



Annual Report for the 2008-09 School Year

City of Seattle

Office for
Education

Families &
Education Levy

January 2010



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Preface

Closing the achievement gap for students of color and those who qualify for free and reduced lunch has been a goal of Seattle Public Schools for many years. In 2004, the citizens of Seattle passed the Families and Education Levy (FEL) aimed at aiding the district in realizing this goal. After four years of Levy implementation, it is important to reflect on what we have learned, examine the state of academic achievement in the district, and determine how the Levy can best contribute to student outcomes. Part of this work is making sure Levy-funded investments are aligned with the district's strategic plan goals and scorecard measures. Another part is ensuring Levy investments are using leading indicators for predicting student success. Such indicators can be used to identify students in need, develop appropriate strategies, and create outcome targets to measure effectiveness.

This report examines the investments of the Levy over the past four years and tries to determine whether these investments have been effective in helping students achieve academically, and whether they have contributed to closing the achievement gap for students in Seattle.

This report consists of four main parts:

1. Introduction and overview of the goals of the 2004 City of Seattle Families and Education Levy.
2. Summary of the 2008-09 outcomes by school level (early learning, elementary school, middle school, and high school).
3. Description of each Levy-funded investment area with specific indicators and outcomes for 2008-09.
4. Outline of the current state of the achievement gap in Seattle Public Schools using the district's new scorecard measures and a description of how Levy-funded programs align with and contribute to the district's 2013 goals.

Executive Summary

This report highlights the outcomes and accomplishments over the past four years of the 2004 City of Seattle Families and Education Levy (FEL). The Levy focused its investments on increasing measurable academic outcomes and closing the achievement gap for students in Seattle. Outcome targets were based on measures of school readiness, academic achievement, dropout prevention and high school graduation. In 2008-09, the Levy achieved the following:

Academic Outcomes

- o 450 preschool children entered kindergarten ready to succeed (out of 516 children served).
- o 826 students met grade-level standards on the WASL after failing to do so the previous year (out of 5,216 students served).
- o 537 at-risk 9th graders promoted to 10th grade on time (out of 720 9th graders served).
- o 1,306 students graduated from high school (out of 1,550 12th graders served).

Key Findings

Early Learning Investments

Our work over the past four years has confirmed for Seattle what is widely known: The achievement gap is present before students enter preschool. Assessment tools implemented through Levy investments indicate that some children enter preschool already two to three years behind in their receptive English language skills. Children also struggle in other developmental areas. To close these gaps, Levy investments are focused on increasing the quality of classrooms and preschool teachers. Classroom- and child-level assessments are used to develop meaningful professional development opportunities to enhance the quality of preschool programming for a broad group of children in Seattle. In order to maximize limited resources, classrooms are now placed into tiers of support, depending on the needs. While high quality preschools can help make up lost ground, for many children the gap persists as they enter kindergarten. The nature of the achievement gap shows the need for deeper investments earlier, in both preschool and elementary school. In order to ensure preschool children are being fully prepared for kindergarten, the Levy will raise its standards for kindergarten readiness and work toward ensuring all children have the educational resources and opportunities necessary to meet those standards.

Elementary School Investments

While the Levy invests deeply in community learning centers at three elementary schools, in general, investments at the elementary school level are dispersed across many schools to provide family support and family engagement activities. These supports are largely viewed as external to the core instructional function of the school and are therefore less integrated into a broader academic strategy. Analysis of our data indicates that we are not having as great of an impact at the elementary level as in our other investments. While Levy-funded elementary programs have largely focused on making meaningful connections with families, students who enter elementary school behind are not getting the academic support they need to close the gap. In 3rd grade, many students of color and those who qualify for free and reduced lunch are achieving reading proficiency at rates significantly below their peers. In math, similar patterns of the achievement gap are evident in 4th grade, and continue to grow as students get older. There is a need to strengthen the Levy's investment at the elementary level to make it a more integral part of each school's academic improvement plan. There is also a need to restructure the family involvement investment for the 2010-11 school year in order to reach families with the greatest barriers to involvement, particularly non-English-speaking families. Finally, it is important to note the district lacks an assessment for grades K-2 that provides information on how students are performing. Such information would allow Levy investments to focus on specific content areas or schools where students in these early grades are struggling, and to better measure effectiveness.

Middle School Investments

While Levy-funded investments support all K-8 and middle schools in after-school programming and academic intervention strategies, the bulk of the investment is focused on four innovation middle schools. These investments are larger and more integrated into the structure of the school. Such investments allow schools to align academic interventions and support services with specific student needs. For example, Levy-funded middle schools have been leaders in the use of WASL and MAP data to schedule students into extra math classes matched with their skill level. While great strides have been made in math, schools continue to struggle with Level 1 math students, who are often two or more years behind grade level and lack basic math skills that prohibit them from accessing grade-level material. There also continues to be a gap in the rates of achievement for different student groups participating in Levy-funded programs. In addition to focusing on improving academic achievement, Levy-funded middle schools are also using new indicators that serve as predictors for high school graduation. For example, students in the Levy-funded Middle School Support Program have a goal to increase the percentage of classes they pass. This goal aligns with the district's scorecard and demonstrates how the Levy is using research-based indicators to promote academic success.

High School Investments

Given some of the positive outcome trends for middle schools, the Levy is utilizing a similar strategy for high school by investing deeply in three schools with the highest number and percentage of 9th graders with indicators that predict dropping out. These indicators were influenced by the work of Mary Beth Celio, who conducted a Levy-funded study on the Seattle Public Schools class of 2006. Findings demonstrate several key indicators for predicting dropouts, including failing classes and poor attendance rates. In response to these findings, the district has developed weekly attendance and grade reports so schools can easily identify students having difficulties. In 2009-10, Levy-funded high schools have performance targets related to attendance and passing classes, which can be easily monitored through the district's weekly data reports. Findings from 2008-09, the first year of implementation, indicate a reduction in the total number of absences for 9th graders, compared to the previous year, with equal or greater reductions made for many students of color and those who qualify for free and reduced lunch. Freshmen were also passing their classes at a higher rate than 9th graders the previous year.

Student Health Investments

Recognizing that there are many barriers to academic achievement, the Levy invests in School-Based Health Centers (SBHCs) and school nurses. These health services, particularly the SBHCs, provide the critical physical and mental health support necessary to remove some of those barriers. Improvements in assessment and referral protocols have had a measurable impact on students' ability to succeed. Recently published research from the University of Washington finds that Levy-funded SBHCs positively impact students' attendance and academic achievement. However, these services are jeopardized by the increasing pressure of growing health care costs. This last year, several mental health counselor positions were reduced by SBHC sponsors as cost-cutting measures. These reductions directly affect the level of critically needed mental health services.

Alignment with SPS Strategic Plan Goals and Research-Based Leading Indicators

Results from the 2009 WASL demonstrate wide and persistent achievement gaps for many students of color and those who qualify for free and reduced lunch. In some instances, those gaps are as large as 50 percentage points. This is not acceptable. In order to reduce this gap, the Levy is seeking to align its investments and outcome goals with those of the district's strategic plan and scorecard. Recent Levy-funded research on leading indicators for predicting academic success or failure is also being used by both the district and the Levy. These indicators help identify students in need, implement appropriate strategies, and determine effectiveness by measuring outcomes. The use of the Measure of Academic Progress (MAP) to assess academic growth of Levy-funded students will further align SPS and Levy efforts. This assessment is particularly critical in the early elementary grades, where no other common assessment data is available.

