



# Mid-Year Report for the 2009-10 School Year

City of Seattle

Office for  
Education

Families &  
Education Levy

April 2010





# Executive Summary

This report highlights indicator data for the first semester of the 2009-10 school year, the fifth 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 2009-10 mid-year data indicate the following:

## Findings & Recommendations

- Most Levy programs met mid-year indicator goals and are on track to meet 2009-10 end-of-year indicator and outcome targets.
- Many of the indicators for Levy programs are aligned with the Seattle Public Schools' Strategic Plan goals and/or best practices for increasing student achievement.
- Absences rates are high for many students served by Levy-funded programs.
- Increasing the number of students with fewer than 10 absences per year should be an indicator for all Levy programs.
- In 2010-11, the Levy will use the Measure of Academic Progress (MAP) to measure academic skill growth. MAP may replace the WASL and DRA as the Levy's measure for academic achievement.

## Table of Contents

### Executive Summary

#### Introduction

3 Levy Background

4 Measuring Outcomes

5 Annual Budget

### Baseline & Indicator Data

6 Early Learning

10 Family Support and  
Family & Community  
Partnerships

13 Elementary Community  
Learning Centers

17 Middle School  
Programs

21 High School Academic  
Achievement Strategy

25 Student Health



# Background of the Families and Education Levy

## 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 Engagement in Education
- 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 Washington Assessment of Student Learning (WASL) for grades 3-8 and 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
- Increases in homework completion rates
- Passing core courses
- Increasing attendance rates
- On-time promotion to 10<sup>th</sup> 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 2009-10 school year. These data are important management tools to:

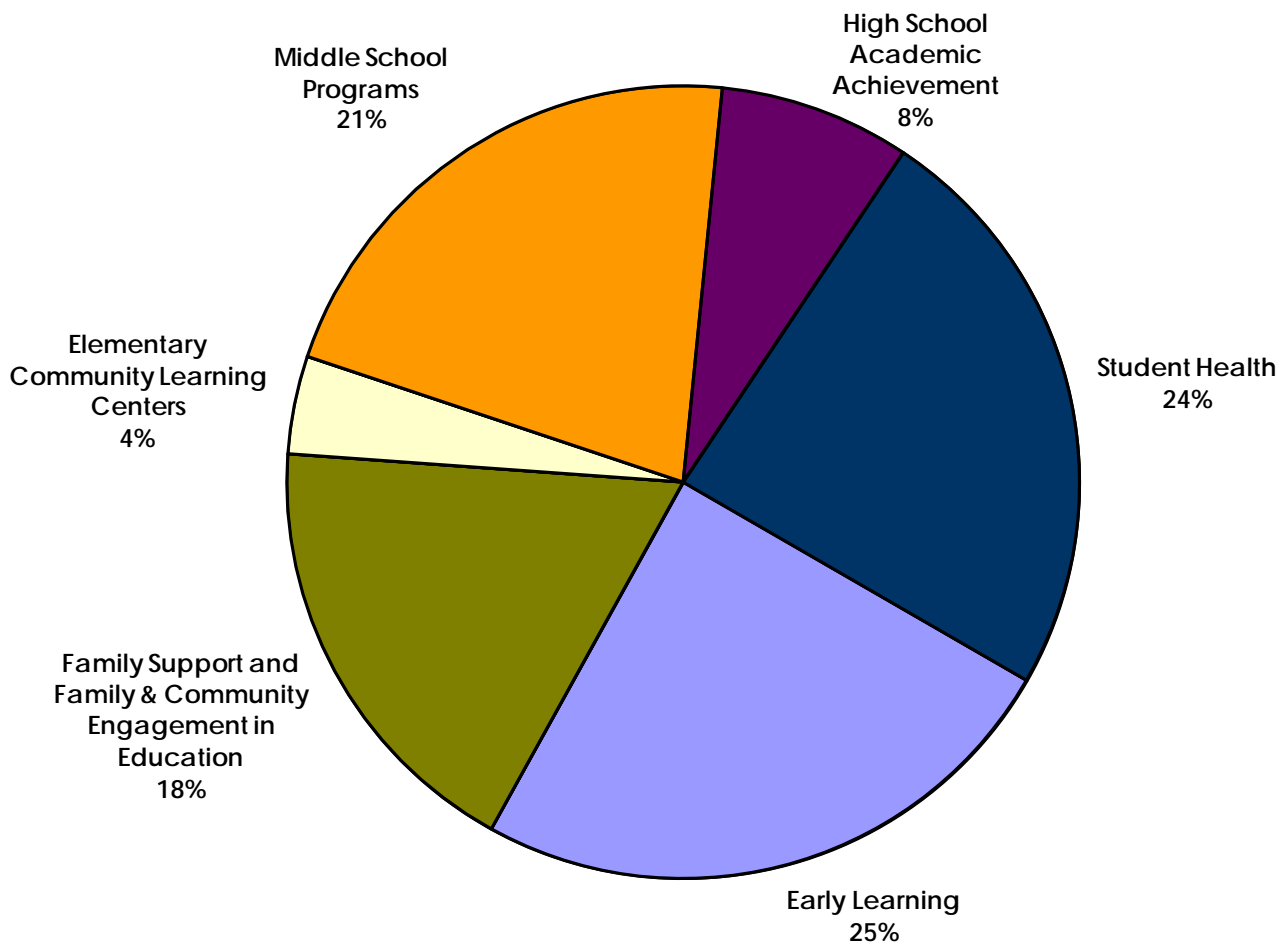
- Track progress on indicators of school readiness, academic achievement and dropout prevention
- Determine if Levy programs are on track to meet 2009-10 targets
- Make course corrections and set targets for 2010-11

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 2010-11 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 2011 budget.

Outcome data, including school readiness, academic achievement, and dropout and graduation rates, will be available in the fall of 2010. The City will report on outcomes in the 2009-10 Families & Education Levy Annual Report.

# Annual Program Budget for 2009-10 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 2010 were \$400,000 and \$738,641 respectively.



## Families & Education Levy 2009-10 SY Program Budget

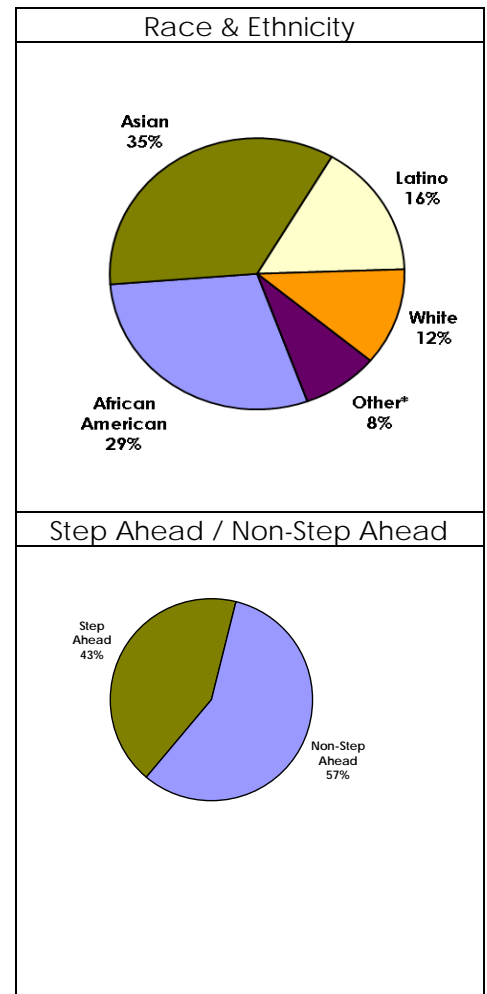
Early Learning – Seattle Early Education Collaborative (SEEC)	\$4,126,796
Family Support and Family & Community Engagement in Education	\$3,022,331
Elementary Community Learning Centers	\$668,068
Middle School Programs	\$3,580,834
High School Academic Achievement Strategy	\$1,330,990
Student Health	\$4,002,361
<b>Total:</b>	<b>\$16,701,380</b>

# Early Learning

The Levy invests in a comprehensive early learning system that provides a foundation for achieving school readiness outcomes. 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 include:

1. **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.
2. **Step Ahead Preschool Program** serving low-income 4-year-old children whose families earn between 110% and 300% of the Federal Poverty Level (FPL). The Levy also invests in non-Step Ahead children. These children may attend the same preschools and classrooms as Step Ahead children, benefiting from the professional development and training the Levy provides for preschool teachers. Many non-Step Ahead children qualify for the state's Early Childhood Education and Assistance (ECEAP) Program, indicating their families earn at or below 110% FPL. Other children in this category privately pay for preschool.
3. **Seattle Early Education Collaborative (SEEC)** is an effort to enhance the City's early learning investment. This collaborative includes Step Ahead and ECEAP programs working 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 MOU that includes an agreement to collaborate on assessment, professional development, and kindergarten transition strategies. Collaboration includes leveraging resources to expand opportunities for all agencies, such as professional development training. It also includes the creation of formalized systems, including the use of common assessment tools.
4. **Kindergarten Transition** is a five step process to ensure families successfully move from preschool to kindergarten. Steps include: (a) outreach by school district staff to preschool teachers, administrators, and families, during the preschool year, (b) individualized, small or large group sessions at preschool and elementary sites during the preschool year that include ongoing math and reading activities, (c) child referrals to the Family Support Worker program at the end of preschool, (d) continuation of math and reading activities at elementary sites during 1<sup>st</sup> semester, and (e) ongoing planning, implementation, revising sessions with families, preschool and kindergarten staff.

