcused)

WHITMAN MIDDLE SCHOOL

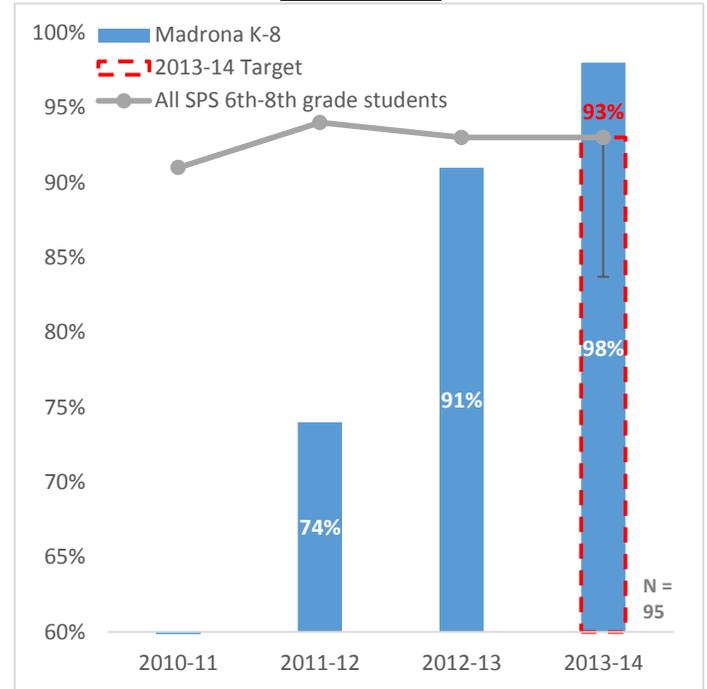


Linkage Middle School Mid-Year Indicator: Students passing core courses in the first semester