INTRODUCTION

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 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. A recent Levy-funded study on the SPS class of 2006 provides new indicators for identifying students at risk of dropping out of school. Such indicators can be traced back to 6th grade and will now be used to identify student need, design interventions, and develop meaningful targets for each of the Levy programs. The Levy also uses performance pay with each investment area, which is 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

Three Overarching Levy Outcomes:

1 School Readiness

The **Curriculum-Embedded Assessments** are conducted by preschool classroom teachers to assess each child's skills across four major areas of development: social/emotional, cognitive, physical, and language domains. Children are assessed three times each year.

The **Peabody Picture Vocabulary Test (PPVT-IV)** measures a child's receptive vocabulary for standard American English. Children are assessed twice a year by an outside assessor.

2 Academic Achievement

The **Developmental Reading Assessment (DRA)** is administered in kindergarten, 1st and 2nd grades. This assessment is used to provide information on the reading skills and progress of each student. Additional information on the use of the DRA in Seattle Public Schools is available at:

<http://www.seattleschools.org/area/asiso/test/dra/webdra.xml>

The **Washington Assessment of Student Learning (WASL)** is administered to students in the 3rd through 8th grades and 10th grade. The WASL measures a student's knowledge, skills and understanding of the state's learning standards by subject area. Performance levels range from Level 1 (basic) to Level 4 (advanced). Students meet standard by reaching Level 3 or above. Starting with the class of 2008, students must pass the 10th grade reading and writing WASL in order to graduate. WASL information is available at:

<http://www.k12.wa.us/assessment/default.aspx>

3 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.

Outcome Measures: Value-Added and Progress

- In 2008-09, outcome targets were based on value-added measures.
- **Value-added** students are those meeting standard on all grade-level assessments in 2009 (except science), who had failed to do so the previous year.
- **Academic progress** is measured by students moving from Level 1 to Level 2 on the math WASL. The math WASL continues to be the biggest challenge to students in meeting grade-level standards.
- Gains toward reducing the achievement gap are determined by examining outcome data by race/ethnicity, free and reduced lunch (FRL) eligibility, and English language proficiency. English language proficiency categories include Limited English Proficiency (LEP) and Equal English Proficiency (EEP).

Grade-Level Assessments

Pre-K
Curriculum-Embedded
Assessments
PPVT - IV

Kindergarten DRA

1st Grade DRA

2nd Grade DRA

3rd Grade WASL
Reading
Math

4th Grade WASL
Reading
Writing
Math

5th Grade WASL
Reading
Math
Science

6th Grade WASL
Reading
Math

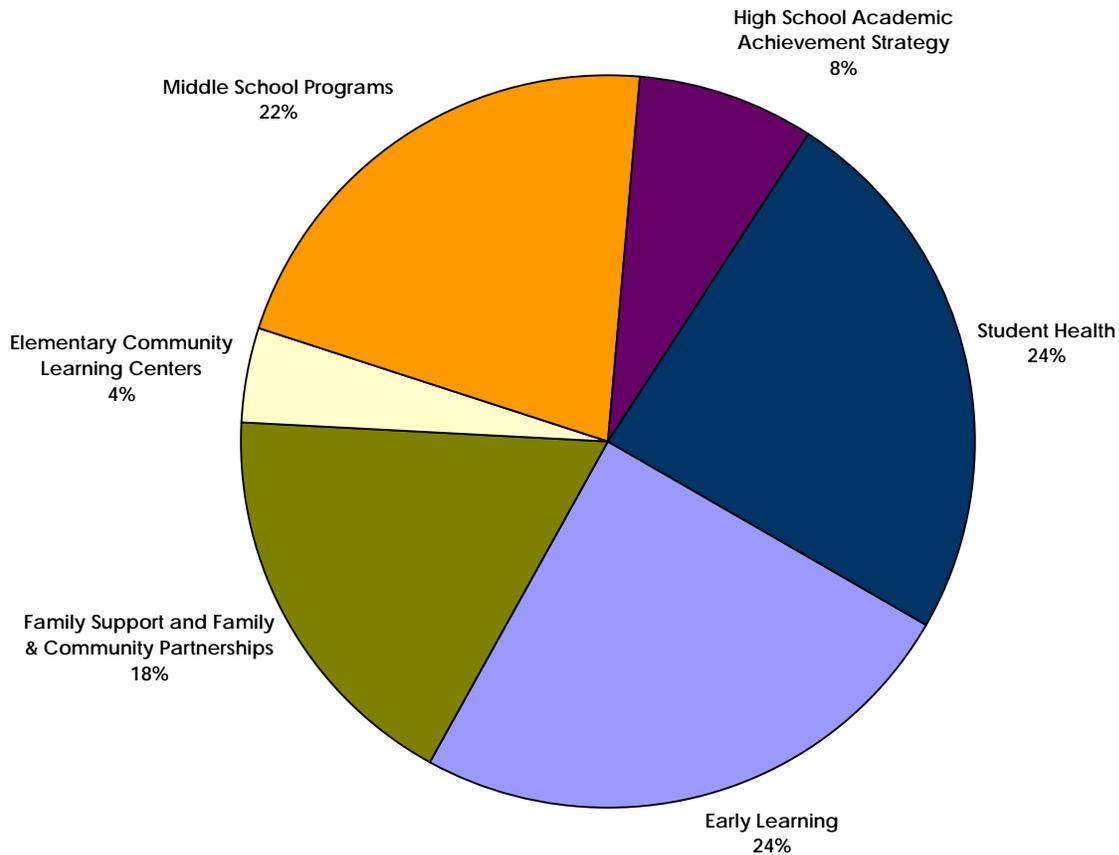
7th Grade WASL
Reading
Writing
Math

8th Grade WASL
Reading
Math
Science

10th Grade WASL
Reading
Writing
Math
Science

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

OUTCOMES

School Readiness

The Levy invested in a comprehensive early learning system that provides a foundation for achieving school readiness outcomes. One key component of that system is Step Ahead preschool.