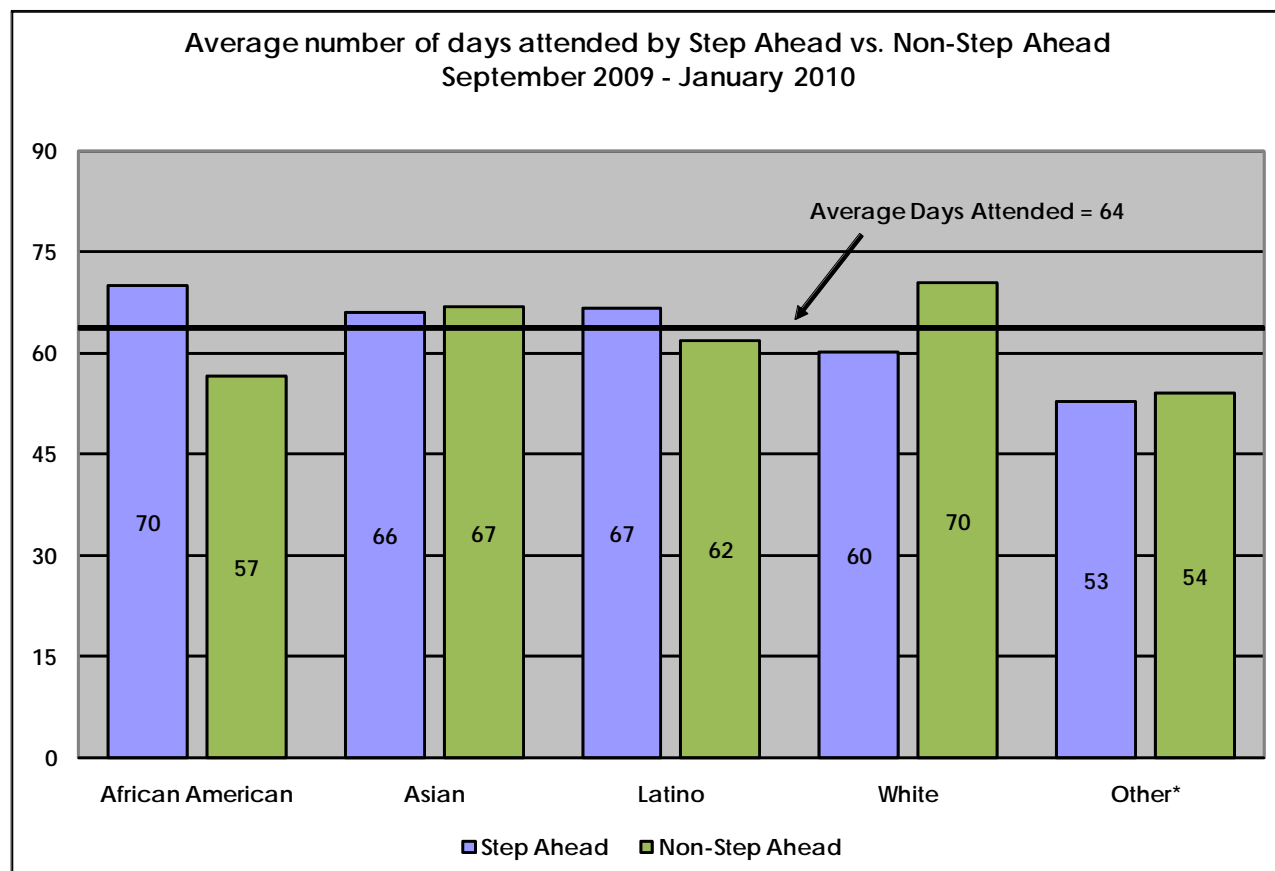
## Preschool Children





# Early Learning – Attendance Data

## Days of Attendance for Step Ahead vs. Non-Step Ahead Children



- On average, the number of days attended during the 1<sup>st</sup> semester decreased by 4 days, compared to last year (64 days in 2009-10 vs. 68 days in 2008-09).

### Course Correction for 2010-11

- Add attendance goal as an indicator for Step Ahead preschools.

## Early Learning - Indicators & Targets

	School Year									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual*
Total number of 4-year-olds served	280	155	388	427	420	425	500	516	600	631
4-year-olds whose teachers meet quality standards by the end of the school year					252	439	325	484	423	
Number and percent of SEEC 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%	450	352 (Tier 1) 71(Tier 2)	
Number of ELN students who meet the DRA standard in 2 <sup>nd</sup> grade	97	In '08-'09	193	In '09-'10	193	In '10-'11	249	In '11-'12		
2- and 3-year-olds served through the Parent-Child Home Program	100	96	200	212	200	209	200	201	200	
Number and percent of 3-year-olds served by the PCHP meeting standards at the end of two years	N/A	N/A	64	78	75	81	75	83	75	

\* As of end of 1<sup>st</sup> semester

# Family Support Program

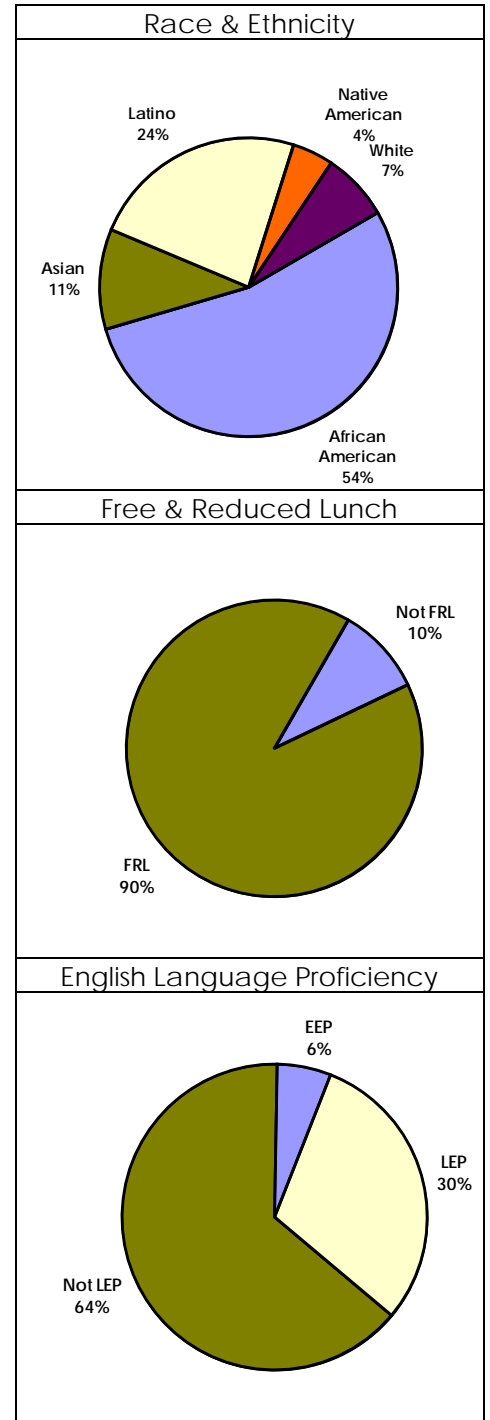
## Family Support

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 select focus students, based on the greatest social and academic need. Teams then set and track academic goals for individual students.

The Family Support Program uses a formula to determine the level of service a school qualifies for, based on student needs in each school. Family Support Workers are assigned to schools full-time, part-time, or on an as-needed basis. All elementary and K-8 schools are served by FSWs. Additionally, three middle schools have FSWs that are funded partially through the Levy.

