Mid-Year Report for the 2008-09

Seattle's FAMILIES & EDUCATION LEVY

City of Seattle

Office for Education

Families & Education Levy

April 2009

Executive Summary

This report highlights indicator data for the first semester of the 2008-09 school year, the fourth year of the 2004 City of Seattle Families and Education Levy (FEL). The indicator data provide valuable tools for understanding whether programs are on track to meet end-of-year targets and for making changes to current programs. The Levy focuses its investments on increasing measurable academic outcomes and closing the achievement gap for students in Seattle. Outcome targets are based on measures of school readiness, academic achievement, dropout prevention and high school graduation. The 2008-09 mid-year data indicate the following:

Key Findings

- Levy programs are serving the most academically challenged students, particularly in math.

- Most Levy programs are on track to meet their 2008-09 targets.

- To ensure more children are school ready, the Levy needs to invest in a broader strategy for improving the quality of early education.

- Programs are using data to identify and enroll students in Levy programs earlier, which has increased overall participation levels.

- Programs are using more frequent and detailed indicator data to track academic progress and inform practice throughout the year.

- Programs need to focus on continuity of services for focus students, particularly during transition years.

Seattle's Families and Education Levy

In 2004, Seattle voters overwhelmingly approved a $117 million, seven-year property tax levy to improve academic achievement and reduce the achievement gap among Seattle students. The Families and Education Levy invests in Seattle students, pre-kindergarten through high school. Levy programs help students outside of the classroom, yet are designed to impact academic achievement. Investments are in seven areas:

- o Early Learning
- o Family Support and Family & Community Partnerships
- o Elementary Community Learning Centers
- o Middle School Programs
- o High School Academic Achievement Strategy
- o Student Health
- o School Crossing Guards

Public Accountability

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

In order to measure the Levy's impact on achievement, the City implemented new accountability measures to track indicators of student progress and educational outcomes. Part of the new accountability system was a commitment to analyze program data, seek to understand the reasons students are succeeding or failing, and make course corrections if students are not achieving. The Levy also implemented performance pay, earned by achieving outcome targets.

City–Schools Partnership

The City of Seattle and Seattle Public Schools believe a strong partnership is necessary to increase the academic outcomes for all of Seattle's children and to close the achievement gap. In 2005, a formal partnership agreement was created, outlining the roles and expectations of each partner in attaining these goals. The agreement is available at:

http://www.seattle.gov/neighborhoods/education/PartnershipAgreement.pdf

The City and Seattle Public Schools also have a data-sharing agreement that allows the City to track indicators and outcomes for students participating in Levy programs. This data system is critical to measuring student outcomes and continuing to improve Levy programs.

Measuring Levy Outcomes and Indicators

Three Overarching Levy Outcomes

- **School Readiness:** Measured by curriculum-embedded assessments and the Peabody Picture Vocabulary Test - PPVT.

- **Academic Achievement**: Measured by the Developmental Reading Assessment (DRA) for grades K-2 and the Washington Assessment of Student Learning (WASL) for grades 3-10.

- **Reducing Dropout Rates & Increasing Graduation Rates:** Dropout and graduation rates are currently measured on an annual basis. As the Levy builds a longitudinal data set, it will be able to track graduation rates by cohort.

Levy Indicators of Progress

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

- Student participation levels in Levy programs

- Progress on individual student learning plans

- Increases in homework completion rates

- Earning the proper number of credits first semester

- On-time promotion to 10th grade

- Families attending parent/teacher conferences and other school events

Purposes of this Report

This report highlights baseline and indicator data for the first semester of the 2008-09 school year. These data are important management tools to:

- Determine if Levy programs are serving the right students

- Track progress on indicators of school readiness, academic achievement and dropout prevention

- Determine if Levy programs are on track to meet 2008-09 targets

- Make course corrections and set targets for 2009-10

This report will be used to recommend course corrections and program changes for Levy investments to the Levy Oversight Committee (LOC) and to set targets for the 2009-10 school year. The LOC will use this information to determine appropriate targets for next year. Course corrections and targets will be reflected in the Mayor's proposed 2010 budget.

Outcome data, including school readiness, academic achievement, and dropout and graduation rates, will be available in the fall of 2009. The City will report on outcomes in the 2009 Families & Education Levy Annual Report.

Annual Program Budget for 2008-09 School Year

The Families and Education Levy funding is appropriated to the Department of Neighborhoods' Office for Education, which oversees financial activity for the Levy. All programs are budgeted on a school-year basis (September-August), except for the Crossing Guards and Administration & Evaluation programs, which are budgeted by calendar year. Crossing Guards and Administration & Evaluation annual budgets for 2009 were $400,000 and $730,681 respectively.
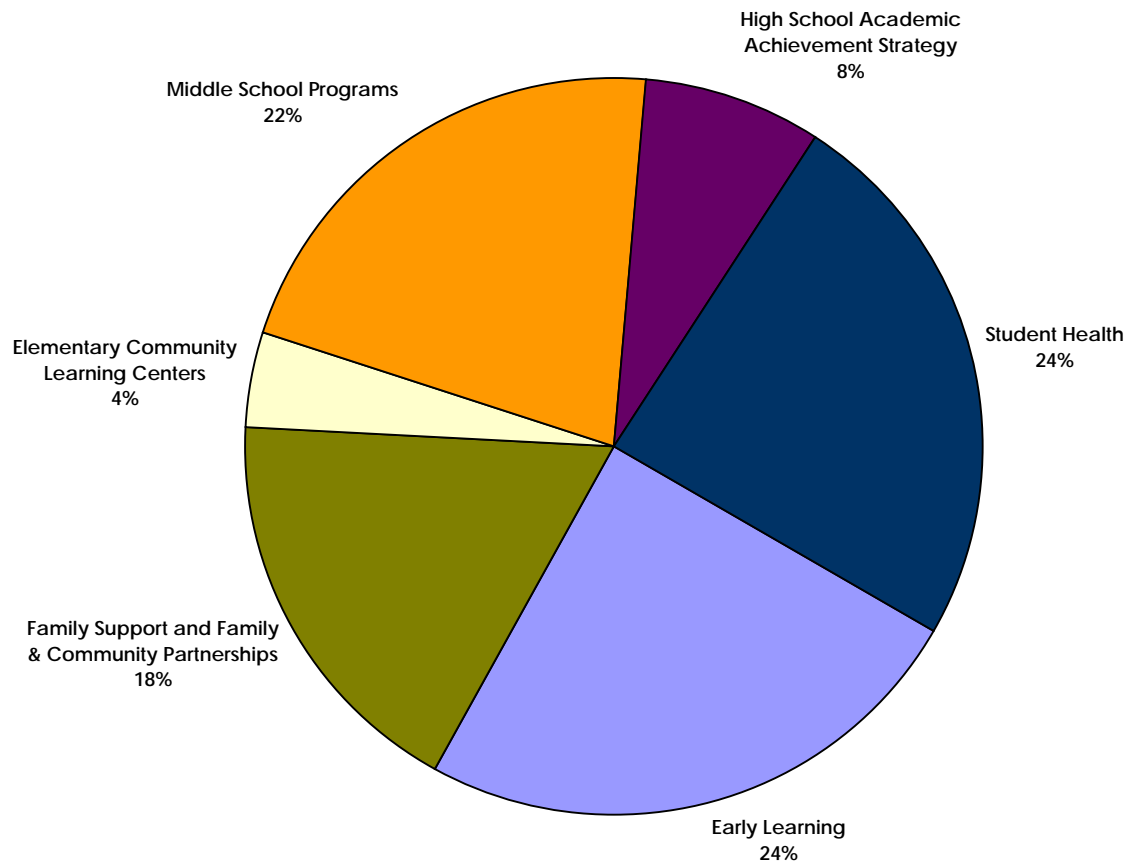
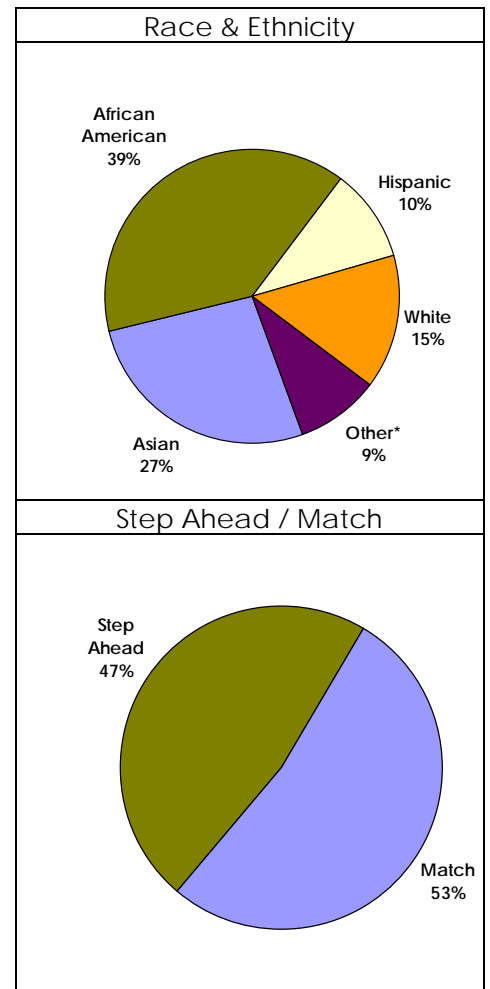| Families & Education Levy 2008-09 SY Program Budget	
Early Learning – Seattle Early Education Collaborative	$4,065,809
Family Support and Family & Community Partnerships	$2,923,666
Elementary Community Learning Centers	$658,196
Middle School Programs	$3,525,695
High School Academic Achievement Strategy	$1,281,764
Student Health	$3,943,214
Total:	**$16,398,344**

Early Learning

The Levy invests in a comprehensive early learning system that provides a foundation for achieving school readiness outcomes. Investments are focused in the southeast and southwest neighborhoods of Seattle. The goal is to prepare all children for school by investing in a comprehensive set of quality early learning services, from birth through preschool. Early Learning blends funds from multiple sources to maximize investments. Investments are made in four areas:

1. **Step Ahead Preschool Program** serving low-income 4-year-old children whose families earn between 110% and 300% of the Federal Poverty Level. The Levy also invests in Match children. **Match children** attend the same preschools and classrooms as Step Ahead children, benefiting from the professional development and training the Levy provides for preschool teachers. Many Match children qualify for the state's Early Childhood Education and Assistance (ECEAP) Program, indicating their families earn at or below 110% FPL. Other Match children privately pay for preschool.

2. **Parent-Child Home Program (PCHP)** for low-income families with young children ages two and three. The program helps parents learn literacy skills to practice with their children.

3. **Professional Development** for teachers serving children ages birth to four.

4. **Kindergarten Transition** to ensure successful kindergarten enrollment.

Preschool Children

Race & Ethnicity

African American 39%
Hispanic 10%
White 15%
Other* 9%
Asian 27%

Step Ahead / Match

Step Ahead 47%
Match 53%

Seattle Early Education Collaborative (SEEC)

To enhance the City's early learning investment, the Step Ahead and ECEAP programs have collaborated with Head Start, Comprehensive Child Care Programs, and other child development agencies not administered by the City of Seattle to form the Seattle Early Education Collaborative (SEEC). The relationship was formalized through a Memorandum of Understanding that includes an agreement to collaborate on assessment, professional development, and kindergarten transition strategies. Collaboration includes leveraging resources to expand opportunities and services for all agencies, such as professional development training. It also includes the creation of formalized systems, including the use of common assessment tools. SEEC will expand to include other child care providers such as Family Child Development homes and Family, Friend, and Neighbor (FFN) care.

To promote continuous quality improvement throughout the early learning system, SEEC is organized into a tiered system that aligns with the Washington State Quality Rating & Improvement System (QRIS). This system will support all early learning programs, teachers, and administrators in improving child outcomes. Improvements will be intentionally designed to increase capacity to support children's learning and development. Teachers will increase their own educational attainment and enhance their professional skills. The system will provide information on where improvements are needed and how to allocate resources. The goal is to have more children start school ready to succeed. To support this system, several changes in the current infrastructure of the Early Learning investment are recommended on the following pages.
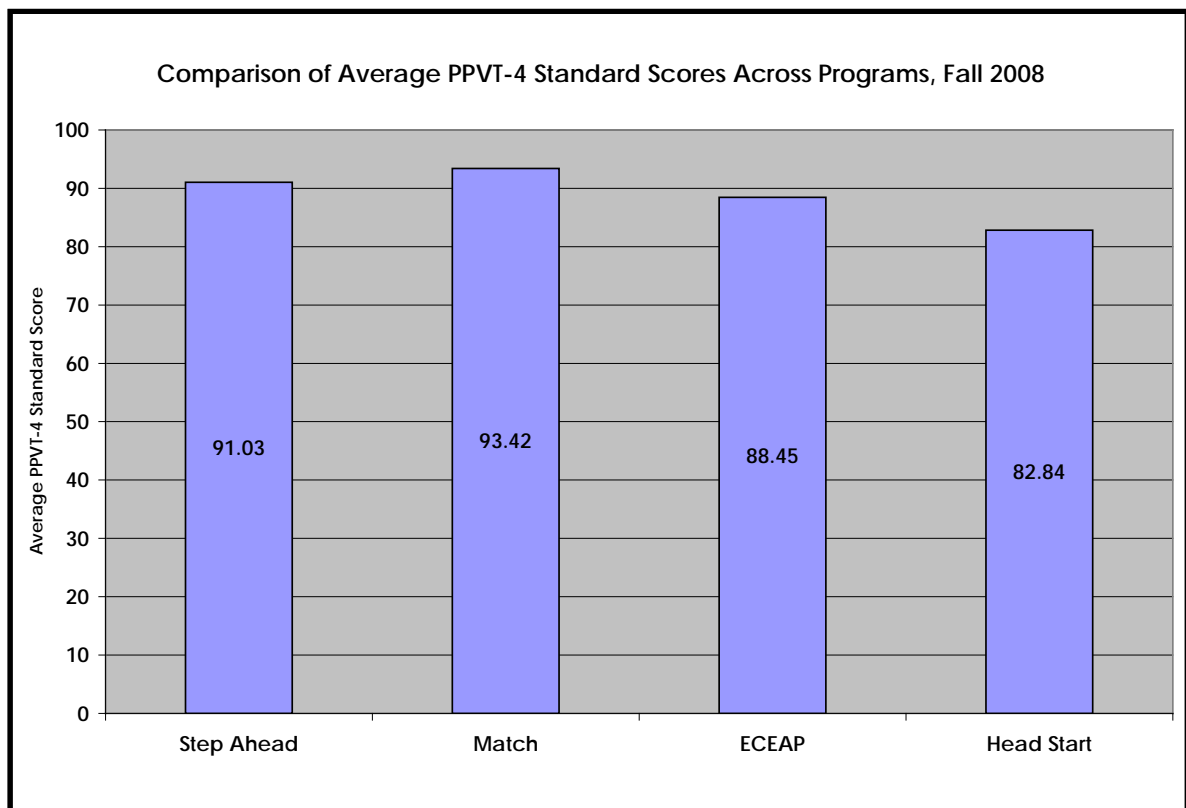
Child Level Assessments:

- **Child curriculum-embedded assessment:** This assessment is conducted by classroom teachers in order to assess each child's skills across four major areas of development, including social/emotional, cognitive, physical, and language domains.