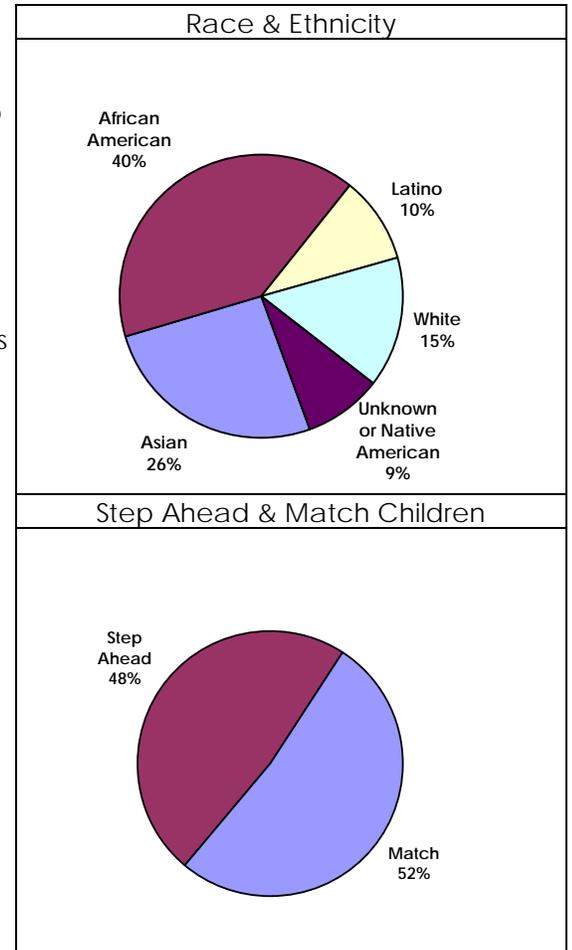
Step Ahead and Match Children in Preschool

The Levy-funded Step Ahead preschool program was designed to make high quality preschool accessible to children whose families earned between 110% - 300% of the federal poverty level (FPL). In addition to funding preschool slots for Step Ahead children, the Levy also invests in Match children. These children attend the same preschools and classrooms as Step Ahead children, benefiting from the professional development the Levy provides for preschool teachers. Many Match children qualify for the state's Early Childhood Education and Assistance Program (ECEAP), indicating their families earn at or below 110% FPL. Eligibility for the different programs provides a proxy for income for preschoolers.

Preschool Outcomes

- 516 children participated in Levy-funded preschools (Target: 500).
- 450 children were school ready, as measured by the curriculum-embedded assessment standard of Level 3 (Target: 361).
- 301 children improved one level or more in each domain of the curriculum-embedded assessments.

Preschool Children

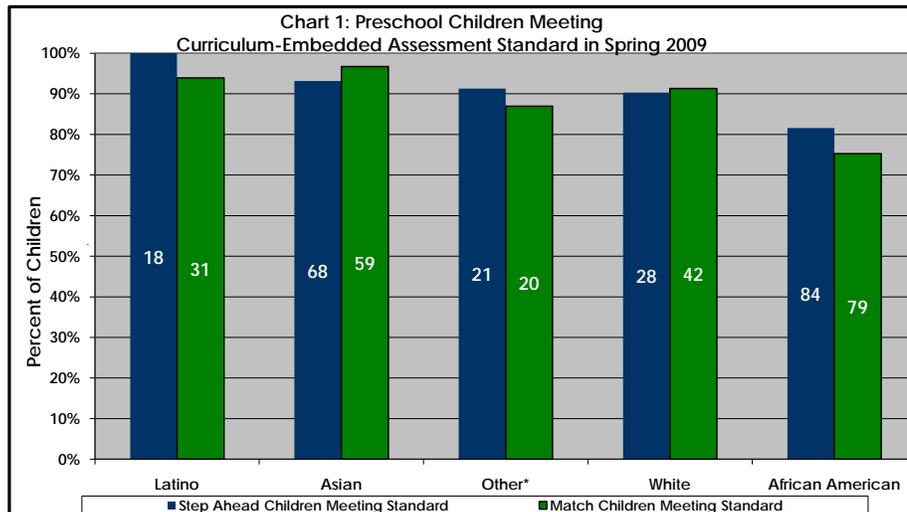


Observations & Recommendations

- Within Step Ahead programs, 22 languages were identified as being the primary language spoken in homes, with English being the primary language in only 41% of homes. Given this reality, an outcome for children with limited English proficiency that measures their English language acquisition is being recommended.
- In 2008-09, five Seattle Head Start grantees participated in the Levy-funded PPVT-IV assessment process, citywide trainings and ongoing early learning content trainings. To track and measure the impact of Levy funds, a tiered Levy involvement and outcomes model is being implemented.
- Given the district's adoption of the new Student Assignment Plan, the previous kindergarten transition activities, which focused on helping parents through the enrollment choice process, is now obsolete. The kindergarten transition plan will now focus on parent engagement, community involvement, and continuity of Levy services for academically at-risk students from preschool through 3rd grade.

School Readiness – Early Learning

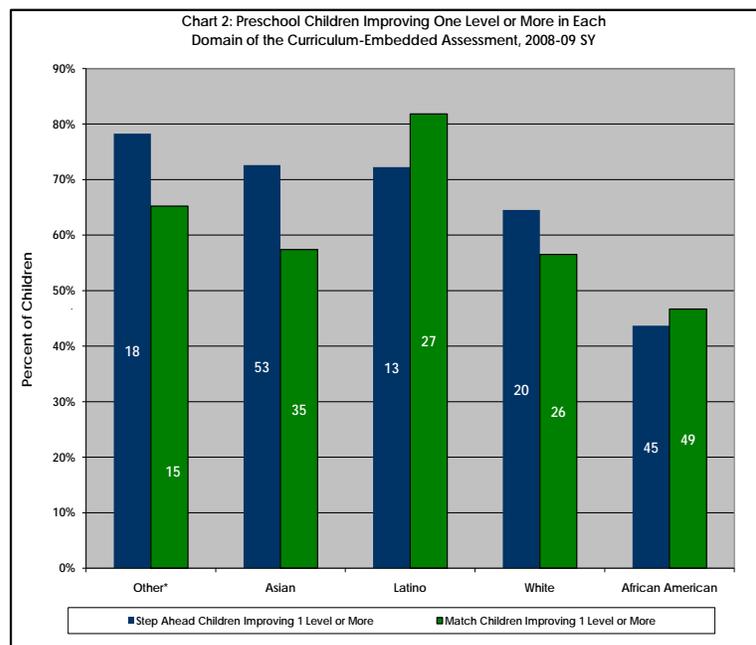
The Challenge: Developmental Skills for School Readiness



- Overall, 87% of children in Levy-funded preschools met the curriculum-embedded assessment standard administered in spring of 2009.
- The percentage of students meeting this Level 3 standard was fairly consistent across different student groups, including between Step Ahead and Match children.

The Progress: Developmental Gains Toward School Readiness

- Overall, 58% of children improved one level or more in each domain of the curriculum-embedded assessments.
- It is unclear why the percentage of students in each group making gains varies widely, by both income proxy and race/ethnicity.



School Readiness – Early Learning

In addition to assessing children throughout the year to determine growth and school readiness, it is critical to measure and improve the quality of the environment where children attend preschool. Additional assessments used to measure this quality are described below. Similar to child-level assessments, these results are used to design professional development and classroom supports to ensure high quality learning environments for all children.

Schools Ready for Children

The **Curriculum-Embedded Assessments** are conducted by coaches on classroom teachers to assess fidelity to approach and quality of implementation. Teachers are assessed in three overarching areas: learning environment, daily routine, and adult/child interactions. Teachers are assessed two times each year.