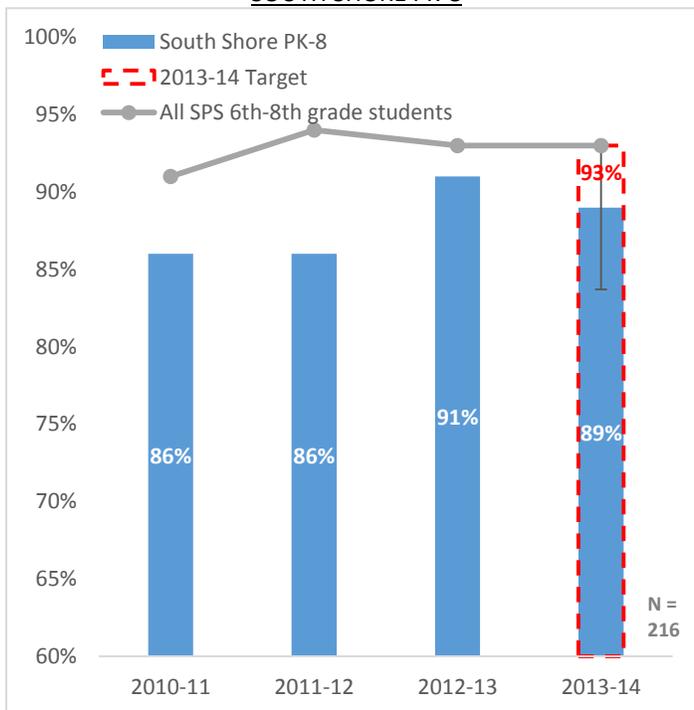
BROADVIEW-THOMSON K-8



MADRONA K-8

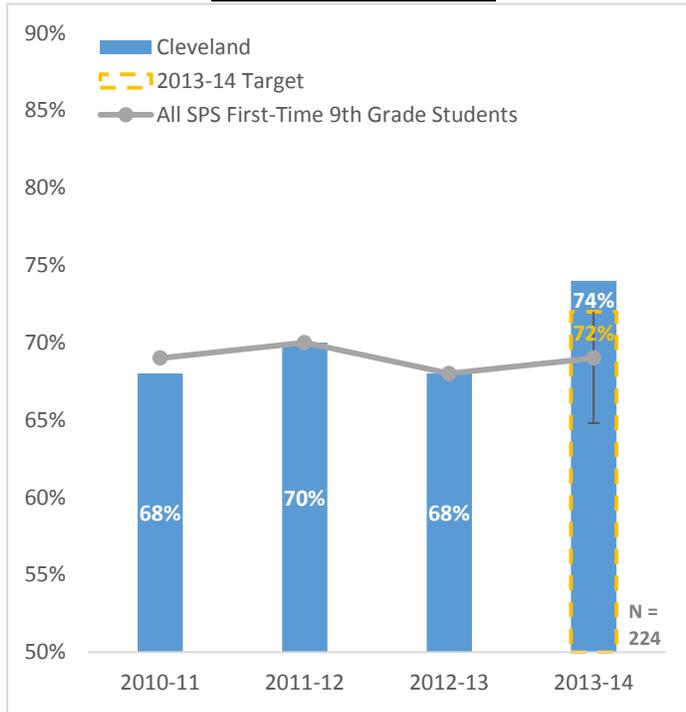


SOUTH SHORE PK-8

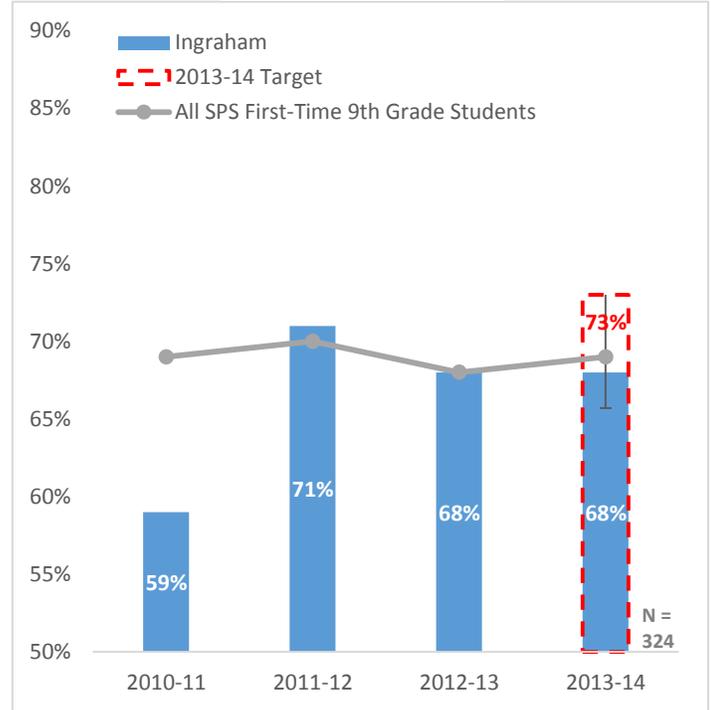


High School Mid-Year Indicator: Students with fewer than five absences in the first semester (excused and unexcused)