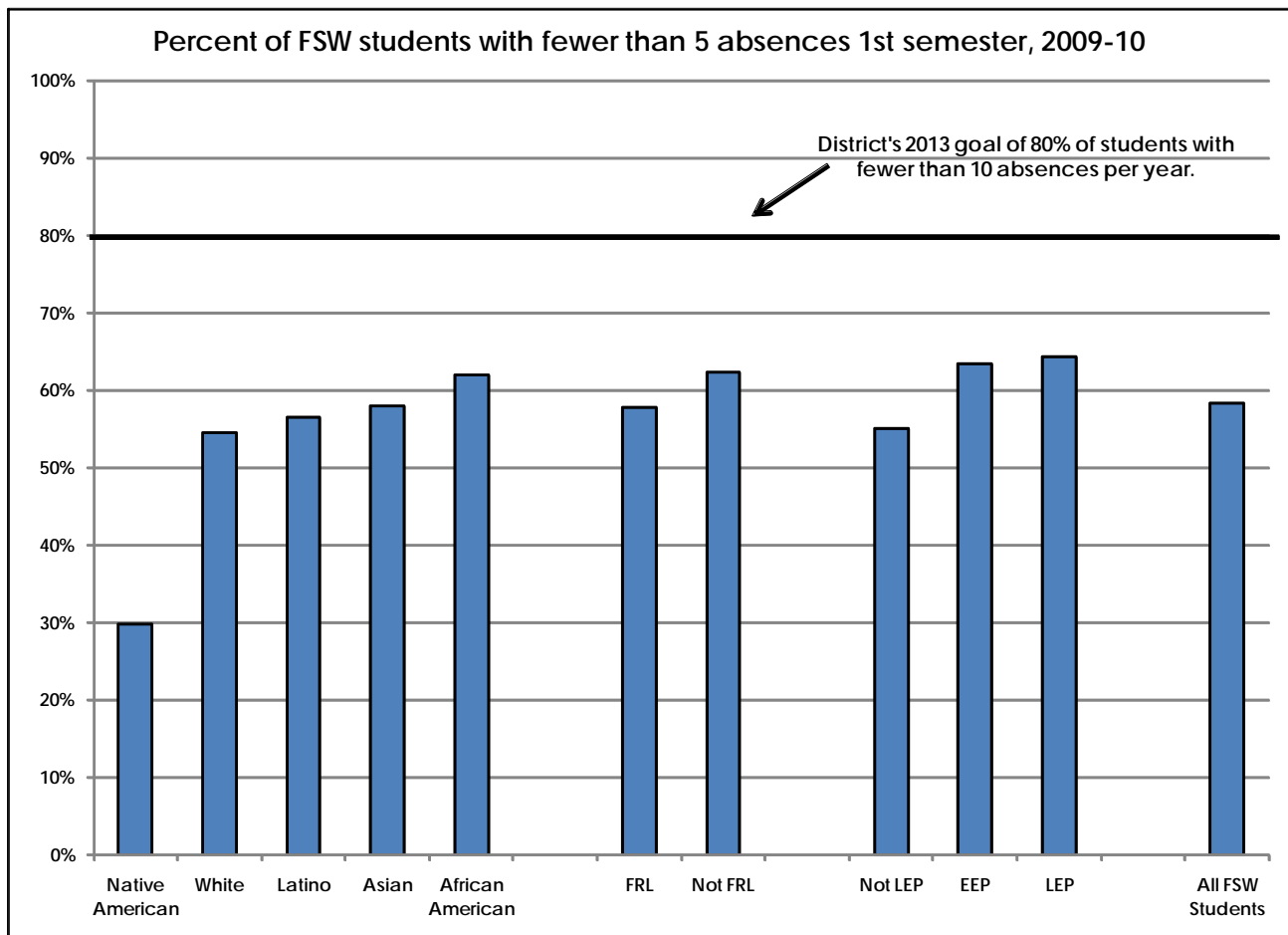
## Indicators of Academic Progress:

- Progress on individual student goals: Measured by students' meeting their end-of-year academic and social goals. Such goals include increases in class preparation and homework completion, or decreases in suspension. These data are reported at the end of the year.
- Family involvement activities: Measured in the number and frequency of family participation in school-based activities, such as parent-teacher conferences. These data are reported at the end of the year.
- School attendance/absences: Measured as fewer than 5 absences in a semester. This measure is aligned with the district's strategic plan goal of 80% of students with fewer than 10 absences per year.



# Family Support Program – Absence Data & Indicators

Baseline attendance data aligned with SPS strategic plan goals.



## Course Corrections for 2010-11

- **Modify the attendance indicator target for 2010-11.** Currently, attendance is included as one of several measures in the Student Progress Report used by FSWs. Given the importance of attendance in academic achievement, we recommend making attendance its own indicator, measured as fewer than 5 absences in a semester. This measure is aligned with the district's strategic plan goal of 80% of students with fewer than 10 absences per year.
- **Use the Measure of Academic Progress for Primary Grades for students in kindergarten through 2<sup>nd</sup> grade and the Measure of Academic Progress (MAP) for students in 3<sup>rd</sup> through 5<sup>th</sup> grade as an academic achievement measure.** This will provide a measure of academic growth in the areas of reading and math for all elementary students. The Levy will work with program and district staff to set targets for students meeting typical growth.

# Family Support Program – Indicators and Targets

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	Actual*
Number of students served	2,000	1,331	2,000	1,528	1,500	1,182	1,150	1,390	1,000	1,052
Number and percent of students served who meet DRA or WASL standard. (WASL only in 2009-10)	160	326 / 25%	200	334 / 22%	275	276 / 23%	240	232	200	
Number of students and families who achieved at least one of their service plan academic goals.			800	1178	800	587	698	1,032	580	
Number of families who increased participation in school events after 6 months.			750	957	1000	879	873	1,032	730	

\* As of end of 1<sup>st</sup> semester

## Family & Community Engagement in Education

The Family & Community Engagement in Education (FCEE) program hires School Family Partnerships Coordinators and Community-Based Organization Representatives to serve as family liaisons to assist schools in implementing partnerships between schools, families and communities. These Coordinators and Representatives work collaboratively to help build strong links between schools, families and the community.

Strategies include:

- Inviting families to participate and get their input on their needs and interests.
- Organizing small group workshops on academically-focused topics, including the importance of attendance.
- Providing families with curriculum-aligned, family-friendly games and materials on math and literacy.
- Connect focus families to services at CBO sites and/or other community organizations, as needed.

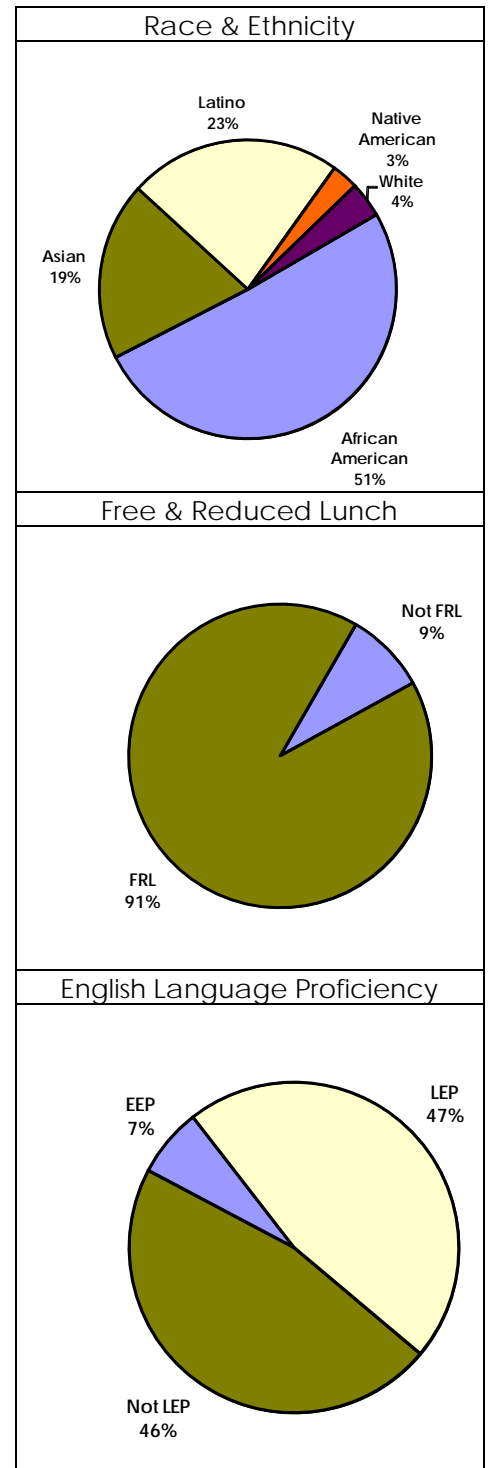
## Course Correction for 2010-11

The Family and Community Engagement in Education Program (FCEE) will not be funded next year. The 2009-10 school year was considered a transition year for phasing out this program. The FCEE program seeks to provide a broad level of services to all families and students in Seattle Public School, rather than target students that are struggling academically or are hard to reach populations. While this type of support is important, the Levy's focus is on providing in-depth services for hard to reach families and students with the greatest barriers to involvement.

## Changes for this Investment Area in 2010-11

Use funds to enhance the Family Support Worker program:

- Hire more FSWS that speak the language of the children and families they serve. This will provide more targeted support for children who are English language learners and their families.
- Hire FSWS with Master of Social Work degrees to provide more intensive services and outcomes management for high needs schools and students.
- Hire FSWS to help students transition from 5<sup>th</sup> to 6<sup>th</sup> grade and to provide ongoing support in 6<sup>th</sup> grade for students who are still struggling. There is current no Levy investment in this transition period.