The **Early Childhood Environmental Rating Scale, Revised (ECERS-R)** measures global quality in center-based early childhood programs. The ECERS-R is used to determine how well a program is meeting children's baseline needs, (e.g. safety, protection, learning opportunities, and positive relationships). It is used to identify and provide technical assistance to programs. The ECERS is conducted in the fall on every Step Ahead and ECEAP classroom and in the spring on classrooms scoring below the standard set by the Assessment Workgroup. The ECERS was added as part of the assessment strategy for three reasons: 1) continuity – the State of Washington planned to use the ECERS as part of their QRIS because the tool is nationally normed, 2) technical assistance (TA) – create TA plans based on scores, and 3) budget – the plans based on scores allowed the City to assign cost.

The **Classroom Assessment Scoring System (CLASS)** is an observational instrument developed to assess classroom quality by quantifying interactions between teachers and students in preschool through third grade classrooms. The CLASS will be conducted by outside assessors when a classroom score is at or above the ECERS and curriculum-embedded standards set by the Assessment Workgroup.

Community and Family Supports

A **quality rating & information system (QRIS)** is one methodology to evaluate the quality of an early childhood program. A QRIS system is currently being planned for use in the State of Washington. Such systems can have multiple indicators, including licensing requirements, manager and teachers qualifications, and low teacher:pupil ratios. While these indicators are necessary for quality child care, they are not sufficient to ensure school readiness. If used, a QRIS process should be combined with additional student and classroom data to determine a community's level of school readiness support.

Academic Achievement – Elementary

Elementary Students

The Levy invested in three elementary school programs to help children achieve academically:

1. Community Learning Centers (CLCs) in 3 schools,
2. Family Support Workers (FSWs) in 45 elementary and K-8 schools, and
3. Family & Community Partnerships (FCP) in 20 elementary schools.

Outcomes

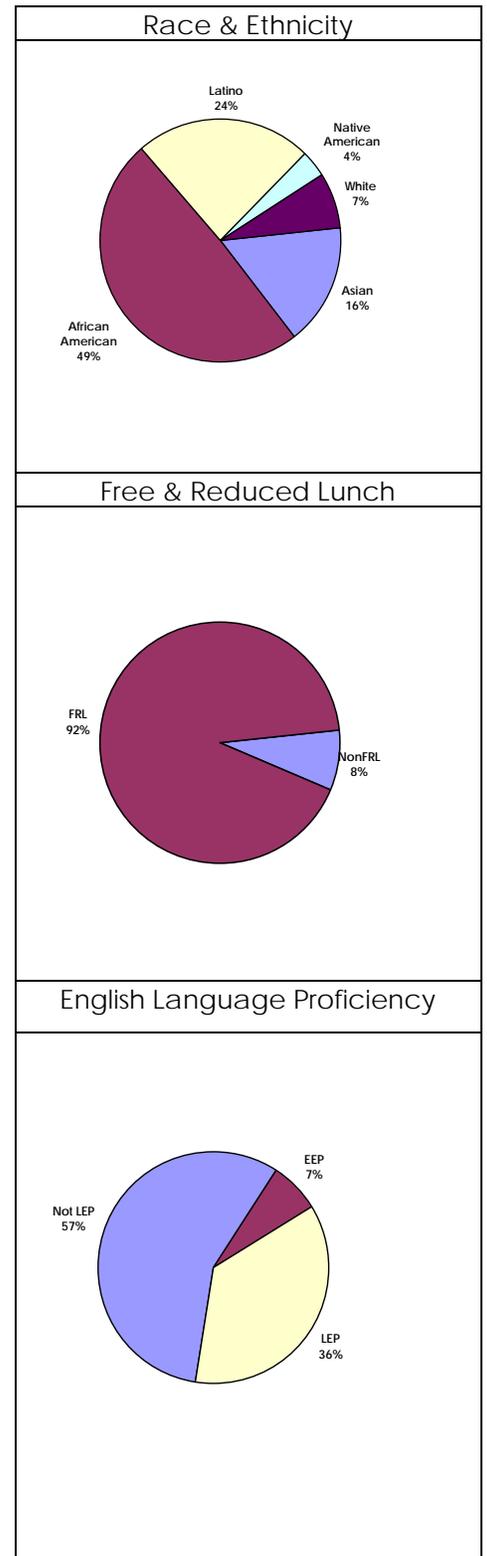
- 1,626 elementary focus students were served by Levy programs.
- 391 elementary focus students met grade-level standard (DRA or WASL).
- 52 4th and 5th grade focus students met WASL standard in 2009 after failing to do so in 2008 (**value-added**).
- 35 elementary focus students improved from Level 1 to Level 2 on the math WASL.

Observations

- Over 90% of elementary students in Levy programs qualify for free and reduced lunch, compared to 40% district-wide.
- Over a third of the elementary students in Levy programs are limited English proficient, compared to 12% district-wide.
- The number and percentage of **value-added** elementary students is trending downward.

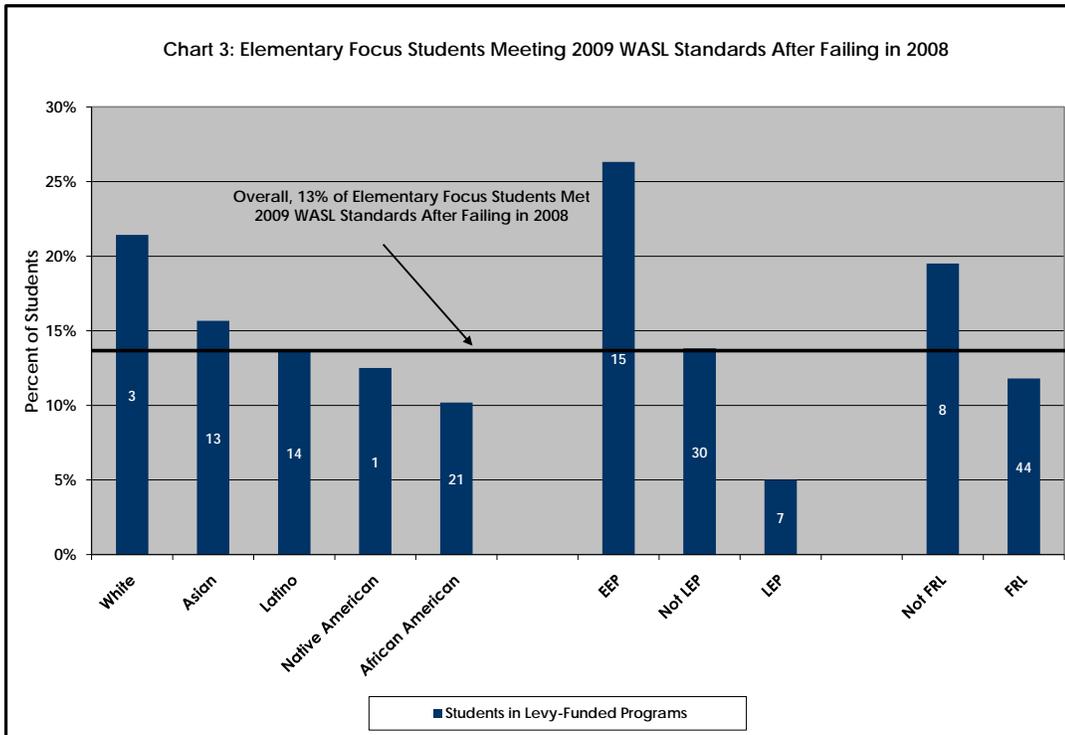
Levy-funded elementary students	2007	2008	2009
# of value-added	149	104	52
% of value-added	19%	17%	13%

- The greater focus on students in the early primary grades (K-2) who do not take the WASL, and the more deliberate efforts to serve students with the greatest academic need, may contribute to this trend in outcomes.
- A K-2 assessment is needed to measure the achievement levels and growth of younger students. The Measure of Academic Progress (MAP) has the potential to play this role.
- Elementary investments are dispersed across many schools, rather than being concentrated in a few. There is a need to rethink the elementary investment in order to have a greater impact on student academic achievement.