- **Peabody Picture Vocabulary Test – PPVT-4:** This tool is a nationally normed assessment, normed exclusively on individuals who are proficient in English. It is administered by an outside contractor or trained assessor twice a year and measures a child's knowledge of American English words.

Combining the results of the curriculum-embedded assessments and the PPVT-4 provides a more comprehensive picture of school readiness for each individual child. The fall 2008 baseline data show a positive and significant correlation between the PPVT and the child curriculum-embedded assessment data.

Comparison of Average PPVT-4 Standard Scores Across Programs, Fall 2008

Program	Average PPVT-4 Standard Score
Step Ahead	91.03
Match	93.42
ECEAP	88.45
Head Start	82.84

- The program categories provide a proxy for income, with the exception of Match, which includes both children who quality for ECEAP and those who privately pay for preschool. In the future, these groups should be disaggregated to determine if there are differences.
- Children in Head Start scored significantly lower than their peers in Step Ahead and Match programs.
- Given this discrepancy in baseline data, children in Head Start programs may need additional resource in order to close this gap.
- End-of-year data will be examined to determine if gains are different across programs and to inform course corrections.

SEEC Classroom Assessment Tools and Data

Classroom Level Assessments:

- **Classroom embedded assessment:** This assessment is administered by each classroom's professional development coach. It provides a measure of classroom quality, in terms of both classroom environment and adult/child interactions and measures the fidelity of implementation of a particular curriculum. The chart below shows the classroom embedded assessment scores for Creative Curriculum, which is on a 100point scale.

- **Early Childhood Environmental Rating Scale (ECERS):** This tool assesses the classroom environment and is administered by pairs of trained staff from the Human Services Department. The tool assesses the following: space and furnishings, personal care routines, language-reasoning, activities, interactions, program structure, and parents and staff. The assessment is on a 7 point scale.

Comparison of ECERS and Creative Curriculum Classroom Embedded Assessment Scores, Fall 2008
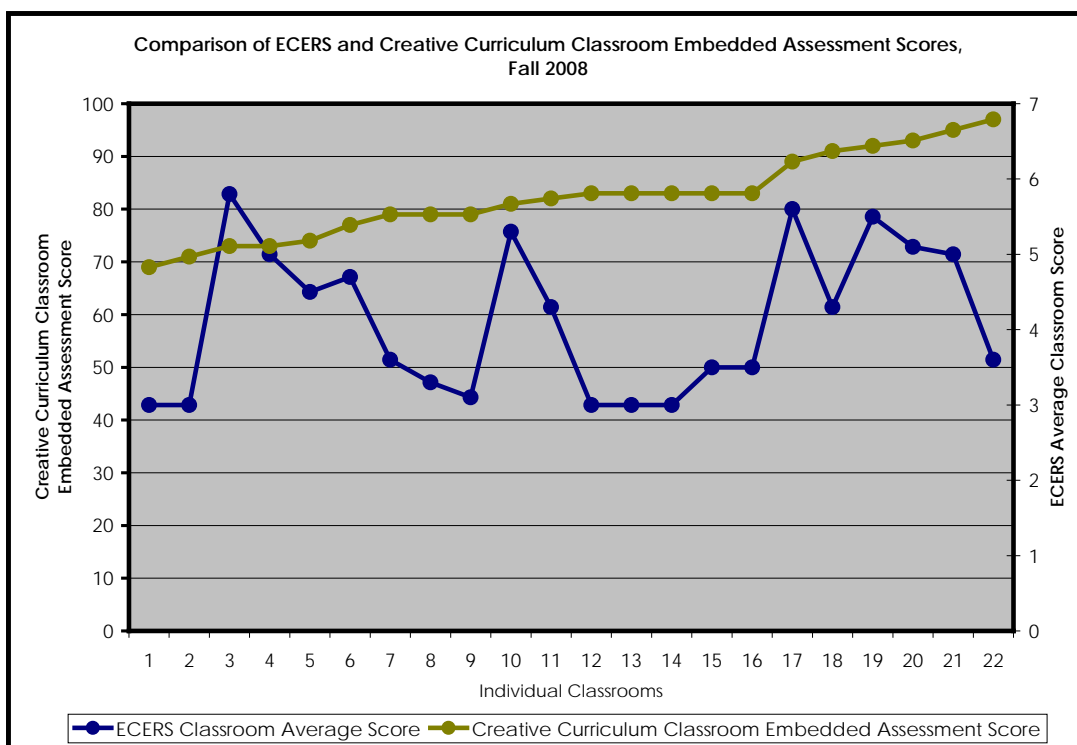
- This is the first year both assessments have been administered.

- There is greater variation on the ECERS than the classroom assessment and they are not strongly correlated.

- SEEC will analyze results to how to use these assessments to improve classroom quality.

Recommendations

Create a quality rating system for SEEC that at a minimum includes:
- an Early Childhood Environmental Rating Scale (ECERS) standard (as part of state pilot)
- curriculum-specific classroom embedded assessments (respects curriculum and cultural differences)
- a child assessment that includes curriculum-specific embedded assessment
- a child assessment tool identified by the City and/or Seattle Public Schools

Use the quality rating system to strengthen the current professional development strategy by making connections between QRIS data and professional development plans for centers and teachers.

Encourage current Comprehensive Child Care Programs to participate in the quality rating system:
- provide professional development resources to help improve quality
- recognize programs who meet exemplary standards with incentives to provide mentoring to others

SEEC Transition Strategy

- The current early learning transition strategy is focused on children and families served by Step Ahead, ECEAP, and Head Start, those who are part of SEEC.
- Given that 80% of incoming kindergartners are not a part of SEEC, there is a need to do broader outreach and training to help families understand what they need to do to prepare their children for school and what to expect once their children arrive.
- This broader strategy should focus on reaching non-English speaking families and children who do not attend a formal preschool.
- Approximately 20% of SPS students enter kindergarten with limited English proficiency (n=837 students).
- It is not known how many children enter school without any formal preschool experience.

Comparison of SEEC Preschoolers & SPS Kindergartners by Race/Ethnicity, 2008-09 SY

Values shown — Asian: SEEC 289, SPS 850; African American: SEEC 281, SPS 767; Hispanic: SEEC 161, SPS 484; Not Identified: SEEC 159; White: SEEC 90, SPS 2070; Native American: SEEC 4, SPS 57.

Legend: SEEC Preschoolers (n=984), SPS Kindergartners (n=4,228)
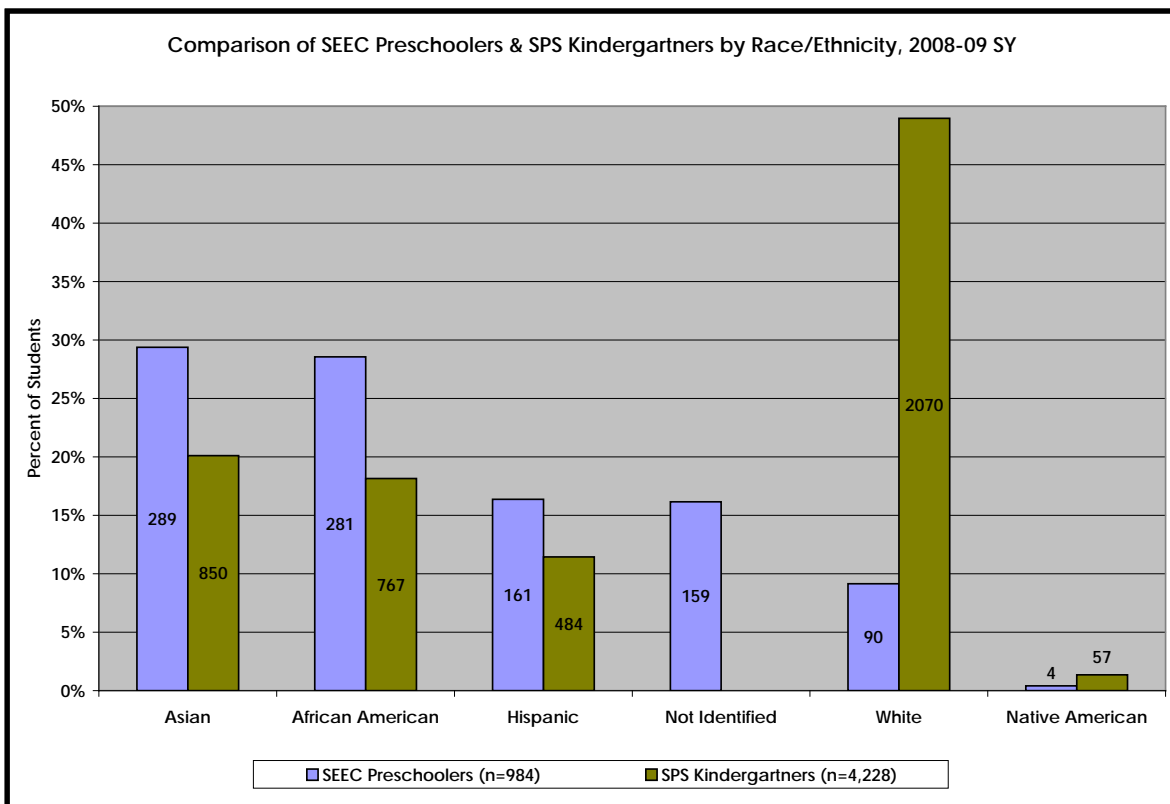
Recommendation

To ensure a comprehensive city-wide transition plan, we recommend moving the kindergarten transition funds currently in the Early Learning budget to the Family Support program. The change will:

- Create a system for early identification of children needing support services through the Family Support program.
- Expand support by placing transition in the Support, Prevention & Intervention (SPI) Department at SPS.
- Provide an opportunity to leverage other funding sources and programs in SPI, including Title I and Title III funds, for parent trainings and family activities for incoming kindergarteners. This will allow the transition program to reach more non-English-speaking families.
- Move the kindergarten enrollment targets to the Family Support program.

Overall, the number of days children attended has increased.

Average Number of Days Attended
September 2008 - January 2009
Step Ahead vs. Match
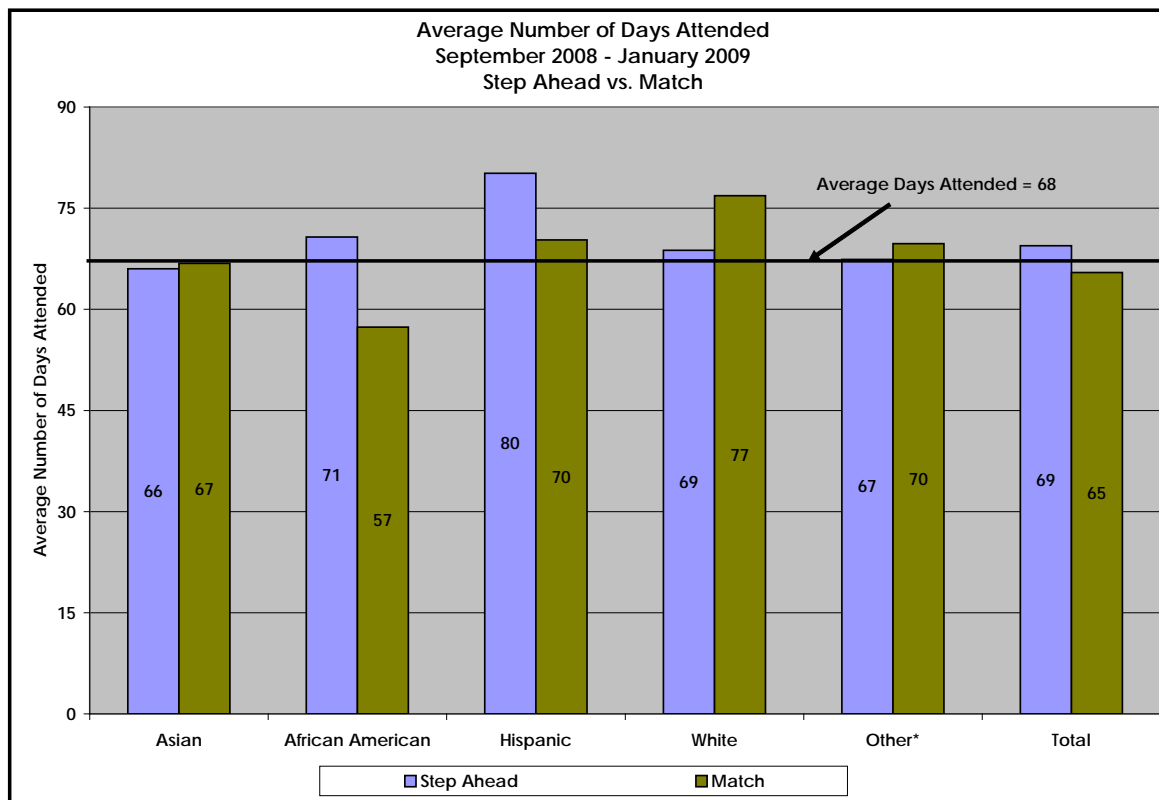
o The minimum number of days required for full-time providers increased by almost 30% in 2008-09, going from 140 days to 180 days.

o Part-time programs still must offer a minimum of 140 days.

o On average, the number of days attended has increased by 2 days from last year.

o Data should be disaggregated by full-day and part-day program in order to better understand attendance patterns and levels of service.

o Data should also be disaggregated to determine why attendance rates for African American Match children are so much lower than their peers.