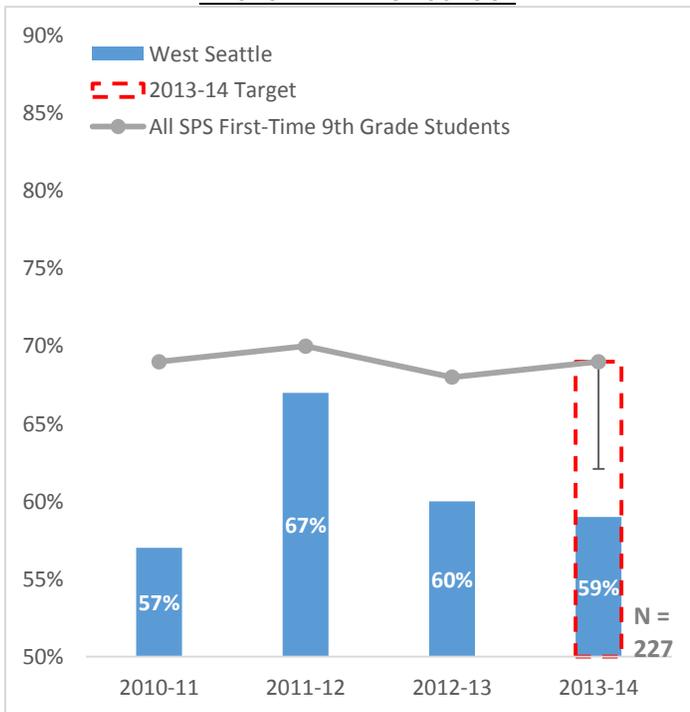
CLEVELAND HIGH SCHOOL



INGRAHAM HIGH SCHOOL



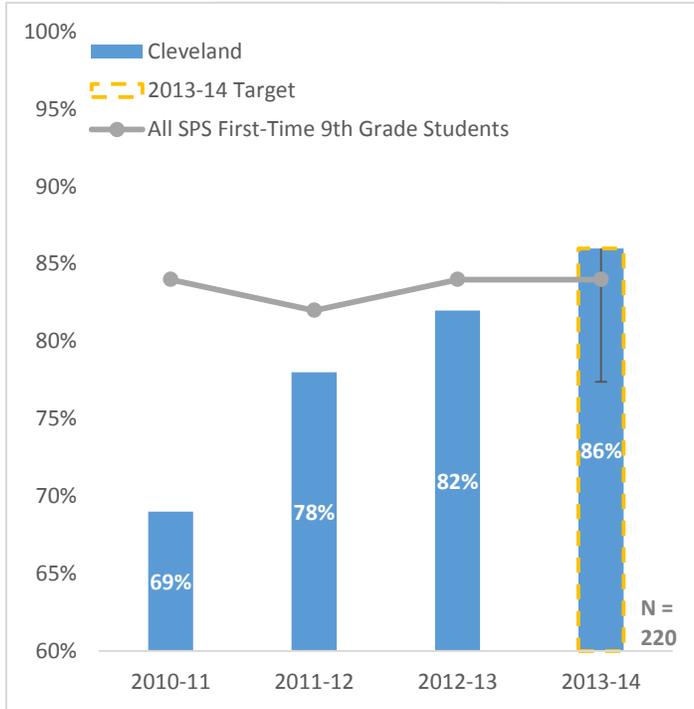
WEST SEATTLE HIGH SCHOOL



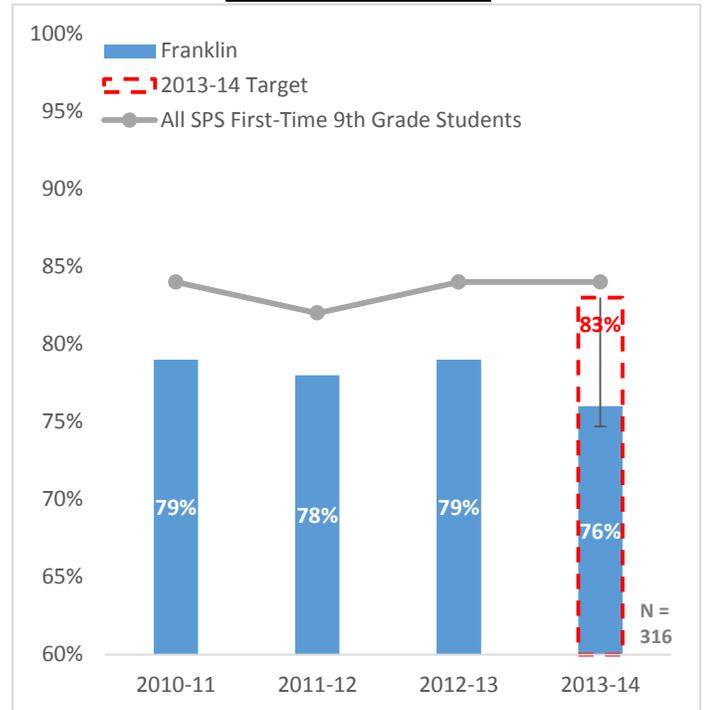
Note: Alternative measures for Interagency Academy are presented on page 39.