Closing the Achievement Gap - Elementary

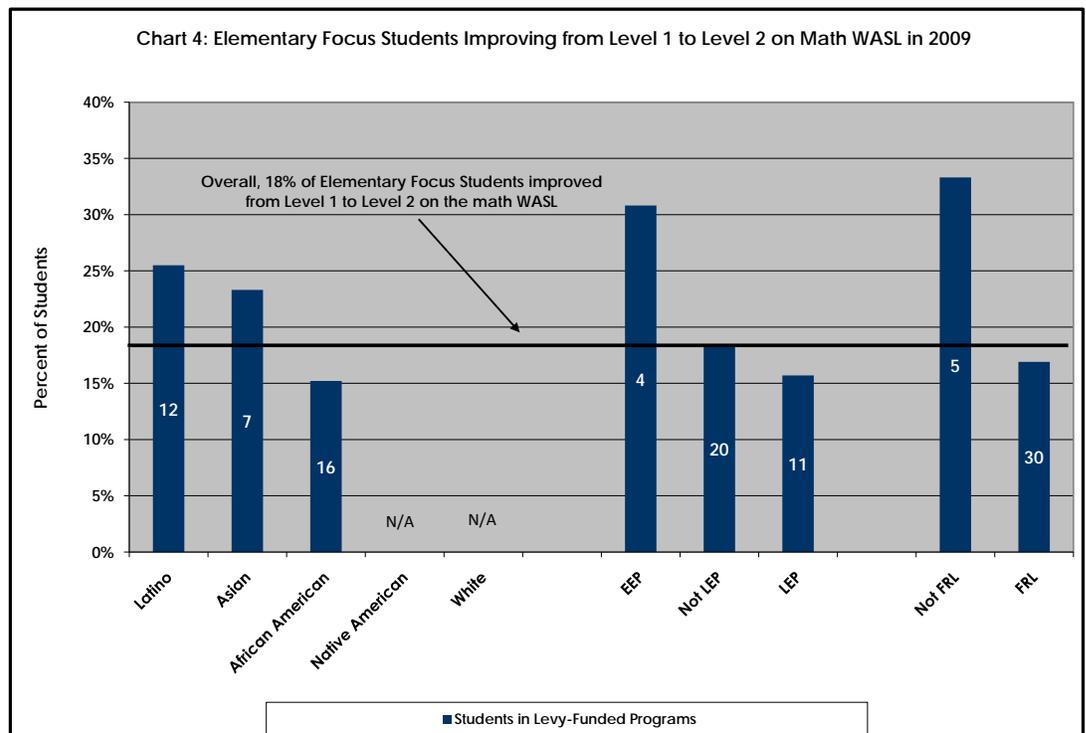
The Challenge: Meeting Academic Standards



- Overall, 13% of the 4th and 5th grade focus students met the 2009 WASL standards after failing to do so the previous year.
- While outcomes appear more equally distributed across the different racial groups, a gap remains for African American, LEP and FRL students.

The Progress: Gains Toward Meeting Math Standards

- Overall, 18% of elementary focus students improved from Level 1 to Level 2 on the math WASL.
- Gaps remain for African American, LEP and FRL students.



Academic Achievement – Middle School

The Levy invested in three programs to help middle school students achieve academically: 1) Middle School Support Programs in all middle and K-8 schools, 2) Community Learning Centers in nine middle schools, and 3) School-Based Health Centers in four middle schools. The Levy also supports Middle School Athletic programs, which are not included in the academic outcome targets.

Outcomes

- 7,540 middle school students were served by Levy programs.
- 3,641 Levy middle school students met standard on the WASL.
- 525 Levy middle school students met WASL standard in 2009 after failing to do so in 2008 (**value-added**).
- 248 Levy middle school students moved from Level 1 to Level 2 on the math WASL in 2009.

Observations

- Both the percent and number of Levy middle school students who were **value-added** are trending upward.

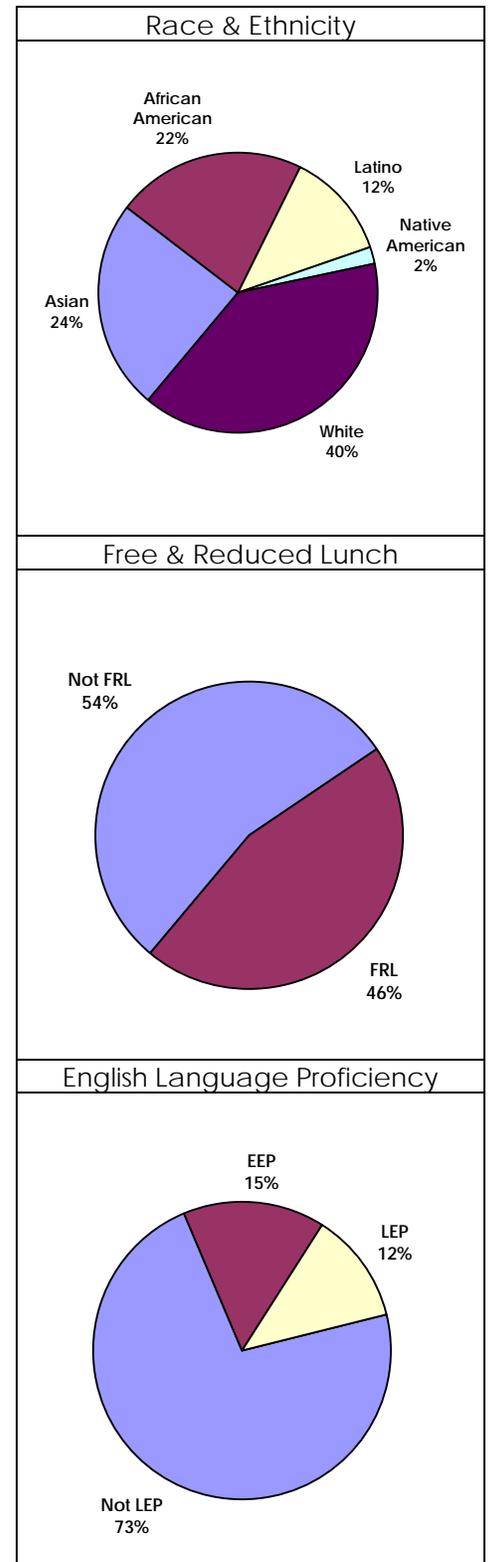
Levy-funded middle school students	2007	2008	2009
# of value-added	416	473	525
% of value-added	14%	14%	16%

- Trends in the number and percent of students moving from Level 1 to Level 2 on math are mixed.