	School Year								
	2005-06		2006-07		2007-08		2008-09		2009-10
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
Total number of 4-year-olds served	280	155	388	427	420	425	500	516	600
4-year-olds whose teachers meet quality standards by the end of the school year					252	439	325		423
Number and percent of ELN pre-K 4-year-olds assessed as school ready at the end of the school year	182 / 65%	77 / 50%	248 / 64%	326 / 76%	300 / 72%	358	361 / 72%		352 (Tier 1) 71 (Tier 2)
Number of ELN students who meet the DRA standard in 2nd grade	97	In '08-'09	193	In '09-'10	193	In '10-'11	249	In '11-'12	300
2- and 3-year-olds served through the Parent-Child Home Program	100	96	200	212	200	209	200		40
Number and percent of 3-year-olds served by the PCHP meeting standards at the end of two years	N/A	N/A	64 / 64%	78/ 81%	75/ 75%	81	75 / 75%		75 / 75%

Family Support and Family & Community Partnerships

The Levy invests in two programs to support families in the elementary grades: Family Support and Family & Community Partnerships.

Family Support

The Family Support program invests in Family Support Workers (FSWs) who work directly in elementary and K-8 schools, linking students and their families with resources needed to promote academic achievement. Teams within each school selected focus students, based on the greatest social and academic need. Teams then set and tracked academic goals for individual students.
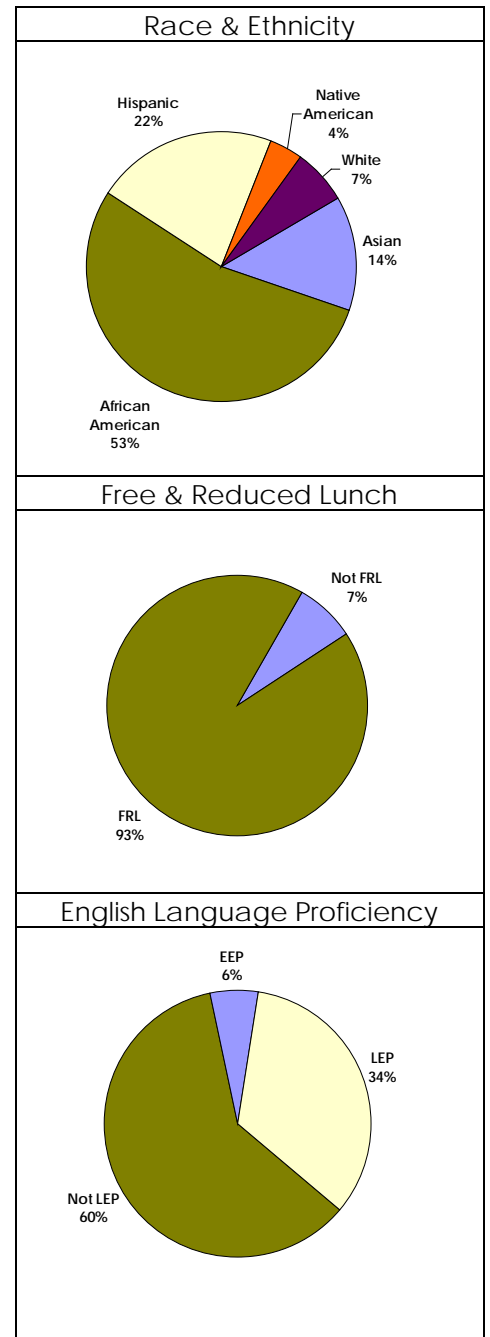
Family & Community Partnerships

The Family and Community Partnerships program grants funds to 20 elementary schools and four community-based organizations (CBOs) to work together directly at the schools to increase family involvement, focusing on helping families assist in their children's learning at home. Strategies include Family Nights, where families learn to use and then take home Family Math, Literacy and WASL/DRA Games, aligned to SPS curricula and translated into nine languages. The programs work together at the school level, with many students participating in both programs.

NOTE: Family and Community Partnerships did not submit all of their required indicator data in time for this report.

Indicators of Academic Progress:

- Progress on individual student goals: Measured by students' incremental progress toward meeting academic and social goals.

- Family involvement activities: Measured in the number and frequency of family participation in activities.

- School attendance/absences: Measured as excessive absences, defined as 9 or more days in a semester.

Race & Ethnicity

Hispanic 22%
Native American 4%
White 7%
Asian 14%
African American 53%

Free & Reduced Lunch

Not FRL 7%
FRL 93%

English Language Proficiency

EEP 6%
LEP 34%
Not LEP 60%

FS and FCP are serving students who are struggling in reading in early elementary grades.

Students Meeting 2008 Spring DRA Standards
FSW / FCP Focus Students vs. All Elementary School Students
2008 - 09 School Year
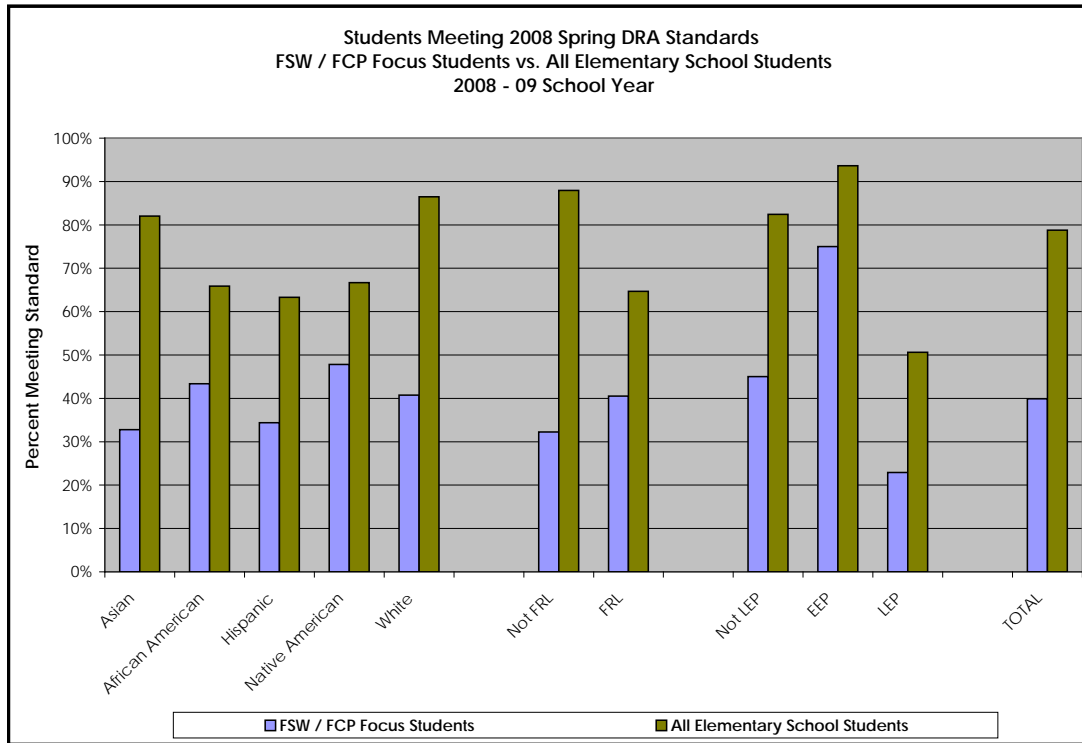
- o Only 40% of focus students met standard on the Spring DRA, compared with 79% of all elementary students.

- o Given this large gap, Family Support Workers are focused on serving students in early elementary school, in order to build foundational literacy skills.

FS and FCP students have very low passage rates on the WASL.

- o Only 13% of focus students met standards on all of their grade-level WASL tests in 2008, compared to 56% of all elementary school students.

Students Meeting 2008 WASL Standards
FSW/FCP Focus Students vs. All Elementary Students
2008- 09 School Year
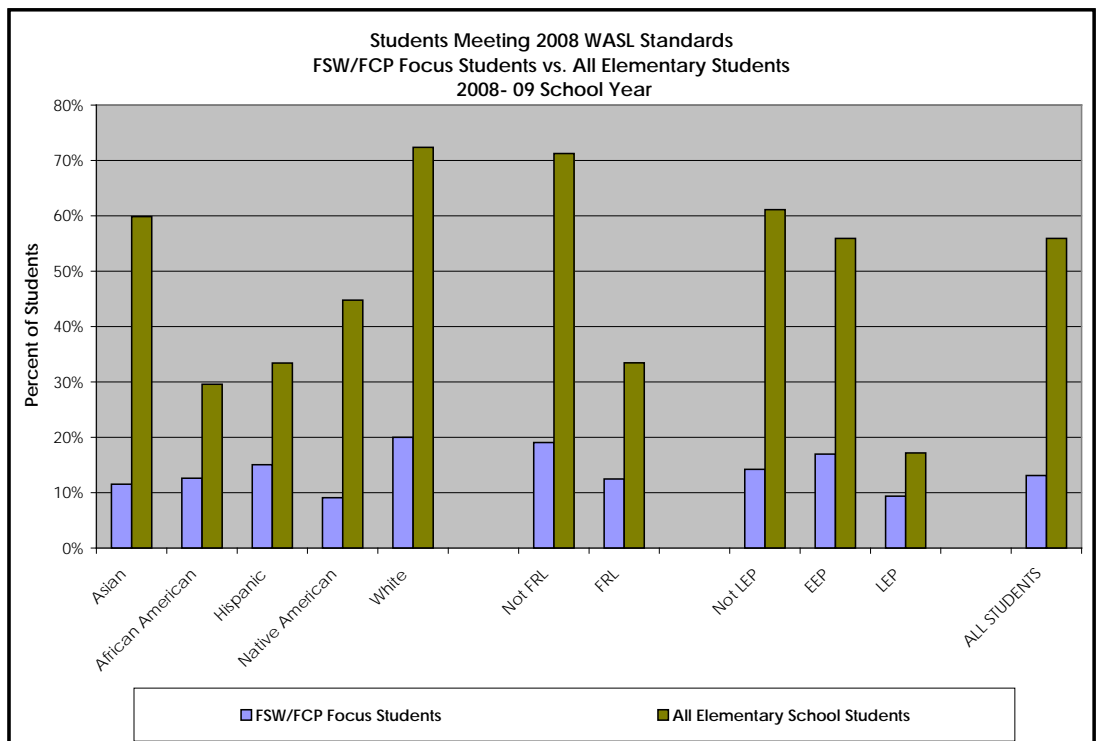
Family Support Indicator Data

| Student Progress on Individual Goals Students Served by Family Support Workers Sept. 2008 – Jan. 2009						
	Number of Students					
Goal	No Report to Date	No Progress	Little Progress	Some Progress	Significant Progress	Full Progress
Class Preparation	754	4	22	48	90	42
Homework	803	15	28	52	80	33
Parent Involvement	0	168	0	0	0	0
Suspension	178	8	6	16	23	2
Total	**1,735**	**195**	**56**	**116**	**193**	**77**

o Goal: 800 students will meet one or more of their individual goals.

o Only 270 students have made progress on their individual goals at the first semester.

o Many FSW have not yet reported on their students' progress.

Attendance remains a challenge for many focus students.

o Focus students are more likely to have excessive absences, compared to all elementary students in the district.

o Focus students with excessive absences should have an explicit attendance improvement goal for the first semester.

Students Absent 9 or More Days
1st Semester 2008 - 09 SY

Legend: FSW/FCP Focus Students, All Elementary Students
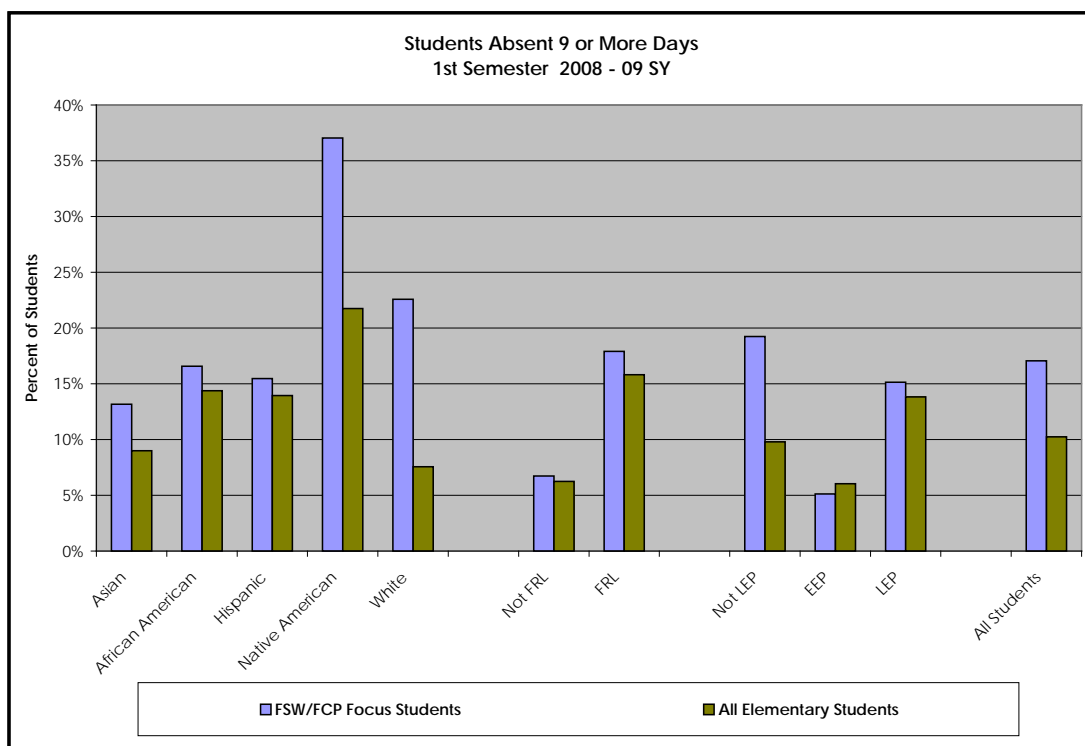
The Family and Community Partnerships Program has not met expectations.