# Elementary Community Learning Centers (CLCs)

## Elementary Community Learning Centers

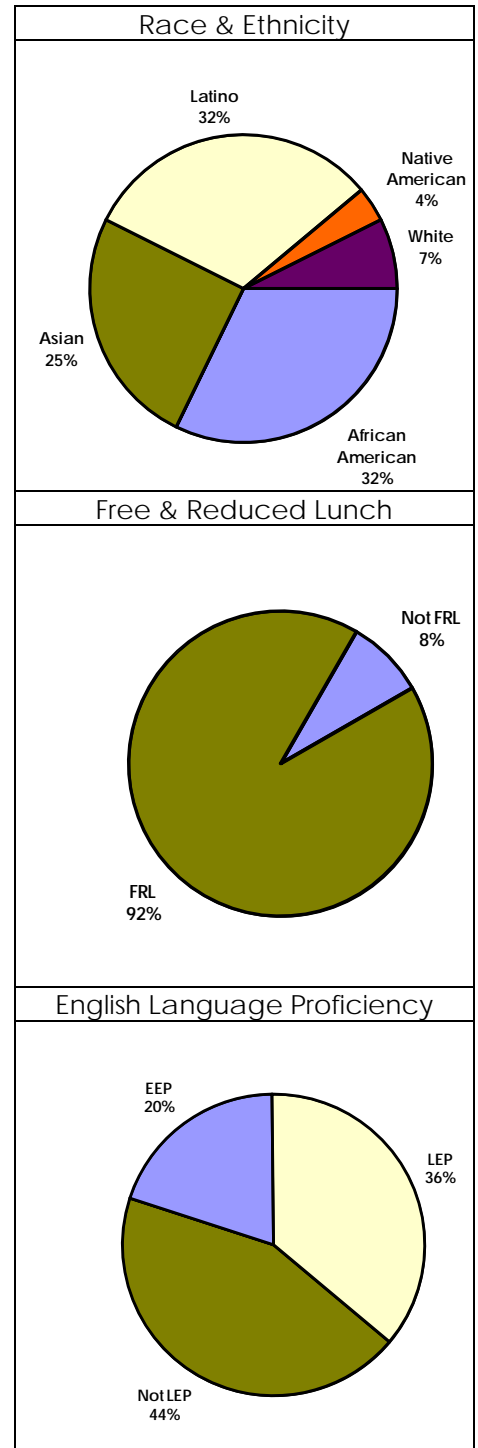
The Levy invests in Community Learning Centers (CLCs) in three elementary schools: YMCA at Concord and West Seattle and Tiny Tots at Van Asselt. CLCs provide a comprehensive set of services, activities and learning experiences that are aligned with academic standards, culturally relevant and tailored 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

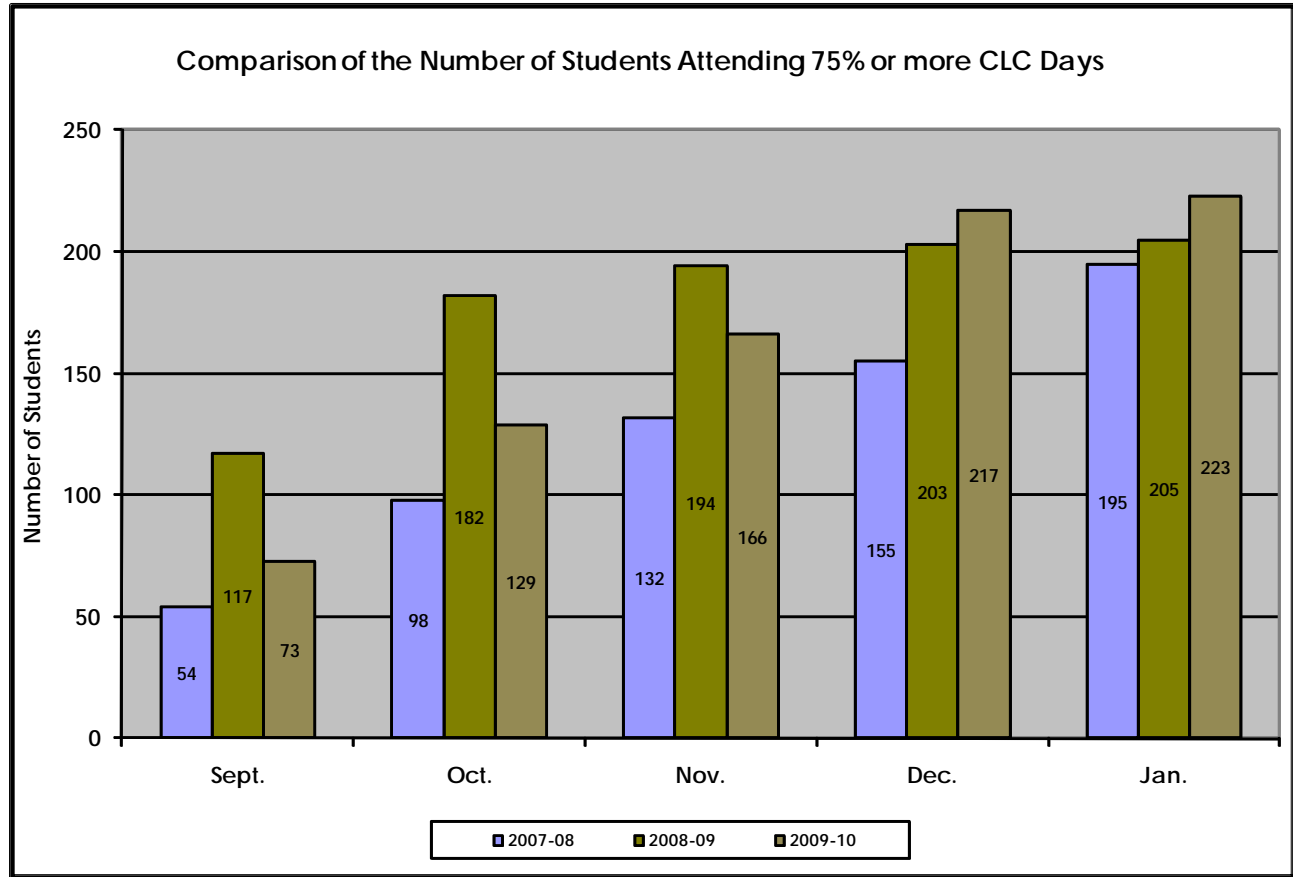
### Indicators of Academic Progress:

- Participation rates in CLC: Students need to participate at the target rate in order to benefit academically. Measured as attending 75% of available service days each month for 6 months.
- Increases in homework completion: Measured three times per year (baseline, mid-year, and end-of-year) using teacher surveys.
- School attendance/absences: Measured as fewer than 5 absences in a semester. This measure is aligned with the district's strategic plan goal of 80% of students with fewer than 10 absences per year.



# Elementary CLCs – Mid-Year Indicator Data

Participation rates varied over the 1<sup>st</sup> semester compared to previous years.



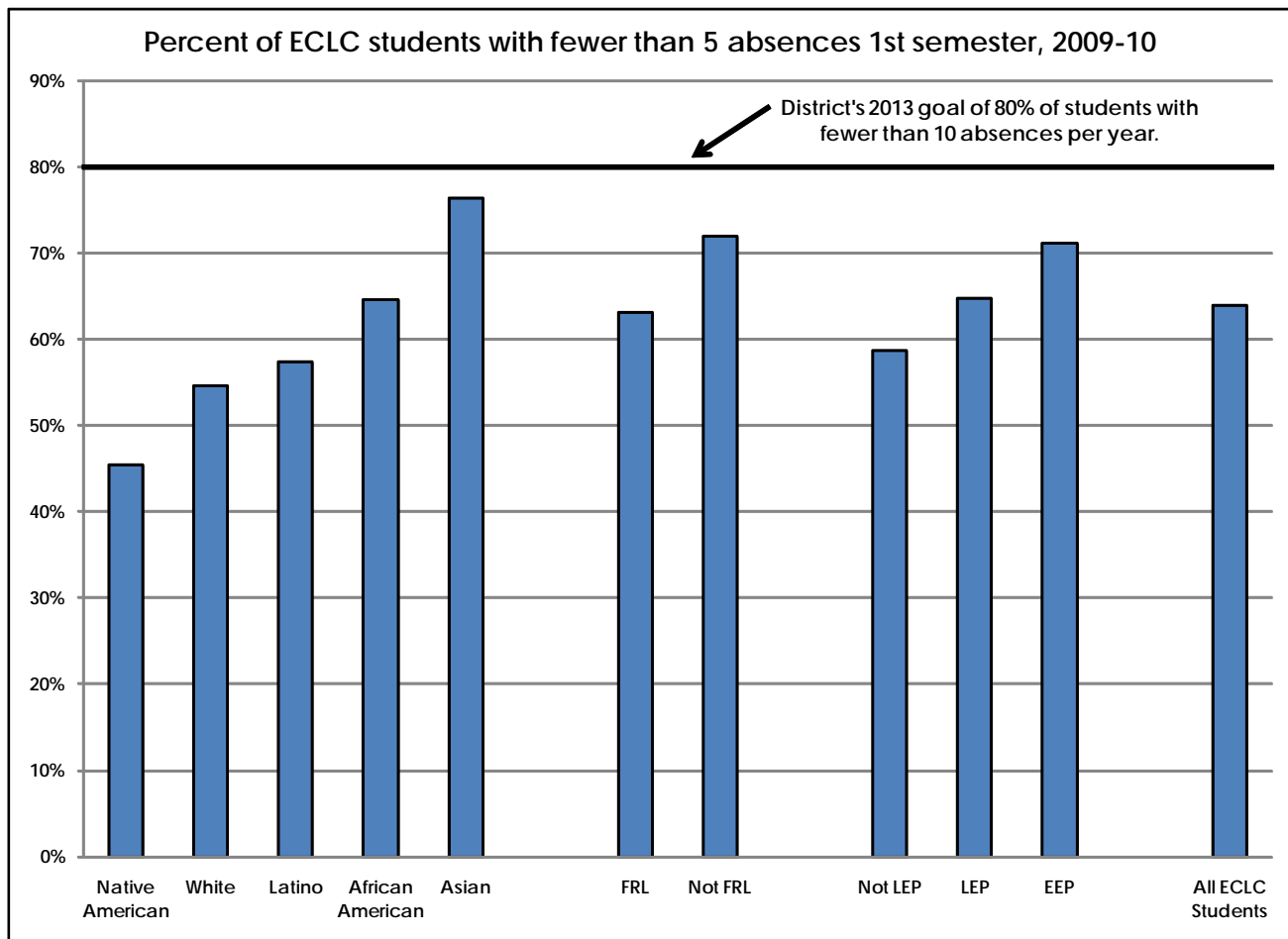
ECLC students are on target for meeting their homework completion goals.