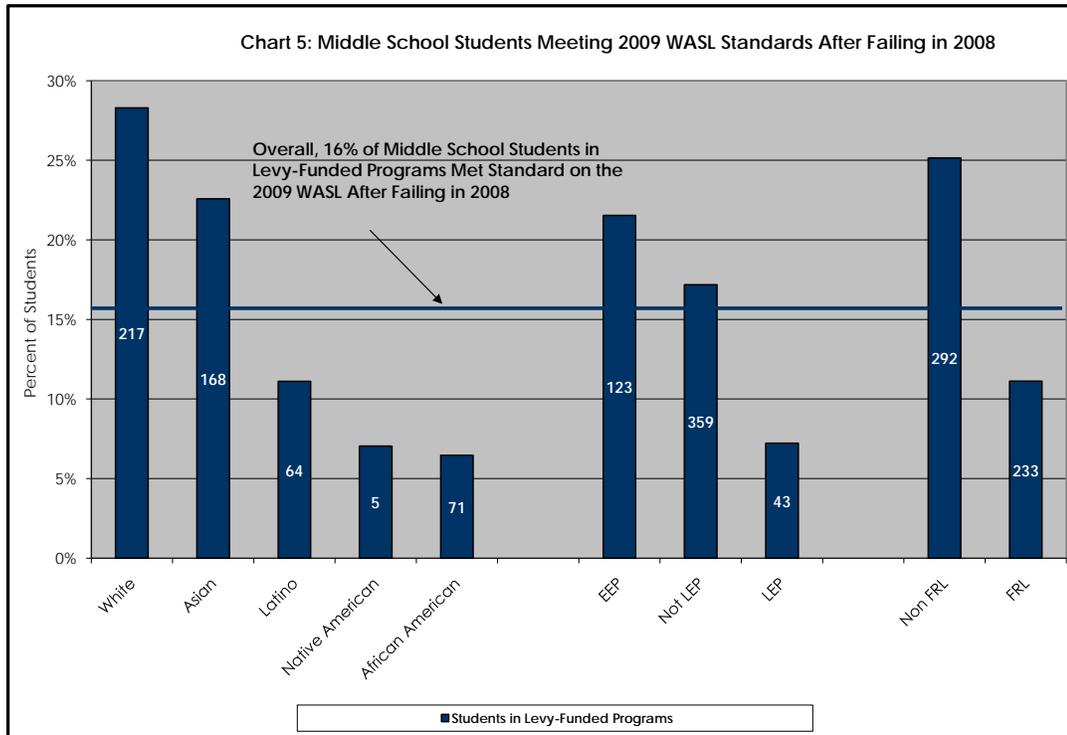
Levy-funded middle school students	2007	2008	2009
# of Level 1 to Level 2 on Math WASL	305	237	248
% of Level 1 to Level 2 on Math WASL	20%	14%	16%

- Charts 5 and 6 on the following page indicate that while academic progress is being made, there is still a significant gap in the rates at which different groups of students in Levy-funded programs are meeting target outcomes.

Middle School Students



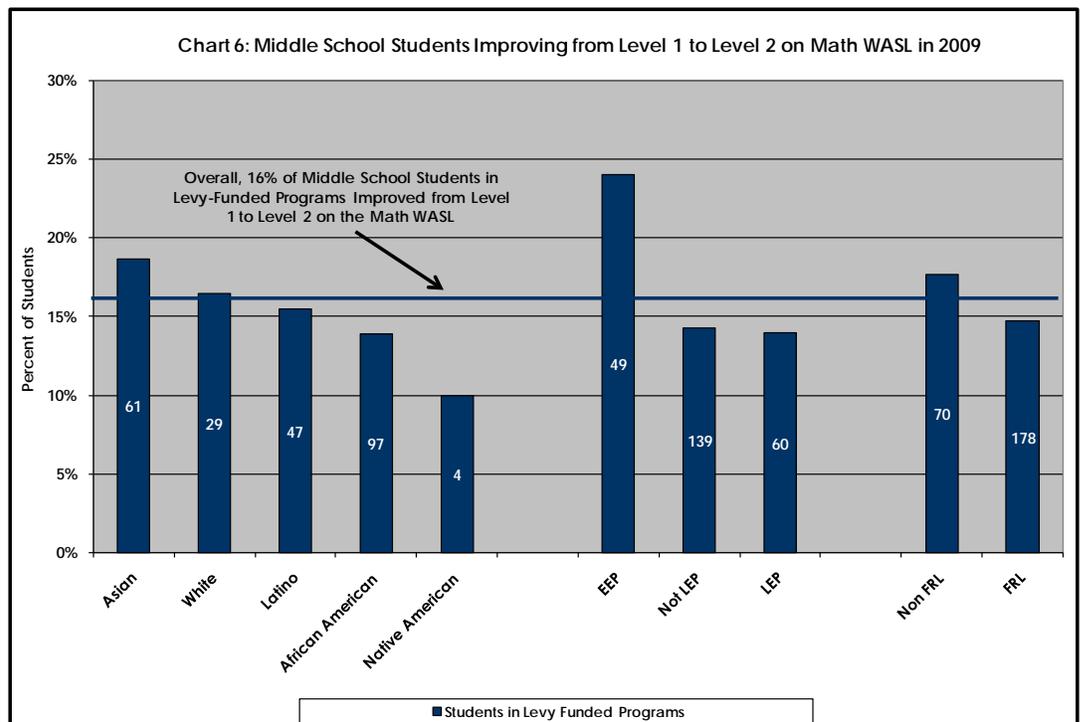
The Challenge: Meeting Academic Standards



- Overall, 16% of Levy middle school students met standard on the WASL in 2009 after failing to do so the previous year.
- Middle school students in Levy-funded programs are not meeting standard at the same rates, with large gaps remaining for Latino, Native American, African American, limited English proficient and free/reduced lunch students.

The Progress: Gains Toward Meeting Math Standards

- Overall, 16% of Levy middle school students improved from Level 1 to Level 2 on the math WASL in 2009.
- Although gains for students struggling in math are more evenly distributed across student groups, gaps in achievement still persist.



Academic Achievement & Graduation – High School

The Levy invested in two programs to help high school students achieve academically: 1) a high school academic achievement strategy focused on 9th grade, and 2) Student Health, including School-Based Health Centers and nurses in all comprehensive high schools.

Outcomes

- 7,376 high school students participated in Levy programs.
- 537 at-risk 9th graders served by the Levy promoted to 10th grade on time (out of 720 served).
- 813 high school students served by the Levy met standard on the 10th grade WASL (out of 2,618 WASL takers).
- 249 of high school students served by the Levy met WASL standard in 2009 after failing in to do so in 2007 or 2008 (**value-added**).
- 141 of Levy high school students moved from Level 1 to Level 2 on the math WASL in 2009.
- 1,306 of 12th grade students served graduated.