- o The Family and Community Partnerships Program has:
  - o Not provided the services outlined in their contract.
  - o Not met the mid-year data requirements outlined in their contract for the past two years.
  - o Not used their data to improve the effectiveness of their program.

Recommended changes in strategy for this investment area

- o Use the Family and Community Partnerships funding for the following:
  - o Hire family support workers that speak the language of the children and families they will serve. This is currently an unmet need and will provide more targeted support for children who are English Language Learners and their families.
  - o Locate family support workers in middle schools, to help students transition from elementary to middle school and to provide ongoing support. Assisting in this transition is currently not provided by any Levy-funded program.
  - o Enhance services in schools that are receiving focus students from closed buildings and programs.

Why do we recommend this?

- o Increasing need to serve students who are English Language Learners.
- o Restructuring and alignment within SPS that merges the work of the Family and Community Partnerships program with another family engagement program.
- o Helps improve the transition from elementary to middle school.
- o Ability to consolidate the budget and the data collection in this investment area. We merged targets for these programs but failed to merge the money or data.
- o Provides flexibility to the Family Support Worker program to respond to changes in district demographics (e.g. the district received 100+ Somali families mid-year)

One Year Transition Plan for 2009-10

- o Reduce administrative cost by deploying three current staff into direct service roles.
- o Invest in a "Family Friendly" schools strategy in 17 schools.
- o Focus on a primary (K – 3) early prevention and intervention strategy
- o Pilot a Middle School Family Support Worker.
- o Pilot a case management program run by three community-based organizations.

Family Support – Conclusions & Course Corrections for 2009-10

Move the Early Learning transition funding into Family Support
To ensure a comprehensive city-wide transition plan, we recommend moving the transition funds currently in the Early Learning budget to the Family Support program. The change will:

- o Create a system for early identification of children needing support services through the Family Support program
- o Expand support for transition by placing transition in the Support, Prevention & Intervention (SPI) Department at SPS
- o Provide an opportunity to leverage other funding sources and programs, including Title I and Title III funds, for parent trainings and family activities for incoming kindergarteners.   This will allow the transition program to reach more non-English-speaking families.
- o Move the kindergarten enrollment targets to the Family Support program.

Why do we recommend this?
- o The current transition function is to only work with Step Ahead, ECEAP, and Head Start children and families.
- o We need to reach a broader population, most notably non-English speaking families and children who do not attend a formal preschool.
- o As noted above, given the large number of students who are not a part of SEEC, there is a need to do outreach and training to help families understand what they need to do to prepare their children for school and what to expect once their children arrive.

Collect Data to Assess the Effectiveness of the Male Model Programs
- o Due to low academic performance and significant time out of class, programs are being designed for the academic and social emotional needs of select African, African-American, Latino, and Native American boys at the elementary level.
- o Collect academic information to measure individual progress.
- o Collect information on the types and duration of interventions provided and compare with student-level data to measure program effectiveness.

Family Support Indicators & Targets

	School Year								
	2005-06		2006-07		2007-08		2008-09		2009-10
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
Number of students served	2,000	1,331	2,000	1,528	1,500	1,182	1,150	1,390	1,000
Number and percent of students served who meet DRA or WASL standard.	160	326 / 25%	200	334 / 22%	275	276 / 23%	240		200
Number of students and families who achieved at least one of their service plan academic goals.			800	1178	800	587	698	270*	580
Number of families who increased participation in school events after 6 months.			750	957	1000	879	873		730

*As of January, 2009
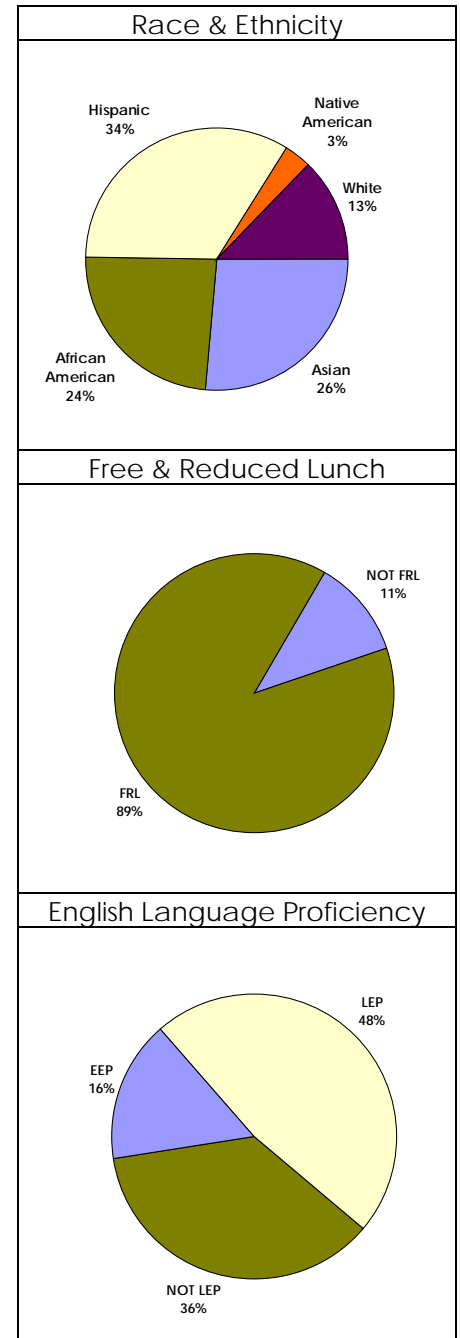
Elementary Community Learning Centers (CLCs)

The Levy invests in Community Learning Centers (CLCs) in three elementary schools: YMCA at Concord, YMCA at Cooper, and Tiny Tots at Van Asselt. CLCs provide a comprehensive set of services, activities and learning experiences that are aligned with academic standards, culturally relevant and tailored to the needs of students and families. CLC staff coordinate activities with school staff to maximize learning by connecting after-school activities to the school curriculum.

Services provided at Elementary CLCs include:

1. Homework and tutoring support focused on math and literacy

2. English-as-a-Second-Language instruction

3. Project-based learning

4. Technology activities

5. Community resource and referral information

6. Parent and family activities that promote academic achievement

Indicators of Academic Progress:

- Participation rates in CLC: Students need to participate at the target rate in order to benefit academically.

- Increases in homework completion: Measured three times per year (baseline, mid-year, and end-of-year).

- School attendance / absences: Measured as excessive absences, defined as 9 or more days in a semester.

Race & Ethnicity

Hispanic 34%
Native American 3%
White 13%
Asian 26%
African American 24%

Free & Reduced Lunch

NOT FRL 11%
FRL 89%

English Language Proficiency

LEP 48%
EEP 16%
NOT LEP 36%

Academic Baseline Data – Elementary CLCs

ECLC students are less likely to meet DRA standards than their peers.

Students Meeting 2008 Spring DRA Standards
ECLC Participants vs. Students in ECLC Schools vs. All Elementary School Students
2008 - 09 School Year
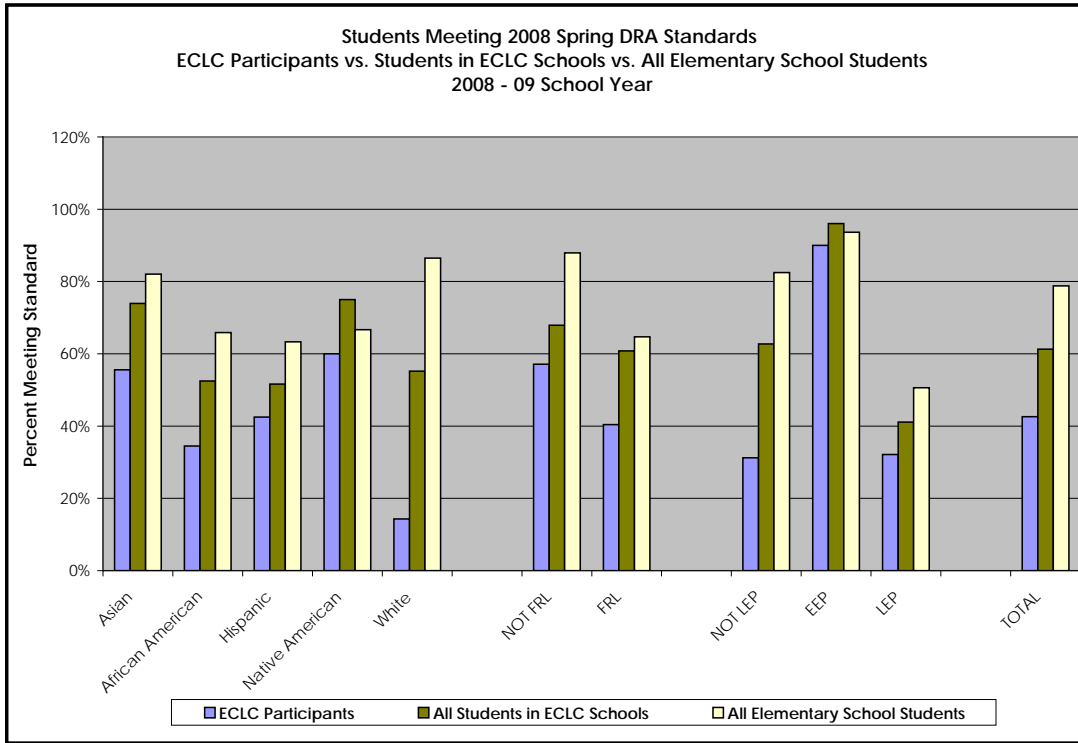
- o Fewer than half of the Elementary CLC participants met standard on the DRA.

- o On average, students participating in ECLCs were less likely than other students in their school or elementary students district-wide to have met spring 2008 DRA standards.

ECLC are serving students who have very low passage rates on the WASL.

- o Less than 20% of ECLC students met standard on all of their 2008 grade-level WASL tests, compared to 56% of their peers.

- o Most notably, none of the ECLC students with limited English proficiency met the 2008 WASL standard.

Students Meeting 2008 WASL Standards
ECLC Participants vs. Students in ECLC Schools vs. All Elementary Students
2008 - 09 School Year
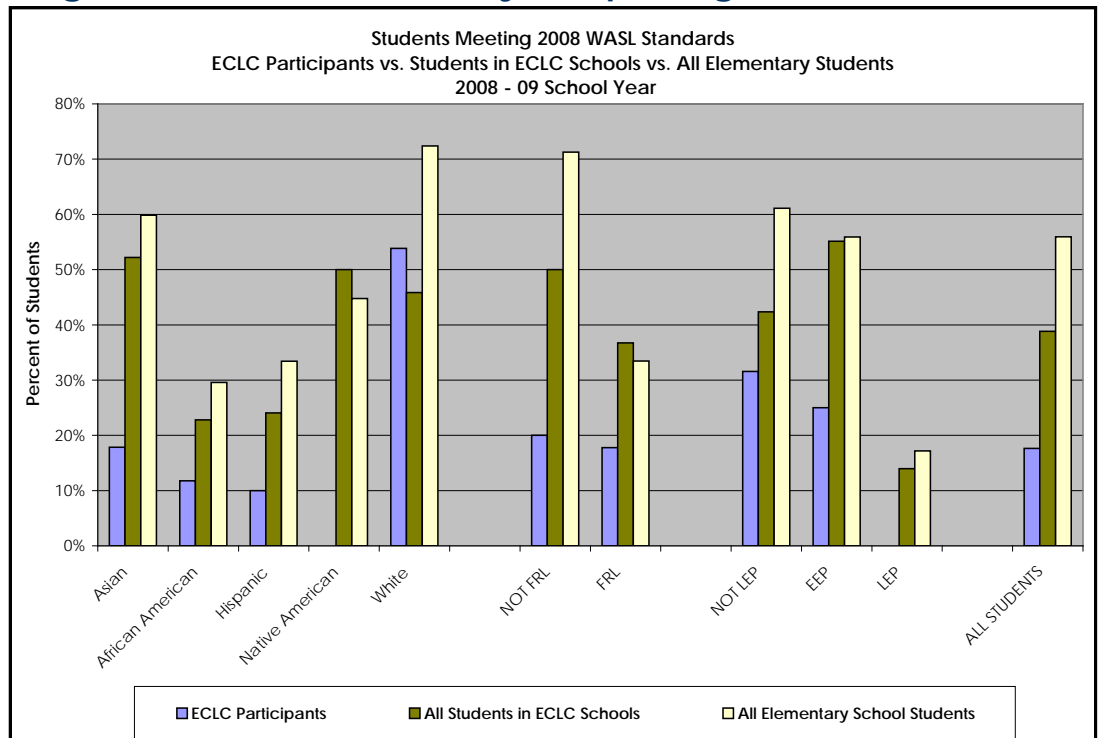
Elementary CLC Indicator Data

Participation rates during the first four months of school have increased dramatically.