- **Goal for the year:** 138 students increase homework completion within 6 months
- **Actual for 1<sup>st</sup> Semester:** 124 students increased their homework completion rates



# Elementary CLCs – Absence Data

Baseline absence data aligned with SPS strategic plan goals.



## Course Corrections for 2010-11

- **Add an attendance indicator target for 2010-11.** Measured as fewer than 5 absences in a semester. This measure is aligned with the district's strategic plan goal of 80% of students with fewer than 10 absences per year.
- **Use the Measure of Academic Progress for Primary Grades for students in kindergarten through 2<sup>nd</sup> grade and the Measure of Academic Progress (MAP) for students in 3<sup>rd</sup> through 5<sup>th</sup> grade as an academic achievement measure.** This will provide a measure of academic growth in the areas of reading and math for all elementary students. The Levy will work with program and district staff to set targets for students meeting typical growth.

## Elementary CLCs – Indicators & Targets

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	Actual*
Elementary students served	200	227	210	264	230	261	230	304	230	298
Number of students served who meet the WASL or DRA standard (WASL only in 2009-10)	14	76	30	54	50	46	60	68	60	
Number of months participation target was met					9	8	9	9	9	4
Number of students who increased homework completion within 6 months			84	86	115	189	138	172	138	124

\* As of end of 1<sup>st</sup> semester

# Middle School Programs

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

## Middle School Support Program

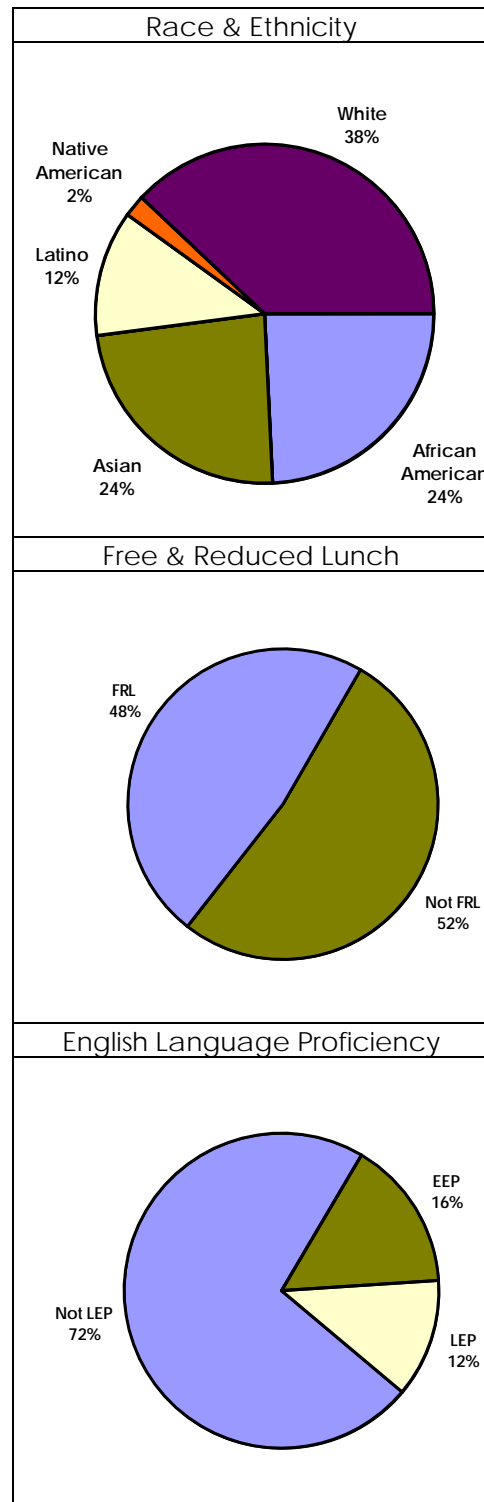
Middle School Support Programs (MSSP) are in all middle and K-8 schools. MSSP provide students with extended learning time, particularly for students struggling in math. Students in four innovation sites, including Denny, Hamilton, Madison, and Mercer middle schools participate in an additional period 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)

Community Learning Centers (CLCs) are located in all nine middle schools and Madrona K-8. 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. The MSSP and CLC programs coordinate within schools to provide comprehensive services that maximize student learning time.

## Indicators of Academic Progress:

- Passing all courses: Students need to pass all course 1<sup>st</sup> and 2<sup>nd</sup> semester. This measure is aligned with the district's strategic plan goal of 80% 6<sup>th</sup> graders passing all classes.
- Participation rates in CLCs: Students need to participate at the target rate in order to benefit academically. Measured as attending 2 to 3 days per week for more than 3 months.
- School attendance/absences: Measured as fewer than 5 absences in a semester. This measure is aligned with the district's strategic plan goal of 80% of students with fewer than 10 absences per year.

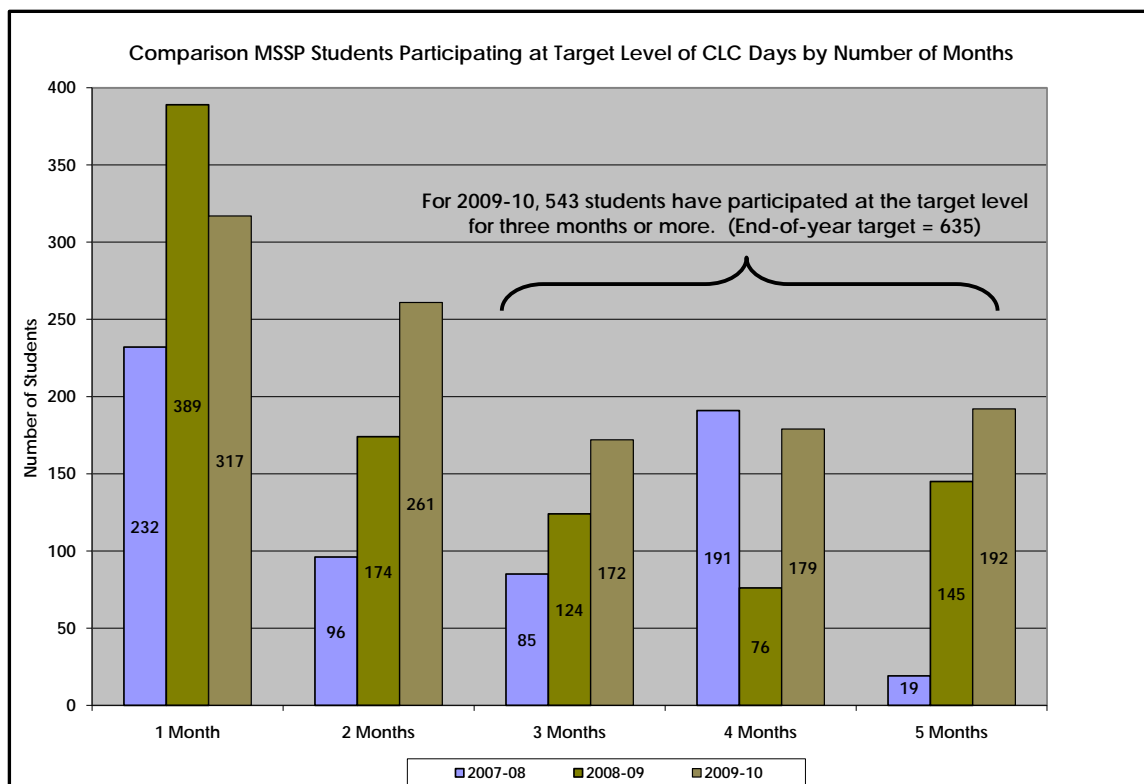


# Middle School Program – Mid-Year Indicator Data

MSSP students have reduced their 1<sup>st</sup> semester course failures.