Observations

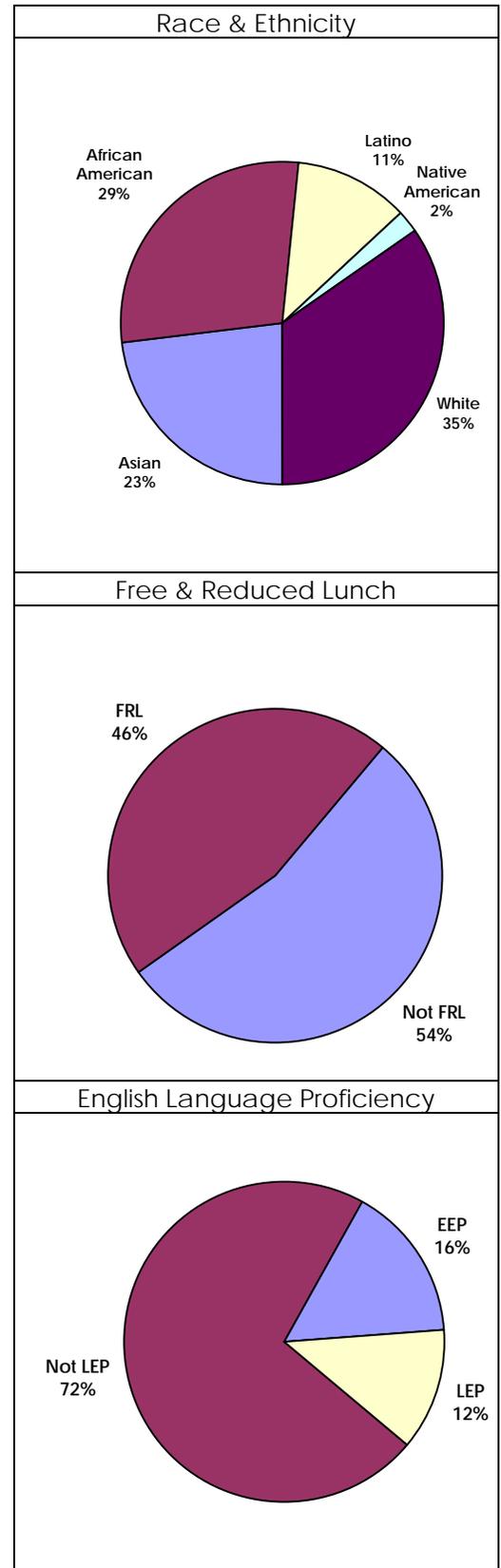
- In 2008-09, the Levy refocused a large portion of its high school investment on 9th graders, who do not take the WASL. Their success was measured by on-time promotion to 10th grade.
- Both the number and percentage of Levy high school students meeting WASL standard increased this year. Three-year trends show increasing numbers each year.

Levy-funded high school students	2007	2008	2009
# of value-added	122	227	249
% of value-added	21%	15%	16%

- While the number of Levy high school students moving from Level 1 to Level 2 in math increased, the percentage of students making gains remained constant.

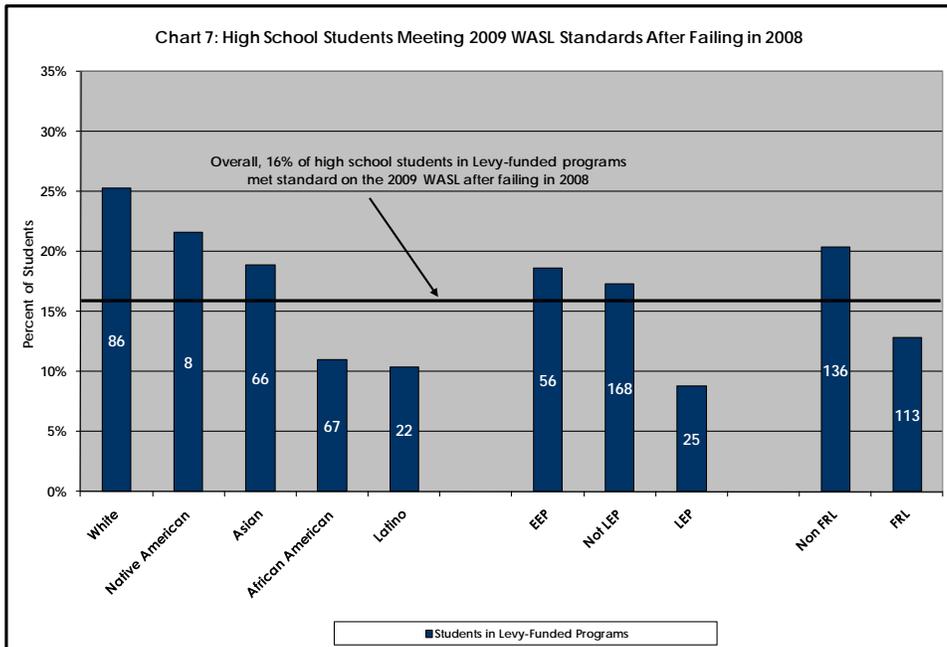
Levy-funded high school students	2007	2008	2009
# of Level 1 to Level 2 on Math WASL	77	126	141
% of Level 1 to Level 2 on Math WASL	27%	16%	16%

High School Students



The Achievement Gap – High School

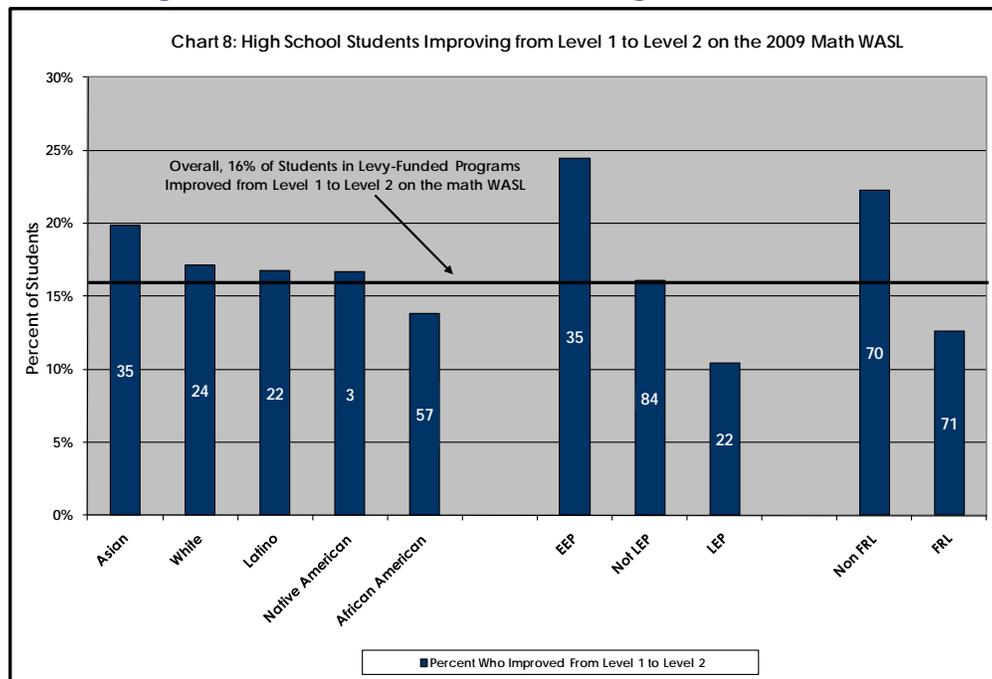
The Challenge: Meeting Academic Standards



- Overall, 16% of high school students served by Levy programs met the WASL standard in 2009 after failing to do so in 2007 and 2008.
- Outcomes continue to be unevenly distributed across student groups, with large achievement gaps remaining for African American, Latino, FRL and LEP students.