Comparison of the Number of Students Attending 75% of CLC Days
2007-08 vs. 2008-09
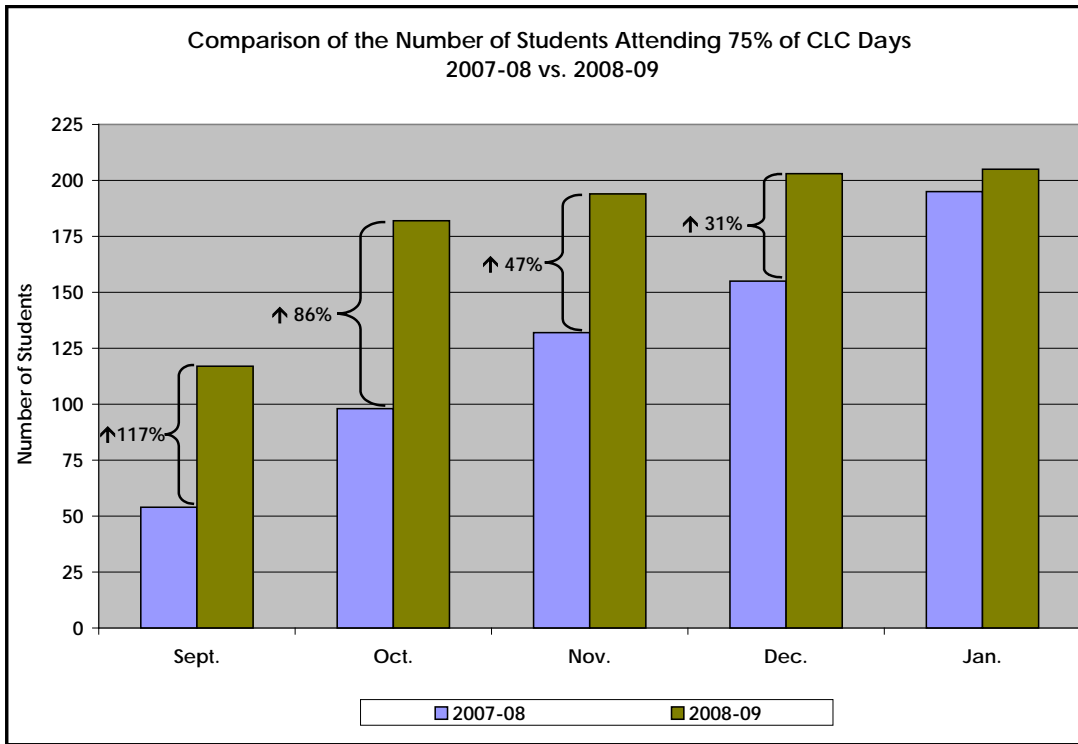
o Not only did students participate at higher rates, but the number of CLC days offered in the first semester increased almost 10%, going from 67 days in 07-08 to 73 days in 08-09.

o In response to course corrections, the ECLC registered students in the summer and communicated the expectations of attendance to teachers, students, and their parents.

The percentage of students increasing homework completion is up 43% from last year.

o Students in the ECLCs have already exceeded their end-of-year goal for increasing homework completion rates.

o This acceleration in meeting goals means that students benefit earlier and for a longer period of time.

o The annual report will look at sustained improvements in homework completion.

Students Increasing Homework Completion from Baseline to March
2007-08 vs. 2008-09
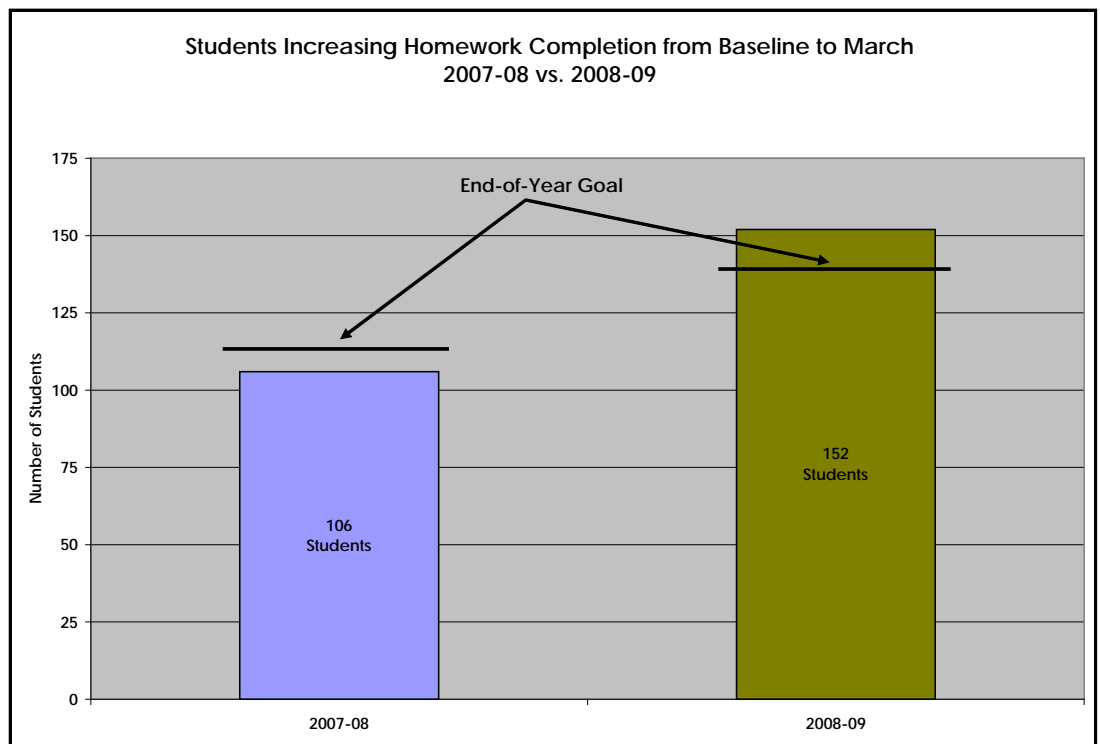
ECLCs are on track to meet their 2008-09 targets.

Participation rates increased dramatically in the first months of school.

- o **Early identification of students:** The CLC Coordinator, principal, family support worker, and teachers, used classroom data in the spring to identify students at risk of academic failure. CLC coordinators started the registration process with families in the summer, with help from family support workers.

- o **Clear expectations of regular participation and communication/intervention systems:** The CLC coordinators communicated program participation expectation to teachers, students and parents through family orientation meetings and home visits. CLC coordinators used intervention protocols when students were absence. Programs also created rewards/incentives for students' regular participation.

- o **Continuity of CLC Program Leadership:** CLC Coordinators and agency directors have all been in place for multiple years and have created systems that work with the school. In addition, HSD staff meet monthly with the CLC Coordinators/Directors group to review program data, share best practices and conduct technical assistance and training.

Several changes in location and staff will require special attention to maintain program effectiveness.

- o Due to the closure of Cooper Elementary, the CLC will be relocated to West Seattle Elementary where many of the Cooper students will attend. The YMCA will continue to be the provider.

- o Van Asselt Elementary School will move to a new building. CLC staff are already working to establish appropriate space for the CLC program.

- o Concord Elementary School will get a new principal next year. CLC staff have already communicated with the new principal about the program and gained her support.

Elementary Community Learning Centers Indicators & Targets									
	School Year								
	2005-06		2006-07		2007-08		2008-09		2009-10
	Target	Actual	Target	Actual	Target	Actual	Target	Actual*	Target
Elementary students served	200	227	210	264	230	261	230	272	230
Number of students served who meet the WASL or DRA standard	14	76	30	54	50	46	60		60
Number of students who attend 75% of the CLC service days offered each month			105	190	138	131	150		150
Number of students who show increased homework completion within 6 months (by June 2009)			84	86	115	189	138	152	138

*As of March 2009

The Levy invests in two academically-focused middle school programs:

1. Middle School Support Programs (MSSP) in all middle and K-8 schools)

2. Community Learning Centers (CLCs) in nine middle schools. The MSSP and CLC programs coordinate within schools to provide comprehensive services that maximize student learning time.
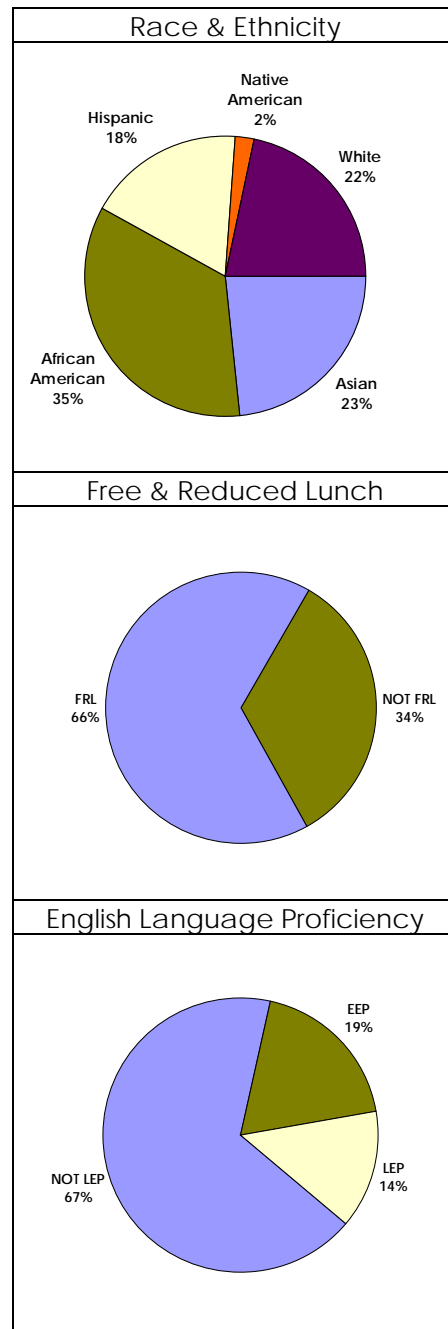
Middle School Support Program

MSSP provide students with extended learning time, particularly for students struggling in math. Students in five innovation sites, including Aki, Denny, Hamilton, Madison, and Mercer middle schools participate in an additional period of math after school. These classes focus on building basic math skills that will help students succeed in their regular math class. Students at other middle schools and K-8s are also receiving additional instruction, much of which is focused on math.

Community Learning Centers (CLCs)

CLCs provide out-of-school academic activities that are aligned with each school's curriculum. Students may also participate in non-academically-focused activities, including nutrition classes, arts programs, and team building and leadership clubs. Middle School CLC services are provided by the YMCA and the Parks and Recreation Department.

Indicators of Academic Progress:

- Progress on student learning plans: Each student has individual goals, depending on their areas of academic need.

- Participation rates in CLCs: Students need to participate at the target rate in order to benefit academically.

- School attendance / absences: Measured as excessive absences, defined as 9 or more days in a semester.

- Growth on Measure of Academic Progress (MAP): Measured as beginning-of-year to end-of-year growth on reading and math assessments.

Race & Ethnicity

Native American 2%
Hispanic 18%
White 22%
Asian 23%
African American 35%

Free & Reduced Lunch

FRL 66%
NOT FRL 34%

English Language Proficiency

EEP 19%
LEP 14%
NOT LEP 67%

Academic Baseline Data – Middle School Programs

MSSP students are less likely than their peer to have met standard on the reading WASL.

2008 Reading WASL Levels
MSSP Students vs. All Middle School School Students
2008 - 09 SY

Number and Percent of Students at Each Level

MSSP Students:
- Level 4: 194
- Level 3: 706
- Level 2: 1213
- Level 1: 464

All Middle School Students:
- Level 4: 2896
- Level 3: 2904
- Level 2: 1955
- Level 1: 930

Legend: ■ Level 0 ■ Level 1 ■ Level 2 □ Level 3 ■ Level 4
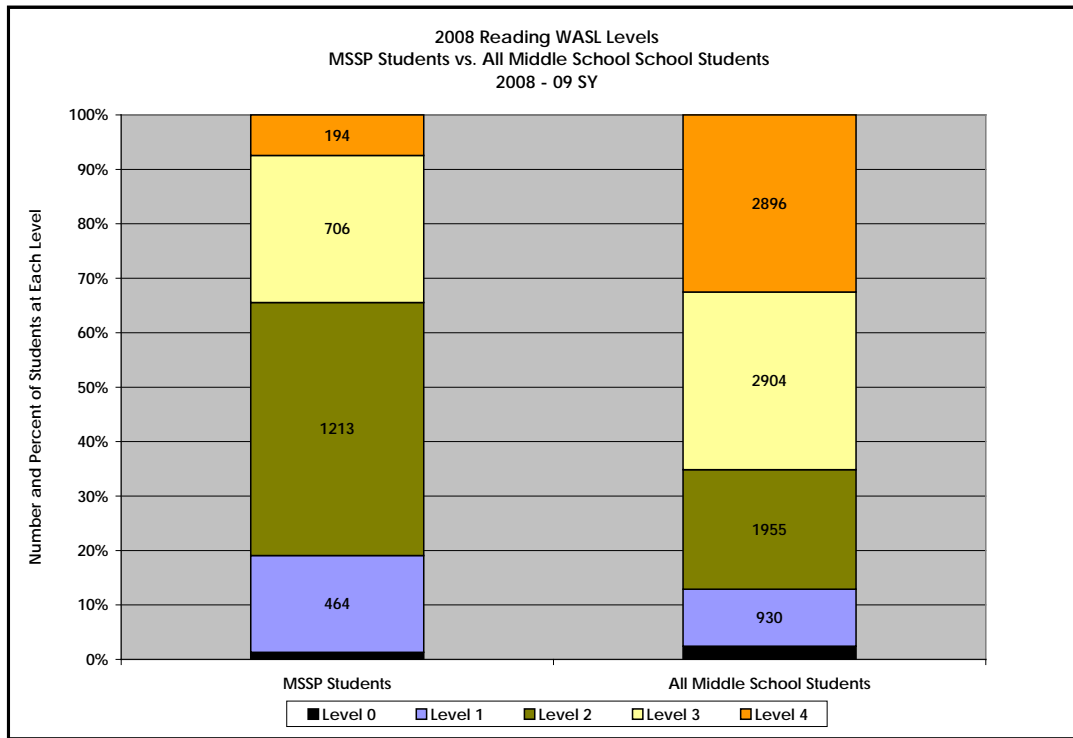
- Only 33% of MSSP students met standard on the 2008 reading WASL, compared to 64% of middle school students overall.

- MSSP is serving half of the Level 1 reading students in the district and over 60% of Level 2 reading students.