High School Mid-Year Indicator: Students passing core courses in the first semester

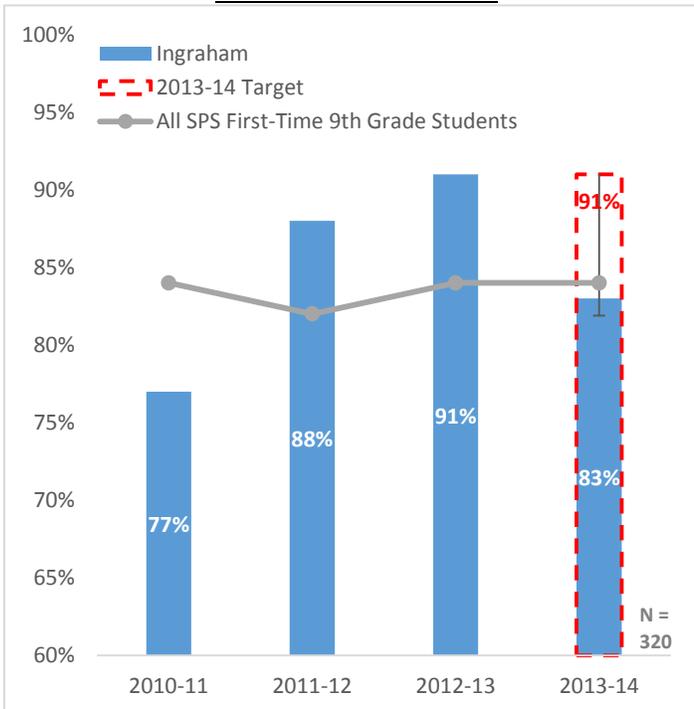
CLEVELAND HIGH SCHOOL



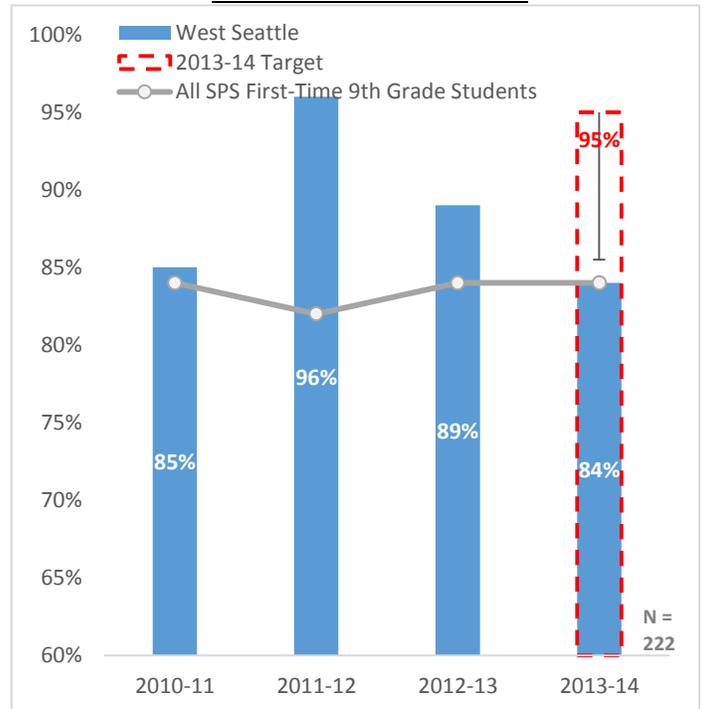
FRANKLIN HIGH SCHOOL



INGRAHAM HIGH SCHOOL

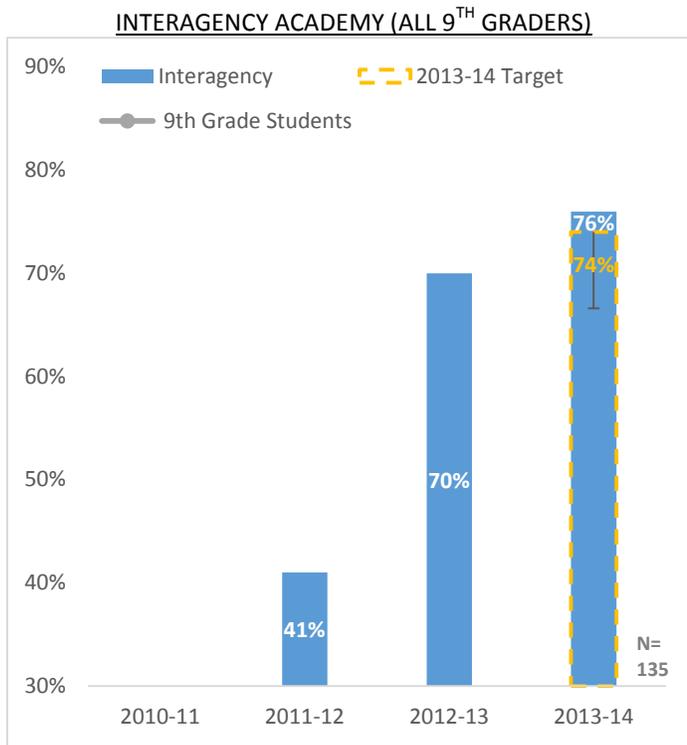


WEST SEATTLE HIGH SCHOOL

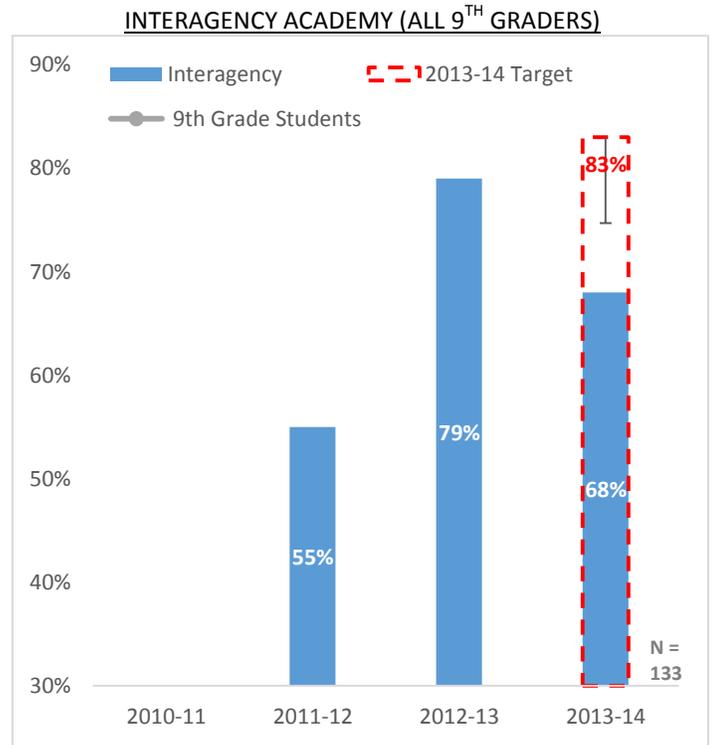


High School Mid-Year Indicators for Interagency Academy

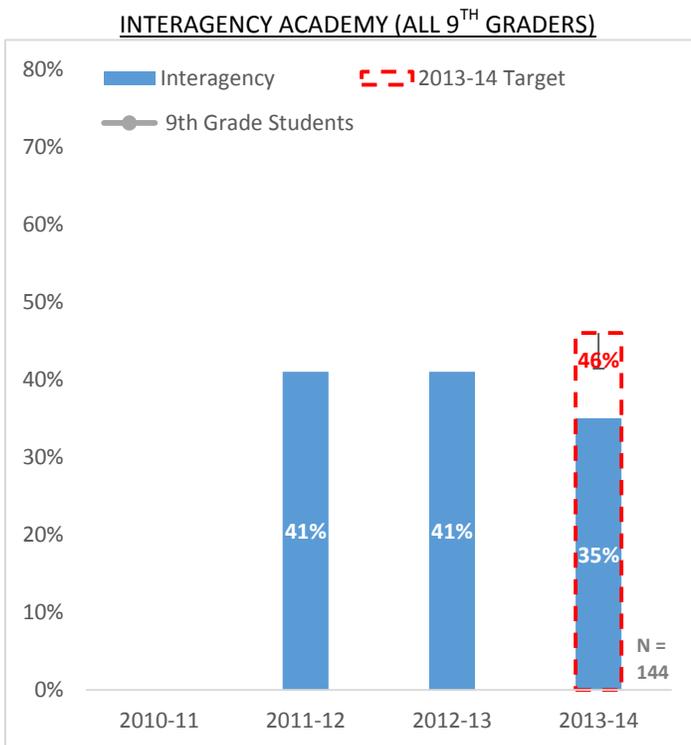
Students Passing At Least One Core English Course



Students Passing At Least One Core Mathematics Course



Individual Attendance Rate At/Above 70%



GLOSSARY OF COMMONLY USED TERMS AND ACRONYMS

ECEAP - The Early Childhood Education and Assistance Program (ECEAP), funded through the State of Washington's Department of Early Learning and the City of Seattle, offers free preschool services for eligible three- and four-year-olds and their families.

ELL - English Language Learner is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

FEL – The Families and Education Levy is a dedicated property tax approved by Seattle voters to help prepare children to be ready for school, improve academic achievement and reduce disproportionality, and help students complete school. Emphasis is placed on serving struggling students and schools that have traditionally underperformed.