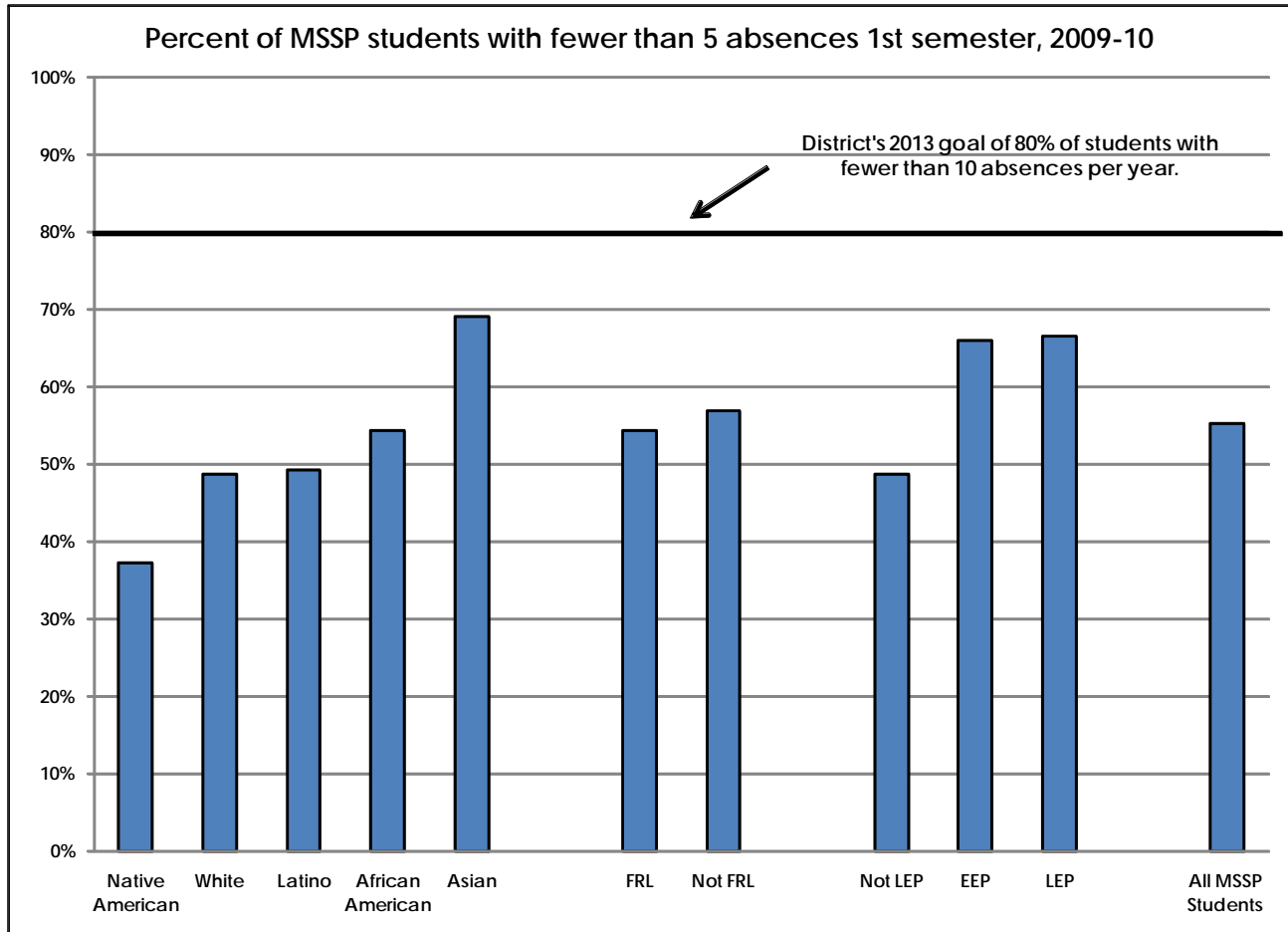
# of Failed Courses	2008-09 1 <sup>st</sup> Semester		2009-10 1 <sup>st</sup> Semester	
	Total Students	% of Total	Total Students	% of Total
0	2230	80%	2336	84%
1	325	12%	258	9%
2	126	5%	102	4%
3	59	2%	51	2%
4	28	1%	21	1%
5	3	0%	15	1%
Total	2771	100%	2783	100%

CLCs continue to increase student participation rates.



# Middle School Programs - Absence Data

## Baseline absence data aligned with SPS strategic plan goals



## Course Corrections for 2010-11

- **Add an attendance indicator target for 2010-11.** Measured as fewer than 5 absences in a semester. This measure is aligned with the district's strategic plan goal of 80% of students with fewer than 10 absences per year.
- **Use the Measure of Academic Progress (MAP) as an academic achievement measure.** This will provide a measure of academic growth in the areas of reading and math for 6<sup>th</sup> through 8<sup>th</sup> graders. The Levy will work with program and district staff to set targets for students meeting typical growth.

## Middle School Program – Indicators & Targets

	School Year									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual*
Number of students served	1,200	1,571	4,350	5,104	2,292	2,909	3,000	2,771	3,000	6786 (MSSP & CLC Students)
Percent of students moving from Level 1 to Level 2 on the math WASL			20%	21%	30% - Linkage 50% - Innovation	16% - Linkage 15% - Innovation	30%	15%	30%	
Number of students served who meet WASL standard	84	160	301	446	414	473	510	635	650	
Number of students making progress on their student learning plans.			240	829	550	1,217	678	1,939		
Percentage of students passing all courses 1 <sup>st</sup> and 2 <sup>nd</sup> semester.									77%	84% (1 <sup>st</sup> )
Number of MSSP students who participate in CLC programs at target level.			240	302	415	452	510	635	650	543

\* As of end of 1<sup>st</sup> semester

# High School Academic Achievement Strategy

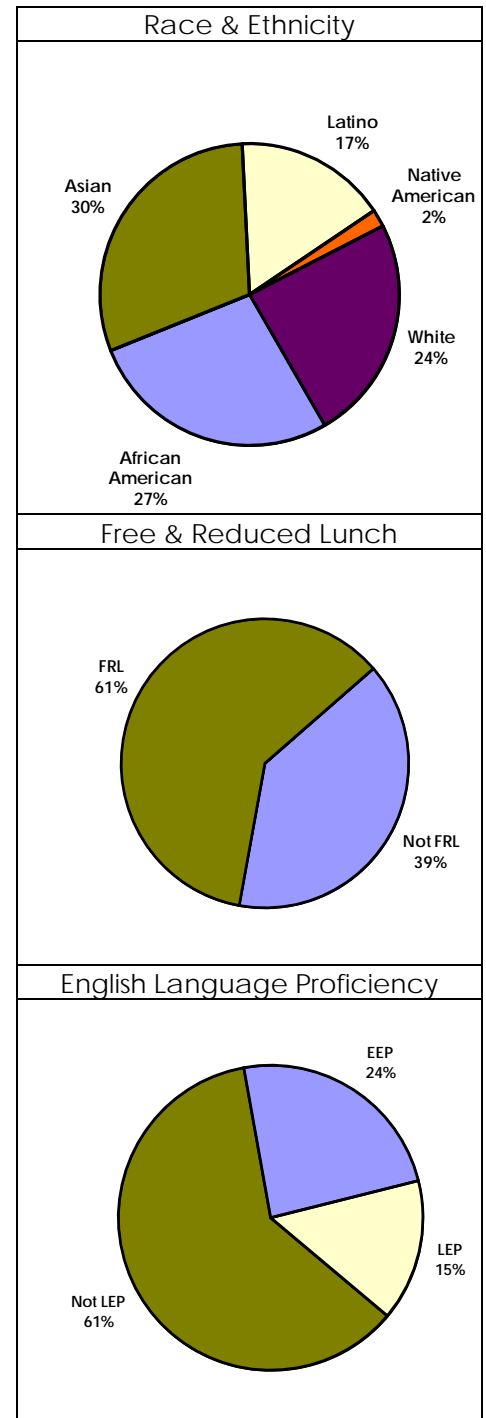
In the 2009-10 school year, the Levy is investing in a high school academic achievement strategy focused on 9<sup>th</sup> graders in three high schools: Franklin, Sealth, and West Seattle. The overarching goal of the program is to ensure students who are identified as at risk for dropping out earn 5 credits and promote successfully to 10<sup>th</sup> grade, making them much more likely to graduate from high school.

## Key aspects of HSAAS include:

- Students attend an 8<sup>th</sup> to 9<sup>th</sup> grade summer bridge transition program that orients students to high school expectations, study skills, courses and available resources.
- Students are placed into different tiers, depending on their level of need. Each tier gets a different level of intervention from school staff.
- Students have opportunities for extended learning time before, during, and after school to build skills and complete credits.
- Students who do not successfully earn their credits 1<sup>st</sup> semester are given incompletes and have the opportunity to make up missed work and earn credit.
- Staff participate in joint professional development and planning time, using student data to develop and modify strategies.

## Indicators of Academic Progress:

- Passing all core courses: Students need to pass all core course 1<sup>st</sup> and 2<sup>nd</sup> semester. The measure is aligned with the district's strategic plan goal of 90% of first-time 9<sup>th</sup> graders promoting to 10<sup>th</sup> grade.
- School attendance/absences: Measured as fewer than 8 absences in a semester. This measure is not yet aligned with the district's strategic plan goal of 80% of students missing fewer than 10 days per year.