MSSP continues to focus on serving students who are substantially behind in math.

2008 Math WASL Levels
MSSP Students vs. All Middle School School Students
2008 - 09 SY

Number and Percent of Students at Each Level

- Almost 90% of MSSP students did not meet standard on the 2008 math WASL, compared to 48% of middle school students district wide.

- MSSP is serving over half of the Level 1 math students in the district and over 60% of Level 2 math students.

MSSP Students:
- Level 4: 52
- Level 3: 227
- Level 2: 1064
- Level 1: 1305

All Middle School Students:
- Level 4: 2411
- Level 3: 2263
- Level 2: 1669
- Level 1: 2570

Legend: ■ Level 0 ■ Level 1 ■ Level 2 □ Level 3 ■ Level 4
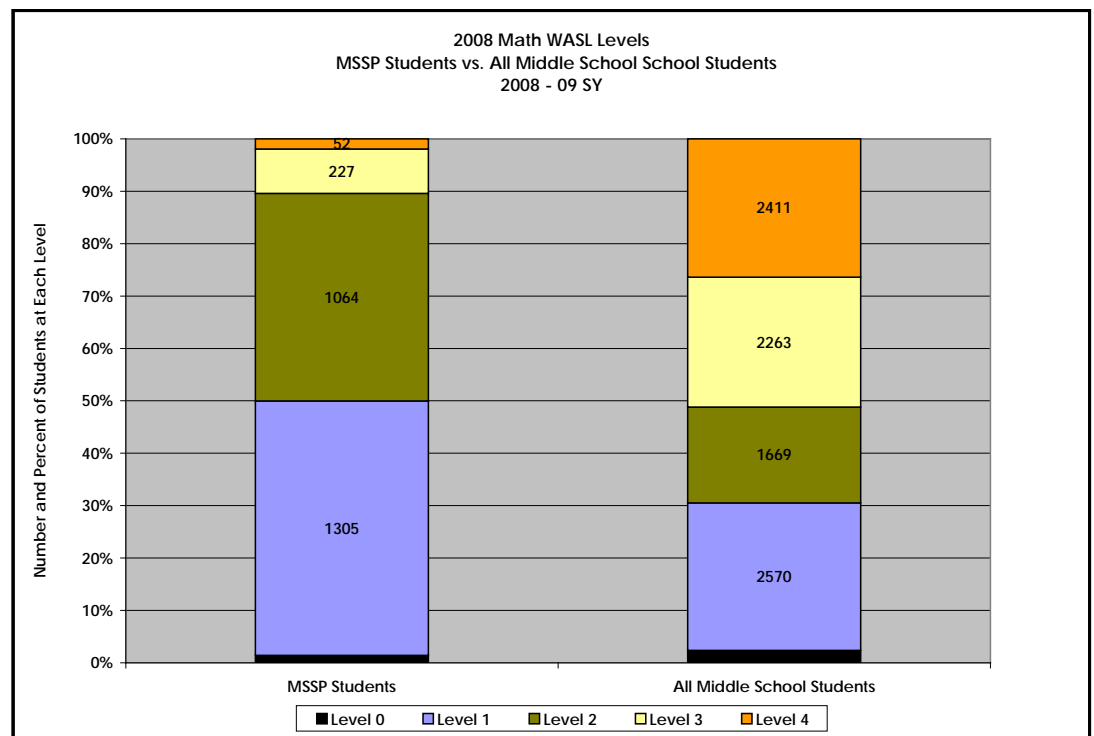
Measure of Academic Progress (MAP)

The Measure of Academic Progress (MAP) is a new assessment tool piloted by Seattle Public Schools in two elementary, four middle, and three high schools this year. The assessment, which is aligned with state standards, is given three times per year and identifies student strengths and weaknesses in math and reading skills. Teachers can look at their classes as a whole or students individually and differentiate their instruction to best serve student needs. Many teachers are starting to make this part of their practice.

Madison teachers use MAP to inform instruction.
- Teachers were given professional development to learn how to interpret and use MAP data.
- Teachers use detailed data to create lessons based on skill strengths and weaknesses for an entire class.
- Teachers use detailed data to differentiate instruction for individual students in both regular and intervention classes.
- Teachers use MAP scores to set goals with students regarding individual academic growth.

Madison will use MAP data for placement in intervention classes.
- Previously, students at Madison were placed in intervention classes based on educated guesses about WASL performance and then waiting until the fall to make sure students were placed appropriately
- MAP data allow Madison to plan for and schedule students into interventions in the spring of the previous year, allowing for earlier creation of the master schedule and eliminating a significant amount of time in the fall reviewing WASL data.
- Madison used MAP data to analyze last year's placement in intervention classes and confirmed that MAP scores are effective predictors of WASL scores for this purpose.

Madison uses MAP data to analyze the effectiveness of intervention classes.
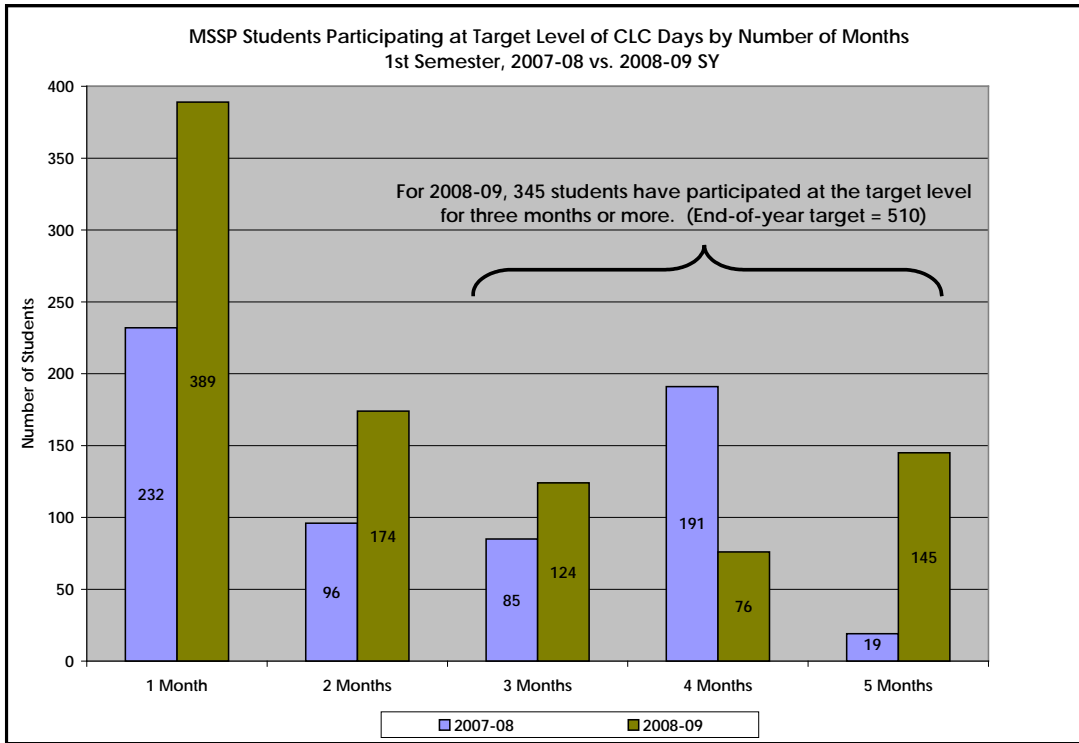- Madison has identified which interventions work to increase students' academic skills and how many hours of an intervention are needed to have an impact.
- Level 1and Level 2 math students in intervention classes first semester had gains that were two to three times greater than Level 1 or Level 2 students who were not in an intervention class.
- Madison will continue to use this data to measure intervention effectiveness and make modifications as needed.

Madison analyzes the performance growth of sub-populations
- Although each racial/ethnic group has significantly different average starting scores, over time each group grows by the same rate based on current MAP data.
- Madison is currently analyzing the growth patterns of students in Level 1, 2, 3 or 4 to determine if students in each Level are growing at the same rate.
- The ultimate goal is to have students who are below their grade level grow at faster rates.

CLCs have increased their student participation rates from last year.

MSSP Students Participating at Target Level of CLC Days by Number of Months
1st Semester, 2007-08 vs. 2008-09 SY

For 2008-09, 345 students have participated at the target level for three months or more. (End-of-year target = 510)

Number of Students (y-axis: 0 to 400)

Months	2007-08	2008-09
1 Month	232	389
2 Months	96	174
3 Months	85	124
4 Months	191	76
5 Months	19	145

Legend: ■ 2007-08 ■ 2008-09

- Overall, 1,589 MSSP students participated in the CLCs at least once during the 1st semester.

- Of those students, 345 attended CLCs at the target level for 3 months or more.

- This shows a 17% increase over last year of students participating at target levels for 3 months or more during the 1st semester.

CLC students with high participation rates continue to be less likely to miss school.

- For the past two years, students attending CLCs at the target participation level were less likely to have 9 or more absences than the average middle school student.

Students Absent 9 or More Days
1st Semester 2008 - 09 SY

Percent of Students (y-axis: 0% to 18%)

	2007-08	2008-09
Students Attending CLCs at Target Levels for 3+ Months	~13.9%	~11.4%
All Middle School Students	~16.8%	~16.1%

Legend: ■ Students Attending CLCs at Target Levels for 3+ Months   ■ All Middle School Students
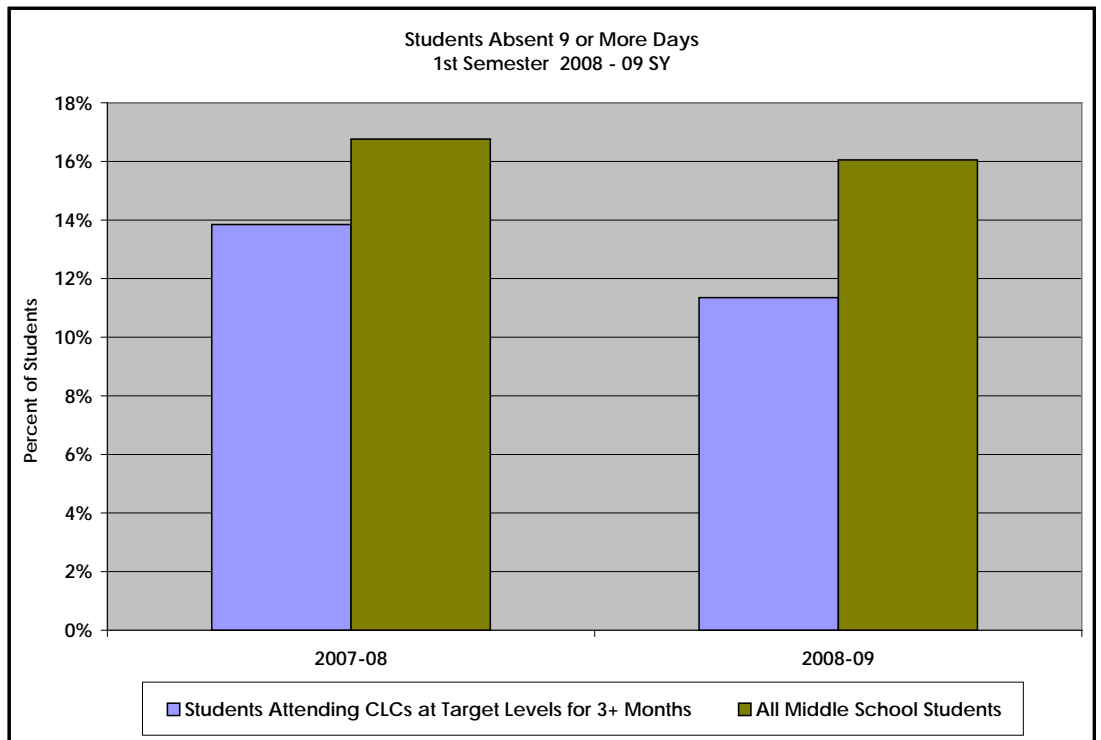
CLCs are on-track to meet their 2008-09 participation goals.

Due to school closures, two schools will receive new or expanded CLC programs.

- Meany Middle School, Summit K-12, and African American Academy will be closed next year as part of the district's capacity management strategy.

- Resources from these schools will be used to start a CLC for 5th – 8th graders at Madrona K-8 and to expand the CLC at Eckstein Middle School.

- The CLC at Madrona K-8 will be run by the YMCA, and the Eckstein CLC will be a collaboration between the YMCA and the Parks Department.

MSSP programs need to demonstrate that they use data to do the following:

- Place students in appropriate interventions

- Improve and differentiate instruction

- Measure the effectiveness of each intervention strategy

Levy-funded middle schools need to work with high schools to share information about rising 9th graders. Information should include:

- Student academic achievement levels based on end-of-year MAP data and previous coursework.