FFN – Family, Friend, and Neighbor Care is the most common type of child care for infants and toddlers, and for school-age children before and after school. Providers include grandparents, aunts and uncles, elders, older siblings, friends, neighbors, and others who help families take care of their kids on an informal basis. FFN providers are unlicensed and not regulated by the state, although some FFN providers can receive child care subsidies for the care they provide.

LOC – The Levy Oversight Committee is the 12-person committee established in the 2004 Families and Education Levy to advise on the use of Levy funds and the implementation of specific programs.

MAP - Measures of Academic Progress is an assessment system used by SPS to determine a student's progress during the year, and across years, in reading and math. MAP measures the student's growth from a fall baseline to winter and spring.

MSP – Measurements of Student Progress is used in Washington State in grades 3-8 to determine whether students are meeting grade level standards. These tests replace the Washington Assessment of Student Learning (WASL).

OFE – The Office for Education was originally established in the 1990 Families and Education Levy to manage and report on the use of Levy funds and outcomes achieved by Levy investments.

OSPI – The Office of the Superintendent of Public Instruction is the primary agency charged with overseeing K-12 public education in Washington State.

SEEC – The Seattle Early Education Collaborative (SEEC) is a community collaborative of stakeholders and partners working together to create a shared vision for early learning in Seattle and to achieve greater gains for children. The stakeholders and partners include Step Ahead and ECEAP programs and Head Start grantees. SEEC has three working groups focusing on assessment and accountability, professional development, and transitions.

SPS - Seattle Public Schools

SBHC – School-Based Health Centers are funded by the FEL in 26 Seattle public schools to promote physical and mental health. Services provided by SBHCs include comprehensive primary health care, including both medical and mental health care, for adolescent students; screenings, health assessments, and interventions that focus on students who are academically at risk; integrating risk prevention strategies into primary health care, emphasizing mental and behavioral health interventions; helping students manage chronic conditions; and addressing high-risk behaviors most common among adolescents.

Teaching Strategies GOLD™ (also, TSG or TS GOLD) – An observation-based assessment system used to document children's development from birth through kindergarten and beyond. Teaching Strategies GOLD is being incorporated into the Washington Kindergarten Inventory of Developing Skills (WaKIDS) program.