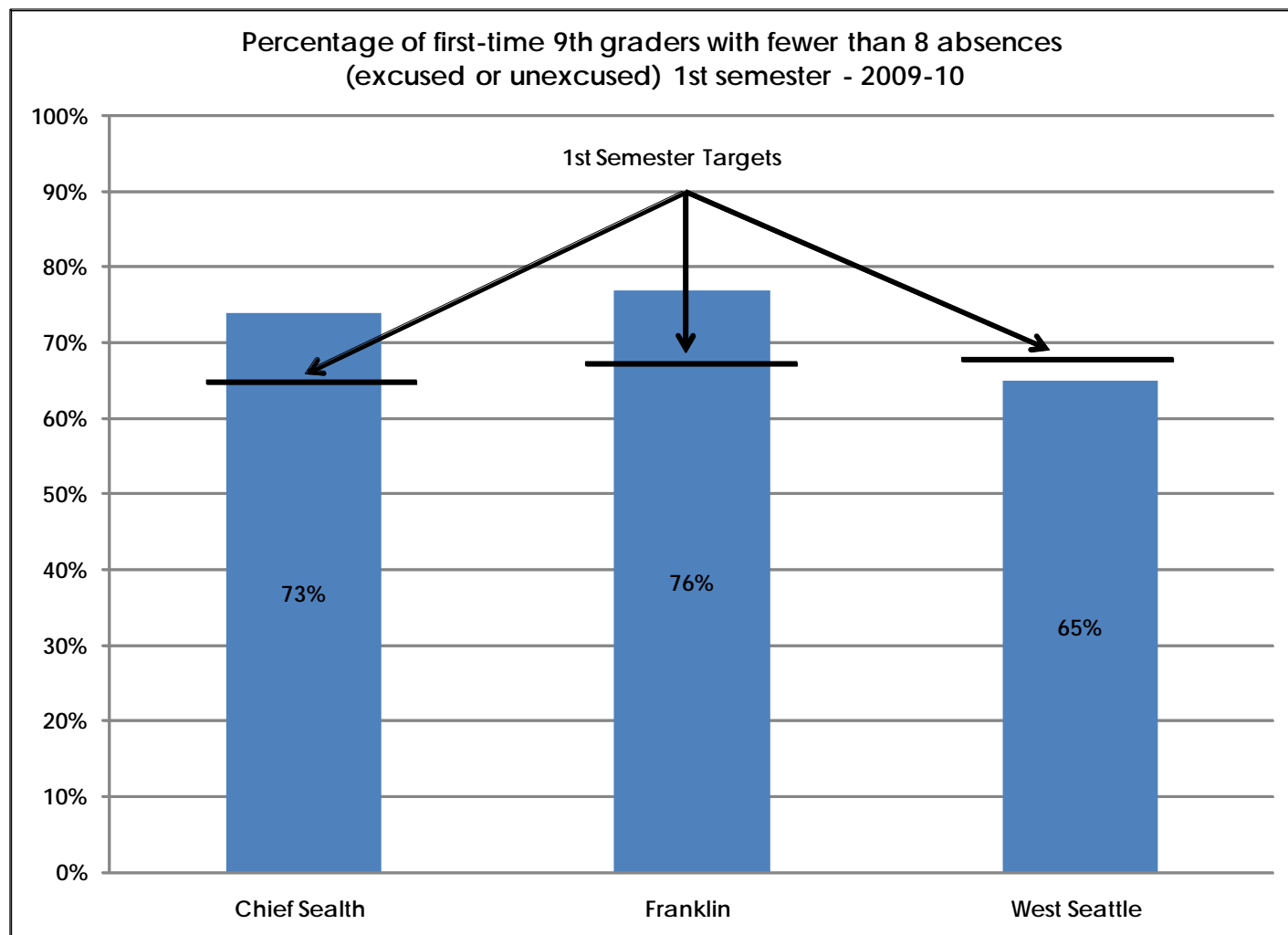


# HSAAS – Mid-Year Indicator Data

## First time 9<sup>th</sup> graders passing core courses 1<sup>st</sup> semester

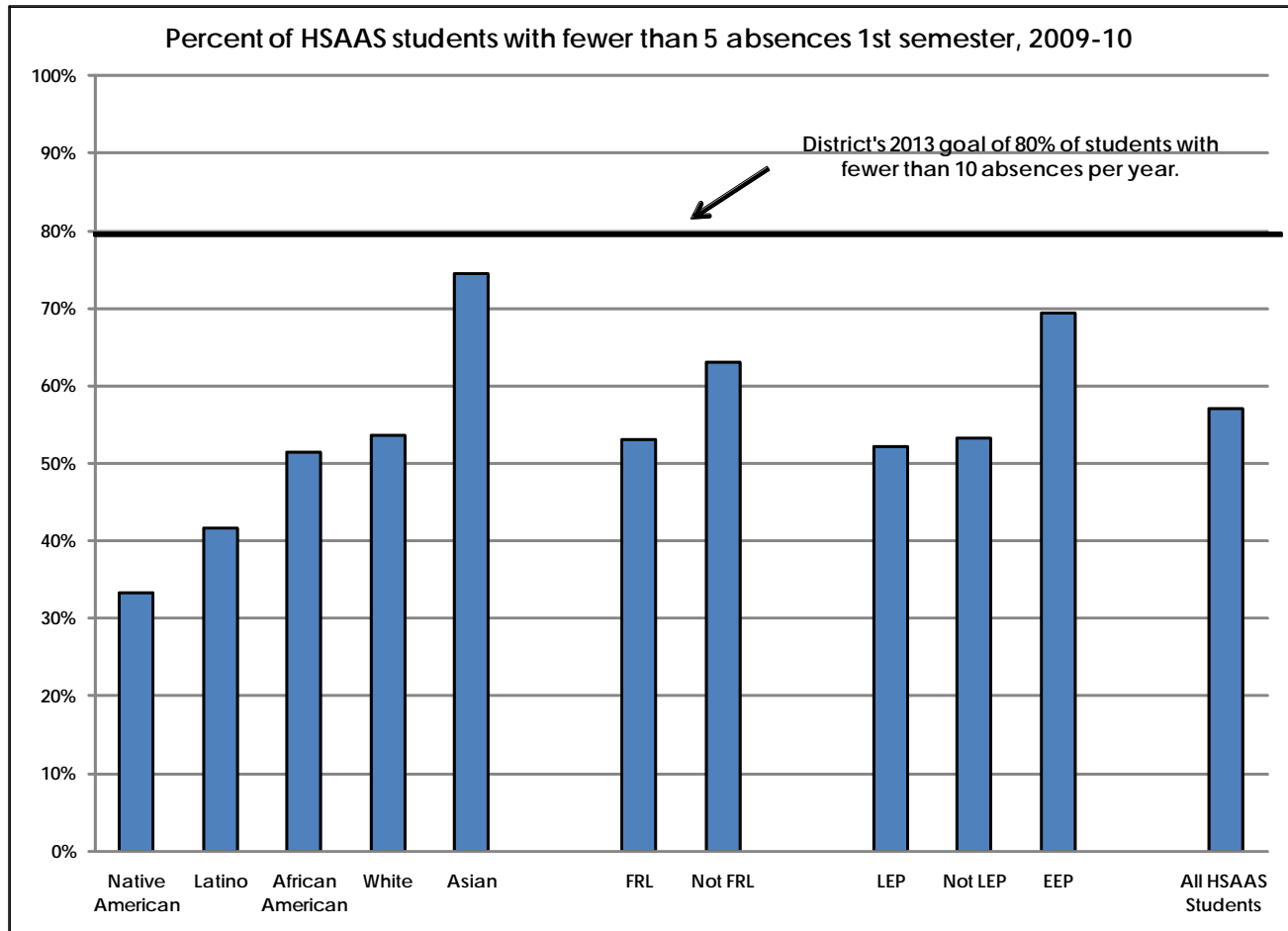
	2008-09			2009-10		
	Total Students	# of Students Passing All Core Classes	% of Total Students	Total Students	# of Students Passing All Core Classes	% of Total Students
Chief Sealth	182	119	65%	282	225	80%
Franklin	305	226	74%	345	260	75%
West Seattle	271	199	73%	260	181	70%

## First time 9<sup>th</sup> graders with fewer than 8 absences 1<sup>st</sup> semester





## Baseline absence data aligned with SPS strategic plan goals.



## Course Corrections for 2010-11

- **Modify the attendance indicator target for 2010-11.** Change the target from fewer than 8 absences per semester to fewer than 5 absences in a semester. This measure is aligned with the district's strategic plan goal of 80% of students with fewer than 10 absences per year.
- **Use the Measure of Academic Progress (MAP) as an academic achievement measure.** This will provide a measure of academic growth in the areas of reading and math for 9<sup>th</sup> graders. The Levy will work with program and district staff to set targets for students meeting typical growth.