- Social/emotional needs

- Truancy or discipline issues

Middle School Program Indicators & Targets for 2009-10

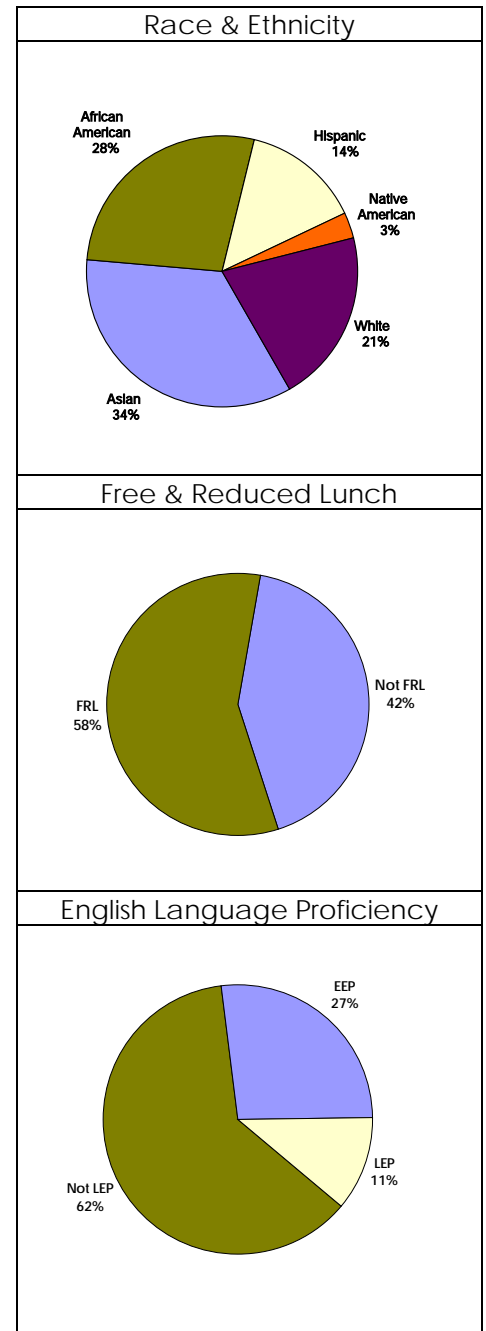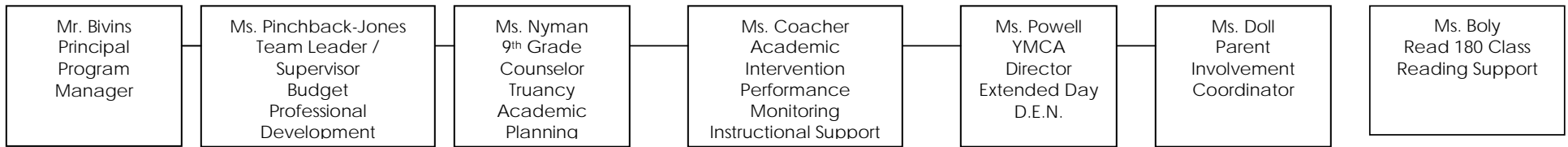|	School Year								
	2005-06		**2006-07**		**2007-08**		**2008-09**		**2009-10**
	Target	**Actual**	**Target**	**Actual**	**Target**	**Actual**	**Target**	**Actual**	**Target**
Number of students served	1,200	1,571	4,350	5,104	2,292	2,909	3,000	2,771	3,000
Percent of students moving from Level 1 to Level 2 on the math WASL			20%	21%	30% - Linkage 50% - Innova-tion	16% - Linkage 15% - Innova-tion	30%		30%
Number of students served who meet WASL standard	84	160	301	446	414	473	510		650
Number of students making progress on their student learning plans.			240	829	550	1,217	678		
Percentage of students passing all courses 1st and 2nd semester.									77%
Percentage of students meeting typical growth on their Fall to Spring MAP assessment in reading.									48% - Linkage 52% - Innova-tion
Percentage of students meeting typical growth on their Fall to Spring MAP assessment in math.									55% - Linkage 59% - Innova-tion
Number of MSSP students who participate in CLC programs at target level.			240	302	415	452	510	345*	650

*As of January, 2009

In the 2008-09 school year, the Levy is investing in a new high school academic achievement strategy focused on 9th graders in three high schools: Franklin, Sealth, and West Seattle. The overarching goal of the program is to ensure students who are identified as at-risk for dropping out earn 5 credits and promote successfully to 10th grade, making them much more likely to graduate from high school.

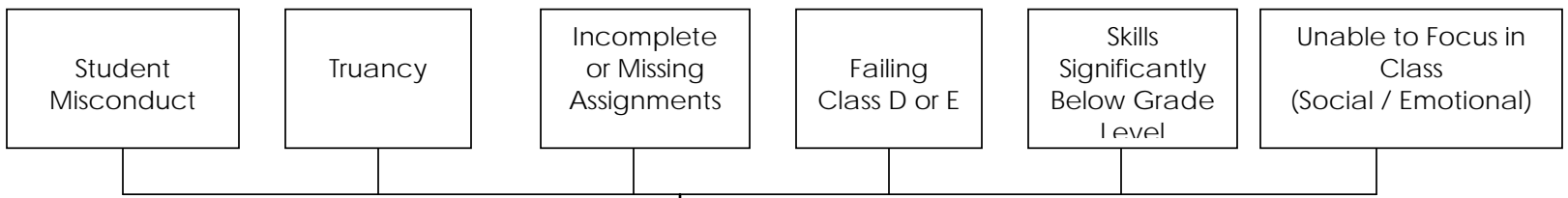## Key aspects of HSAAS include:

- Students are identified as at-risk of dropping out of high school using the following indicators:
    - Failed core course in middle school
    - Failed reading and/or math WASL in middle school
    - Attendance and discipline rates in middle school
    - Failed core course 1st semester of high school

- Students begin in an 8th to 9th grade summer bridge transition program that orients students to high school expectation, study skills, courses and available resources.

- Students have opportunities for extended learning time before and after school to build skills and complete credits.

- Students who do not successfully earn their credits 1st semester are given incompletes and have the opportunity to make up missed work and earn credit.

- Students are placed into different tiers, depending on their level of need. Each tier gets a different level of attention from school staff.
    - Students with multiple risk factors get daily check-ins
    - Students with one risk factor get weekly check-ins
    - Students with no current risk factors get bi-weekly or monthly check-ins

- Each type of student need receives attention from the appropriate 9th grade team staff.
    - Failing classes or skill gaps– Academic Specialist
    - Truancy – Truancy Specialist
    - Behavior issues – Vice-Principal
    - Social/emotional needs - Counselor

- The following page demonstrates the referral and intervention process used in the Academic Achievement Strategy at West Seattle High School.

Race & Ethnicity

African American 28%
Hispanic 14%
Native American 3%
White 21%
Asian 34%

Free & Reduced Lunch

FRL 58%
Not FRL 42%

English Language Proficiency

EEP 27%
LEP 11%
Not LEP 62%

West Seattle High's Teacher Referral and Student Intervention Process for 9th Grade Academic Achievement Strategy

| Mr. Bivins Principal Program Manager | Ms. Pinchback-Jones Team Leader / Supervisor Budget Professional Development | Ms. Nyman 9th Grade Counselor Truancy Academic Planning | Ms. Coacher Academic Intervention Performance Monitoring Instructional Support | Ms. Powell YMCA Director Extended Day D.E.N. | Ms. Doll Parent Involvement Coordinator | Ms. Boly Read 180 Class Reading Support |

Identified Student Risk Factors as Demonstrated in the Classroom

| Student Misconduct | Truancy | Incomplete or Missing Assignments | Failing Class D or E | Skills Significantly Below Grade Level | Unable to Focus in Class (Social / Emotional) |

Classroom-Based Interventions

Did they work?

NO → Refer Student to Ms. Coacher

YES → Student Resumes Appropriate Progress in Classroom

| Misconduct Issues to Pinchback-Jones | Truancy Issues to Nyman | Missing assignments to Coacher | Failing Class (D/E) to Coacher | Skill-based Issues to Coacher | Inability to Focus to Nyman | Extended Day Needs to Powell | Health Issues to Polzin | Drug / Alcohol to Metz | Mild Concerns to D.E.N. Mentor |
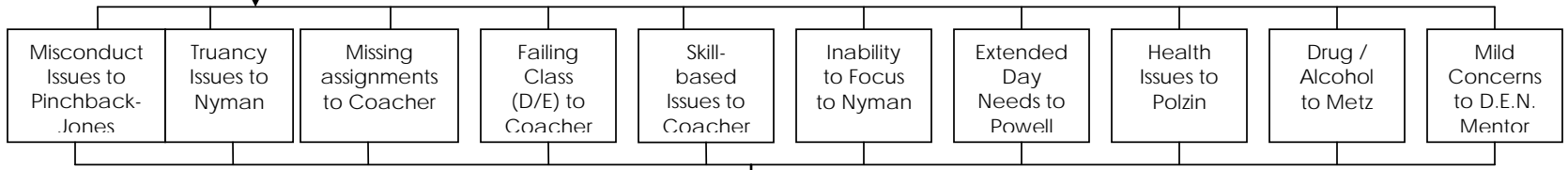
Student Intervention Team Outside

| Sound Mental Health: Individual Counseling | Consejo: Intervention / Prevention of Gang Activity | Safe Futures: Mentoring | CheckPoint: Pregnancy Prevention Healthy Relationships | NAVOS Family Services |

High School Academic Achievement Program
### Mid-Year Credit Data
2008-09 SY

# of 9th Grade Focus Students who Earned the following Credits First Semester			# of 9th Grade Focus Students Receiving Incomplete	# of 9th Grade Focus Students Retrieving Credit After Receiving an Incomplete	# of 9th Grade Focus Students who Failed the following Core Classes*				# of 9th Grade Focus Students Receiving a D in the following Core Classes*			
3.0	2.5	2.0 and Below			Language Arts	Math	Social Studies	Science	Language Arts	Math	Social Studies	Science
490	84	146	57	29	90	107	76	89	110	122	79	100

* These numbers include duplications, so a student may be counted in multiple subject areas.

o Based on semester data, 146 focus students have earned fewer than 2.5 credits and are not on track to promote to 10th grade on time.
o Of those 146 students, 57 students were given incompletes and have the opportunity to make up the credit.
o 29 students have already successfully retrieved credit, replacing their incompletes with a passing grade.

On average, students in HSAAS were less likely than peers to be chronically absent.

o Almost 30% of HSAAS students were absent 9 days or more during the 1st semester.

o While this is slightly lower than the average 9th grader in the district, it is an area in need of improvement next year.

Students Absent 9 or More Days
1st Semester 2008 - 09 SY
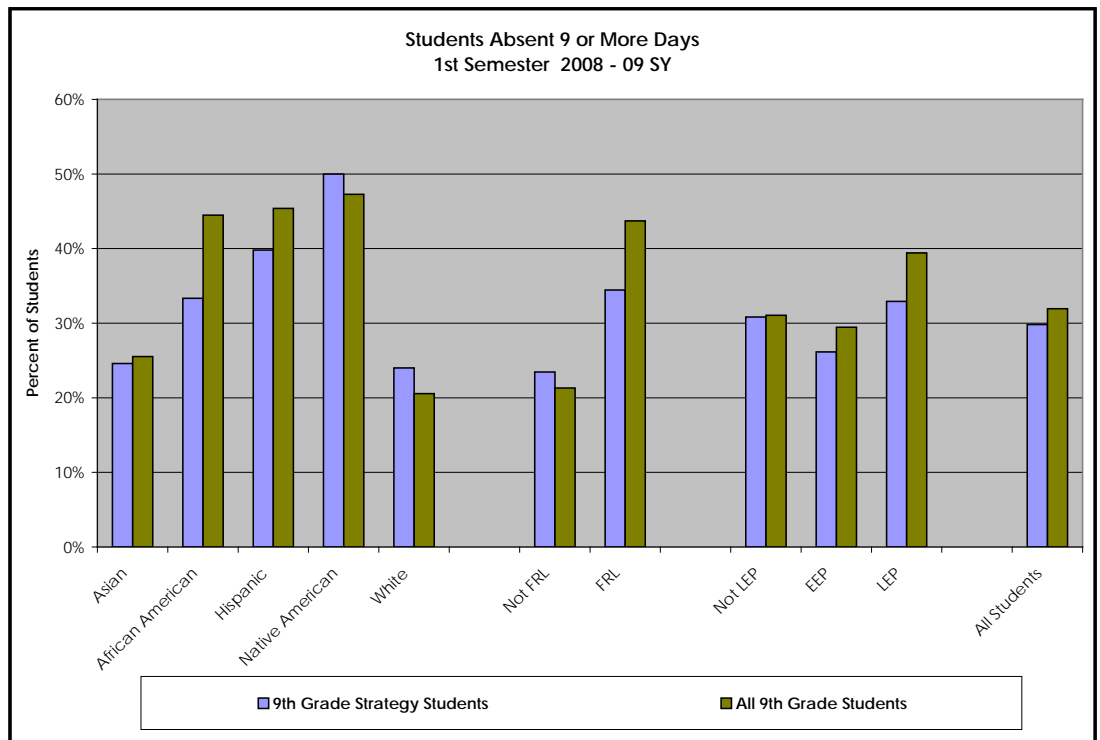
Start-up was slow in most schools
- While students were identified early in the school year, many interventions were not in place for several months.
- Delays in staff hiring was one of the biggest barriers. Key staff are now in place at all three schools.

Schools lack reliable assessments to measure academic growth.
- All schools lost performance pay because they did not meet their mid-year indicator targets for academic growth.
- Each school used a different assessment tool to measure growth in reading and math, some of which were homegrown.
- Two of the schools are not confident that these tools were valid or reliable.
- All schools will be able to use the Measure of Academic Progress (MAP) next year, which will provide a more reliable, common assessment across schools and will be aligned with state standards.

Indicator and outcome targets should be modified for next year.
- Mid-year indicators should be tied to students passing core courses.
- End-of-year indicators should be tied to students making gains on the MAP assessment, which will be used in all three schools next year. This will allow us to track academic growth.
- Additional indicators should include attendance or discipline goals for students.
- Outcome goals should focus on increasing the percentage of 9th graders promoting to 10th grade, rather than a target number.
  - This goal would align with one of the District's academic achievement metrics (90% of 9th graders promoting successfully to 10th grade on-time by 2012-13). The rate for 2006-07 was 82%.
  - This would encourage the use of a broader strategy and makes it less likely for students to fall through the cracks.

Planning and implementation for 2009-10 should involve greater collaboration with other Levy-funded programs.
- Schools need to better integrate Levy-funded School-Based Health Centers (SBHCs) into each school's academic achievement strategy plan.
- High schools need to work with middle schools to use the assessment data to identify the academic needs of incoming 9th graders and plan their intervention strategies to meet those needs.

o

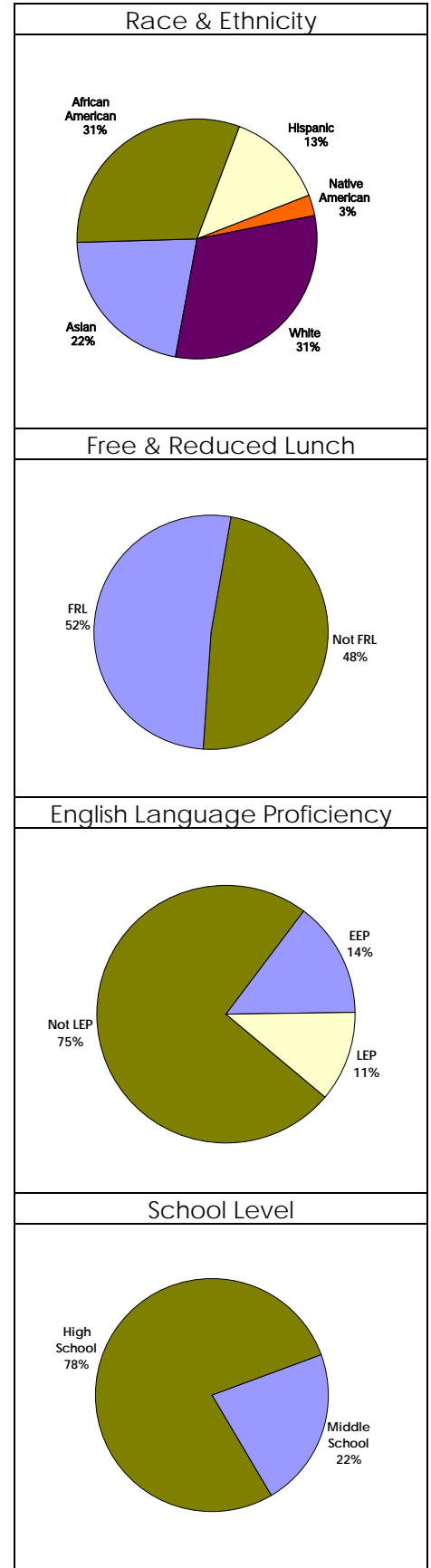|	2008-09		2009-10
	Target	Actual	Target
9th grade students served	TBD	720	All 9th graders
Number of focus students who promote to 10th grade on time.	430		
Percent of 9th graders who promote to 10th grade on time.			Chief Sealth: 77% Franklin: 78% West Seattle: 83%
Number and percent of focus students who have fewer than 9 absences 1st semester.	TBD	511 / 71%	
Number and percent of focus students earning 2.5 or more credits first semester.	75%	574 / 80%	
Percent of focus students who improve on their baseline of math and/or reading assessments at mid-year.	75%		
Percent of focus students who improve on their baseline of math and/or reading assessments at end-of-year.	75%		
Percentage of students passing all core courses 1st semester.			Chief Sealth: 71% Franklin: 78% West Seattle: 77%
Percentage of students **who have fewer than 8 absences (excused or unexcused) first semester.**			Chief Sealth: 65% Franklin: 67% West Seattle: 68%
Percentage of students **who have fewer than 8 absences (excused or unexcused) second semester.**			Chief Sealth: 57% Franklin: 60% West Seattle: 65%
Percentage of students meeting typical growth on their Fall to Spring MAP assessment in reading.			Chief Sealth: 53% Franklin: 47% West Seattle: 47%
Percentage of students meeting typical growth on their Fall to Spring MAP assessment in math.			Chief Sealth: 58% Franklin: 48% West Seattle: 48%

The Levy invests in School-Based Health Centers (SBHCs) and nurses in all ten comprehensive high schools and four middle schools to promote physical and mental health. The SBHCs are sponsored by five local healthcare organizations: 1) Group Health Cooperative, 2) Odessa Brown Children's Clinic, 3) Public Health Seattle & King County, 4) Neighborcare Health, and 5) Swedish Medical Center. Services provided by SBHCs and nurses include:

- Comprehensive primary health care, including both medical and mental health care, for adolescent students.
- Screenings, health assessments, and interventions that focus on students who are academically at risk.
- Integrating risk prevention strategies into primary health care, emphasizing mental and behavioral health interventions.
- Helping students manage chronic conditions.
- Addressing high-risk behaviors most common among adolescents.
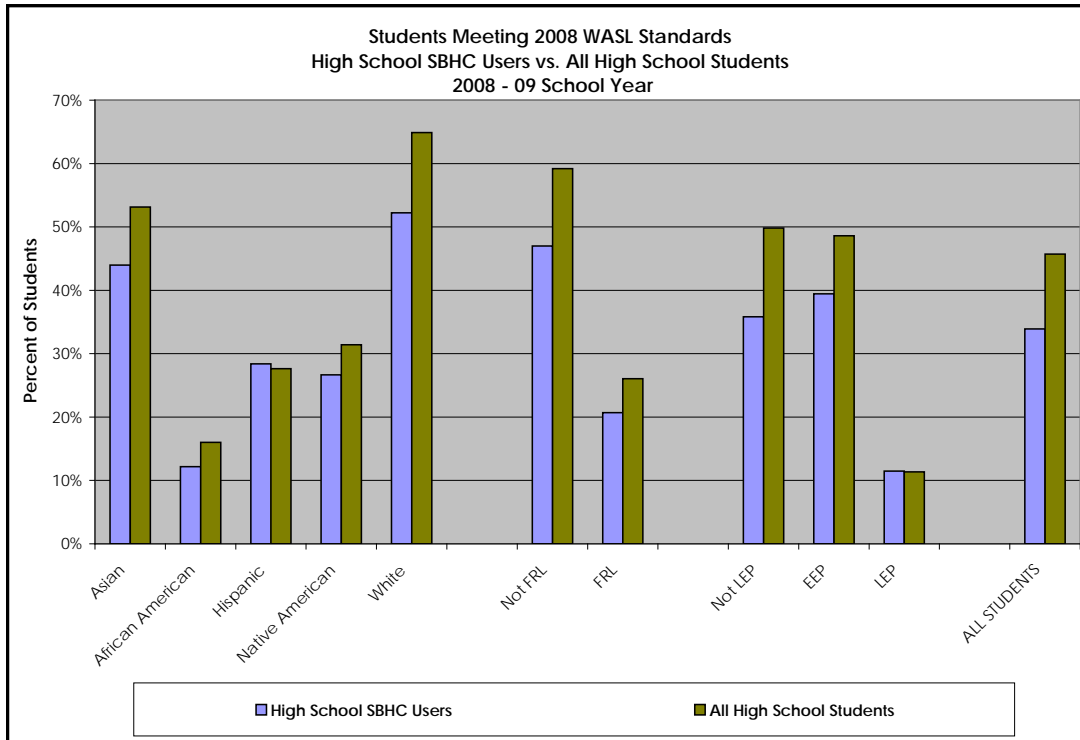- Immunization compliance for all district students

Student Health Indicator Data	2008-09 School Year	
	Target	Actual*
Students brought into compliance with required childhood immunizations.	5,000	
Students assisted in managing asthma, depression, and other chronic conditions.	1,800	1,631
High-risk students identified and served through more intensive SBHC and school nurse interventions that support academic achievement.	600	683
High-risk students screened for behavioral risk factors by nurses.	600	760

* Through January 31, 2009

Race & Ethnicity

African American 31%
Hispanic 13%
Native American 3%
White 31%
Asian 22%

Free & Reduced Lunch

FRL 52%
Not FRL 48%

English Language Proficiency

EEP 14%
LEP 11%
Not LEP 75%

School Level

High School 78%
Middle School 22%

SBHCs are serving students with lower WASL passage rates than their peers.

Students Meeting 2008 WASL Standards
High School SBHC Users vs. All High School Students
2008 - 09 School Year

Legend: ■ High School SBHC Users ■ All High School Students

- Overall, high school students who utilized SBHC services had lower rates of WASL passage than their peers.

- The same pattern was found for middle school SBHC users, who were less likely to pass the WASL compared to all middle school students.

Students who use SBHCs have higher chronic absence rates than their peers.

- Students who used SBHCs were 1.5 times as likely to be absent 9 days or more during the first semester.

- High-risk students and student with chronic conditions served by the SBHCs were twice as likely as the average student to be absent 9 days or more during the first semester.

Students Absent 9 or More Days
1st Semester 2008 - 09 SY

Categories: SBHC Students (1,311) · High Risk Students (378) · Chronic Conditions Students (95) · All Students Grade 6-12 (5,806)
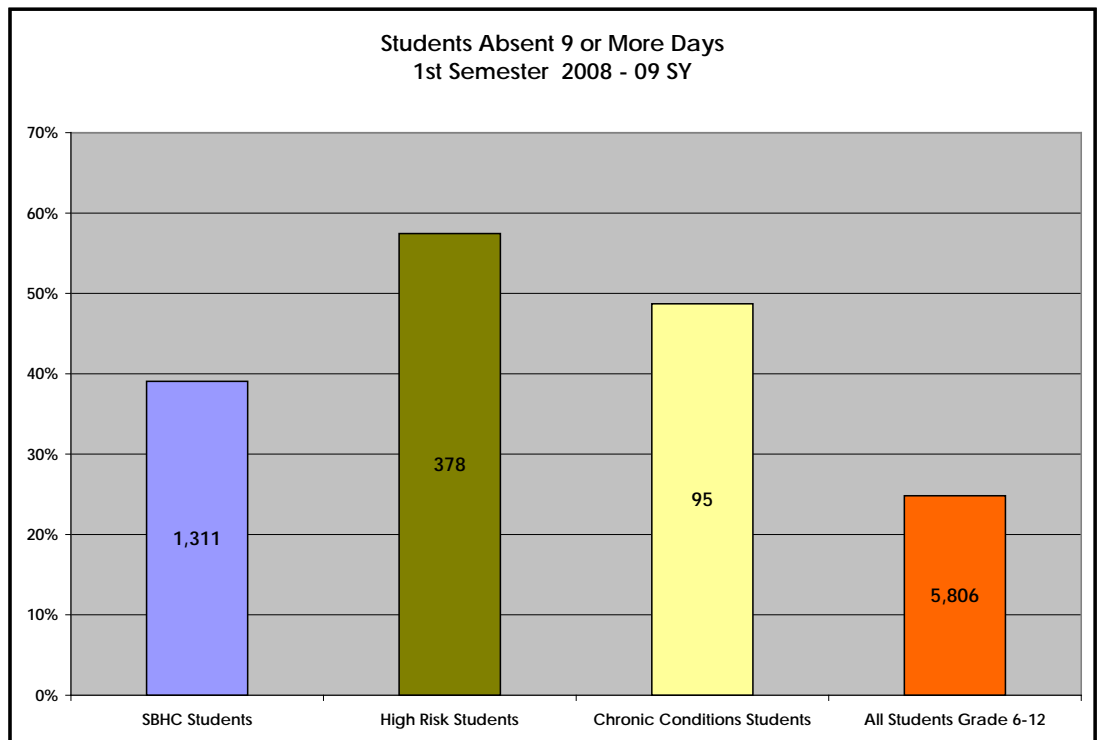
Student Health programs are on track for meeting their 2008-09 targets.

Over the summer, SBHCs will conduct an in-depth analysis of non-users at the individual school level. The goal is to develop targeted outreach strategies to students most at-risk for not succeeding in school.

Building on the work of the HPV campaign, all immunization reporting will be formalized as part of the SBHC data tracking system.

School nurses should continue to refine strategies to support students identified by the Strengths & Difficulties Questionnaire (SDQ) for behavior health issues.

Student Health Indicators & Targets									
	School Year								
	2005–06		2006-07		2007-08		2008-09		2009-10
	Target	Actual	Target	Actual	Target	Actual	Target	Actual*	Target
High school and middle school students receiving primary care in school-based health centers will be screened for academic risk and receive appropriate support to succeed in school	5,000	4,755	5,000	5,118	5,000	5,045	5,000	3,388	5,000
Students brought into compliance with required childhood immunizations	2,500	4,001	1,500 / 17%	4,911	5,000	5,612	5,000		5,000
Students assisted by school nurses and health center clinicians in managing asthma, depression, and other chronic conditions	600	1,700	1,800 / 36%	1,814	1,800	2,067	1,800	1,631	1,800
High-risk students identified and served through more intensive SBHC and school nurse interventions that support academic achievement	1,500	436	800	1,793	600	896	600	683	600
High-risk students screened for behavioral risk factors by school nurses					600	1,044	600	760	600
Number and percent of students helped by school-based health services who pass the WASL	100 / 2% of all SBHC Users	586 / 17%	150 / 3% of all SBHC Users	474 / 9% 134 Value-Added	150	386	175		175
Number of graduating 12th grade students helped by school-based health services and nurses					825	1,221	825		825

* Through January 31, 2009

Summary of Findings

- **Levy programs are serving the most academically challenged students, particularly in math.**

- **Most Levy programs are on-track to meet their 2008-09 targets.**

- **The Levy needs to invest in a broader strategy for improving the overall quality of early education.**

  o Expand the SEEC collaborative to include additional providers

  o Move the kindergarten transition funding into the Family Support program to leverage more funds and reach more families and children, including those who do not speak English or are not attending a preschool.

- **Programs are using data to identify and enroll students in Levy programs earlier, which has increased overall participation levels.**

  o Elementary CLCs work with teachers and parents to identify many students in the spring of the previous year and make sure they are enrolled when school starts.

  o High school staff use academic, discipline, and attendance data from middle schools to indentify rising 9th graders with specific risk factors.

- **Progarms are using more frequent and detailed indicator data to track academic progress and inform practice throughout the year.**

  o SEEC is making connections between classroom-level and child-level assessments and tailoring professional development accordingly.

  o Middle schools are making connections between math assessments, teachers' instructional practices, and student placement into intervention strategies.

  o High schools are making connections between student need and intervention strategies (failing class, incomplete assignments, truant, skills gap, misconduct, social/emotional, etc.).

- Programs need to focus on continuity of services for focus students, particularly during transition years.

  o The kindergarten transition position should be moved into the Family Support program to facilitate continued service for the most vulnerable children.

  o Family Support Workers should expand into the middle schools and create a 5th to 6th grade transition strategy.

  o High schools and middle schools need to work more closely to share and understand academic, social/emotional, attendance, and truancy data when identifying rising 9th grade students who are at-risk. This will allow the high schools to plan appropriate interventions for these students.