# HSAAS – Indicators & Targets

	2008-09		2009-10	
	Target	Actual	Target	Actual*
9 <sup>th</sup> grade students served	TBD	720	First-times 9 <sup>th</sup> graders	
Number of focus students who promote to 10 <sup>th</sup> grade on time.	450	537		
Percent of 9 <sup>th</sup> graders who promote to 10 <sup>th</sup> grade on time.			Chief Sealth: 77%	Chief Sealth:
			Franklin: 78%	Franklin:
			West Seattle: 83%	West Seattle:
Number and percent of focus students who have fewer than 9 absences 1 <sup>st</sup> 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- and end-of-year.	75%	30% (mid) 16% (end)		
Percentage of students passing all core courses 1 <sup>st</sup> semester.			Chief Sealth: 71%	Chief Sealth: 80%
			Franklin: 78%	Franklin: 75%
			West Seattle: 77%	West Seattle: 70%
Percentage of students who have fewer than 8 absences (excused or unexcused) first semester.			Chief Sealth: 65%	Chief Sealth: 73%
			Franklin: 67%	Franklin: 76%
			West Seattle: 68%	West Seattle: 65%
Percentage of students who have fewer than 8 absences (excused or unexcused) second semester.			Chief Sealth: 57%	Chief Sealth:
			Franklin: 60%	Franklin:
			West Seattle: 65%	West Seattle:

\* As of end of 1<sup>st</sup> semester

# Student Health

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:

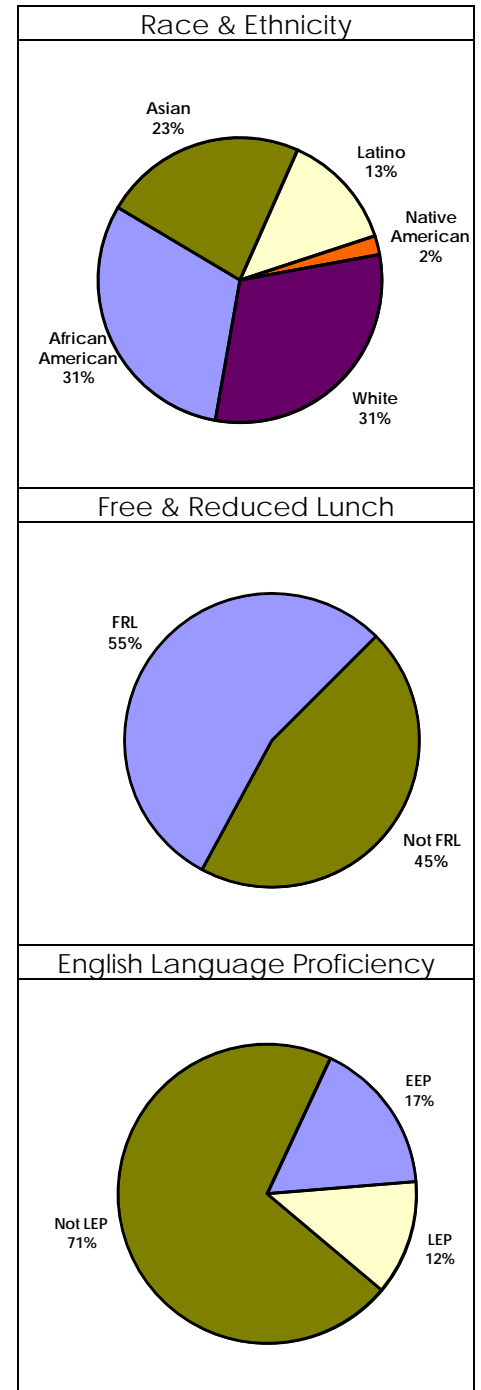
- Comprehensive primary health care, including both medical and mental health care, for adolescent students.
- Screenings, health assessments, and interventions that focus on students who are academically at risk.
- Integrating risk prevention strategies into primary health care, emphasizing mental and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

## Indicators of Academic Progress:

Student Health Indicator Data	2009-10 School Year	
	Target	Actual*
Students brought into compliance with required childhood immunizations.	5,000	5,758
Students assisted in managing asthma, depression, and other chronic conditions.	1,800	1,820
High-risk students identified and served through more intensive SBHC and school nurse interventions that support academic achievement.	600	587
High-risk students screened for behavioral risk factors by nurses.	600	666

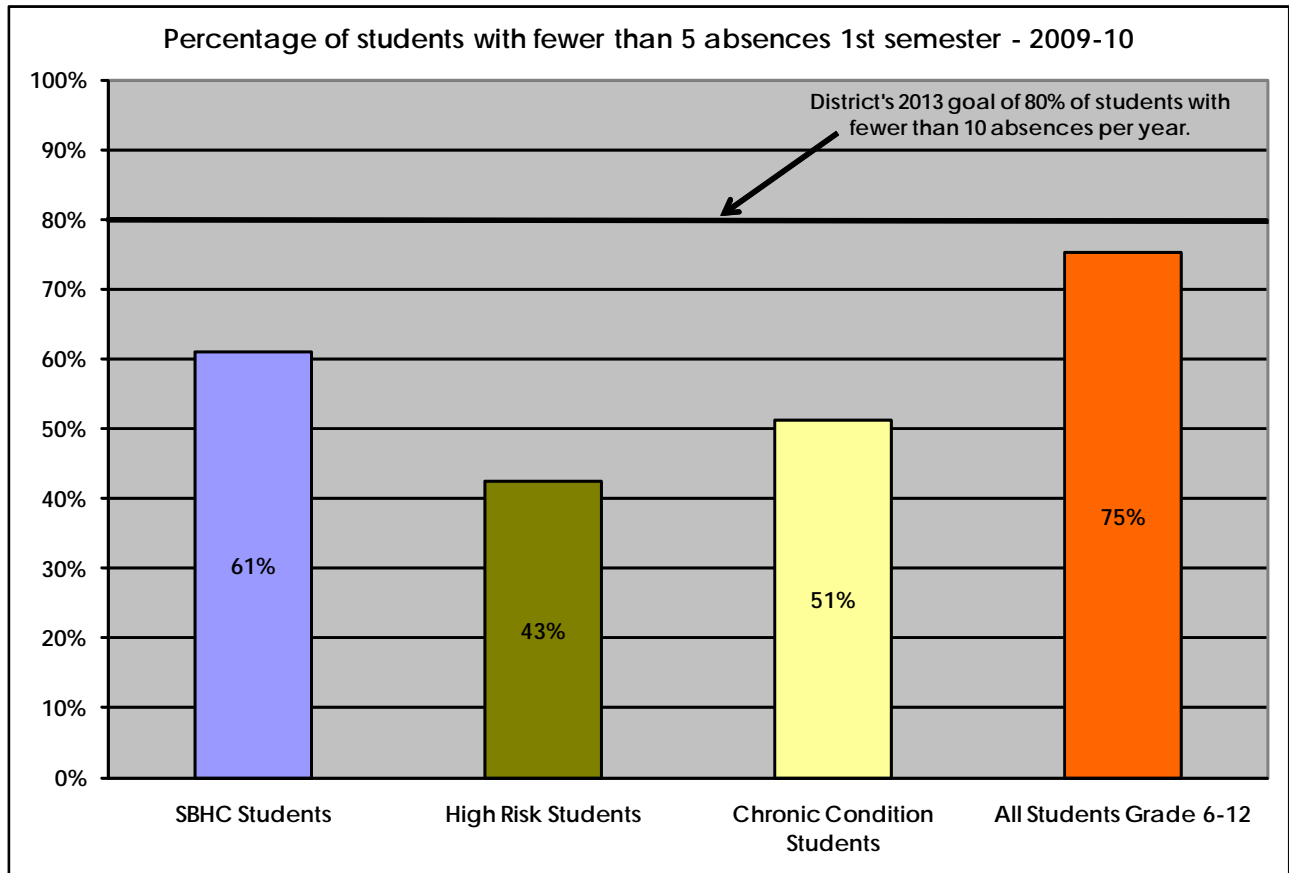
\* As of end of 1<sup>st</sup> semester

- School attendance/absences: Measured as fewer than 5 absences in a semester. This measure is aligned with the district's strategic plan goal of 80% of students with fewer than 10 absences per year.



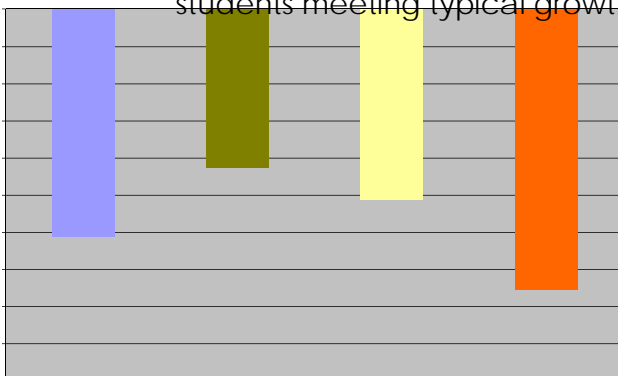
# Student Health – Absence Data

Baseline absence data aligned with SPS strategic plan goals.



## Course Corrections for 2010-11

- **Add an attendance indicator target for 2010-11.** Measured as fewer than 5 absences in a semester. This measure is aligned with the district's strategic plan goal of 80% of students with fewer than 10 absences per year.
- **Use the Measure of Academic Progress (MAP) as an academic achievement measure.** This will provide a measure of academic growth in the areas of reading and math for 9<sup>th</sup> and possibly 10<sup>th</sup> graders. The Levy will work with program and district staff to set targets for students meeting typical growth.



# Student Health – Indicators & Targets

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	Actual*
High school and middle school students receiving primary care in school-based health centers	5,000	4,755	5,000	5,118	5,000	5,045	5,000	5,268	5,000	3,612
Students brought into compliance with required childhood immunizations	2,500	4,001	1,500 / 17%	4,911	5,000	5,612	5,000	5,299	5,000	5,758
Students assisted by school nurses and health center clinicians in managing asthma, depression, and other chronic conditions	600	1,700	1,800 / 36%	1,814	1,800	2,067	1,800	2,178	1,800	1,820
High-risk students identified and served through more intensive SBHC interventions that support academic achievement	1,500	436	800	1,793	600	896	600	1,056	600	587
High-risk students screened for behavioral risk factors by school nurses					600	1,044	600	867	600	666
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	324	175	
Number of graduating 12 <sup>th</sup> grade students helped by school-based health services and nurses					825	1,221	825	1,306	825	

\* As of end of 1<sup>st</sup> semester

# Notes