The Progress: Gain Toward Meeting Math Standards

- Overall, 16% of high school students served by Levy programs improved from Level 1 to Level 2 on the math WASL in 2009.
- While math gains are more evenly distributed across student groups than the value-added measure, with large achievement gaps remaining for students who qualify for free/reduced lunch or have limited English proficiency.



INVESTMENTS

Early Learning

The Seattle Early Education Collaborative (SEEC), formerly known as the Early Learning Networks (ELNs), includes the City of Seattle's Office for Education (OFE), Human Services Department (HSD), and the Seattle Head Start grantees. The goal of SEEC is to prepare all children for school by investing in a comprehensive set of quality early learning services, from birth through preschool. To maximize early learning investments, SEEC blends funds from the City of Seattle's 2004 Families & Education Levy (FEL) and general fund, the State of Washington's Early Childhood Education Assistance Program (ECEAP), and the Office of Head Start. SEEC's alignment of existing programs and outcomes is aimed at achieving greater gains for children and families than the current system of unconnected programs. SEEC provides a structure for multiple stakeholders to combine their resources to fund pre-kindergarten (Pre-K) and other early learning services.

Seattle Early Education Collaborative (SEEC)

Using joint resources, the Head Start grantees, HSD and OFE share a commitment to serve the maximum number of eligible children and to achieve results for Seattle's children by creating and implementing a joint decision-making processes through three community workgroups: Assessment, Professional Development, and Transition.

Assessment Workgroup

The SEEC Assessment Workgroup, implemented in January 2008, is responsible for recommending a citywide assessment process for early learning. At a minimum, this process includes identifying indicators that measure state benchmarks, setting school readiness standards, and implementing the approved process in their respective agencies. Assessment Workgroup members are responsible for implementing program services, creating strategic plans, and/or managing staff at Head Starts, ECEAP, Step Ahead, and nonprofit and for profit centers.

Professional Development Workgroup

The SEEC Professional Development Workgroup, implemented in January 2007, is responsible for creating and recommending a citywide professional development process. This process includes planning and implementing the two citywide institutes: the Health & Safety Institute in the fall and the Assessment & Accountability Institute in the winter. Professional Development Workgroup members also utilize both child and classroom assessment data to recommend specific professional development and ongoing training for SEEC members.

Transition Workgroup

The SEEC Transition Workgroup (planning started July 2008) responsibilities will include creating, recommending, and implementing an approved city-wide process for transitioning children into Seattle Public Schools. Transition Workgroup members will implement transition services, which at a minimum include: 1) referring academically at-risk children to SPS to ensure a continuity of support services; 2) engaging the community by conducting joint trainings for parents, preschool and kindergarten teachers; and, 3) creating a continuous stream of services through a P-3 model.

Family Support and Family & Community Partnerships

The Levy invested in two programs to support families: Family Support, which helps individual students achieve academically and involves their families in the education process; and Family & Community Partnerships, which creates partnerships between schools, families and community-based organizations on a systemic level. The programs work together at the school level, with many students participating in both programs. Given this overlap, these program have joint targets.

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 1,440 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 & Community Partnerships Project grants funds to 20 elementary schools and four community-based organizations (CBOs) to work together in the schools to promote increased 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 major home languages.

Family Support and Family & Community Partnerships Outcomes	
Elementary focus students served	1,414 (Target: 1,200)
Students served who met DRA or WASL standard and failed to do so or were not tested in the previous year	232 (Target: 240) 129 DRA & 103 WASL
Students and families who achieved at least one of their service plan academic goals	1,032 (Target: 698)
Families who engaged in academically focused family involvement activities	1,032 (Target: 873)

Observations & Recommendations

- In 2008-09, family support workers began shifting their focus to younger children (K-3). The goal of the shift is to identify students entering SPS with risk factors and focus on helping them succeed academically in their first years of school, before falling further behind. This shift in focus will continue in 2009-10.
- In addition to serving younger children in elementary school, the Levy is piloting Family Support Workers in several middle schools in 2009-10. These FSWs are working closely with other Levy investments to provide a comprehensive approach to supporting students academically.
- There is a need to rethink the family involvement strategy for 2010-11 to ensure that families with the most barriers to meaningful engagement are being reached. Many of these families are non-English-speaking.
- While family support workers play a critical role in supporting families and their students who are academically at risk, this support alone is not sufficient to make the gains necessary to close the achievement gap. Family support workers need to be part of a deeper and more targeted investment at the elementary level, aimed at improving the academic instruction and support for those students who struggle the most.

Elementary Community Learning Centers

The Levy invested 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, culturally relevant set of services, activities and learning experiences that are aligned with academic standards 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:

- Homework and tutoring support focused on math and literacy
- English-as-a-Second-Language instruction
- Project-based learning
- Technology activities
- Community resource and referral information
- Parent and family activities that promote academic achievement

Elementary CLCs Outcomes	
Elementary students served	304 (Target: 230)
Students who met DRA or WASL standard and failed to do so or were not tested in the previous year	68 (Target: 60)
Number of months student participation target was met	9 (Target: 9)
Students who increased homework completion by June 2009	172 (Target: 138)

Observations & Recommendations

- In response to last year's recommendations, the Elementary CLCs identified students and started providing programs earlier in the school year, resulting in six additional service days.
- ECLC staff should collaborate with teachers to use spring MAP assessment data to identify students for participation in the CLCs and to plan tailored strategies for their academic needs.
- Due to the closure of Cooper Elementary, the Elementary CLC program moved to West Seattle Elementary in the 2009-10 school year. Within this school, they will be serving elementary students in the the Bilingual Orientation Center (BOC).
- ECLC staff should continue to collaborate with teachers throughout the school year to continue to understand students' academic need and provide appropriate intervention strategies.

Middle School Programs

The Levy invested in three 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, and 3) Middle School Athletics. The programs coordinate within schools to provide comprehensive services that maximize student learning time. Many students participate in more than one middle school program, depending on availability at their school.

Middle School Support Programs (MSSP)

The Middle School Support Program (MSSP) provides 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.

Middle School 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, team building and leadership clubs, and arts programs. CLC services are provided by the YMCA and the Parks Department.

Middle School Program Outcomes	
Number of students served	6,593 (MSSP + CLCs)
Students moving from Level 1 to Level 2 on math WASL	16% (Target: 30%)
MSSP students who met WASL standard and failed to do so or were not tested in the previous year	635 (Target: 510)
MSSP students making progress on their student learning plans	1,939 (Target: 678)
MSSP students who participated in CLC programs at target level	655 (Target: 510)

Observations & Recommendations

- While there has been some success in helping Level 1 math students build their skills, schools continue to struggle to find appropriate interventions and strategies for these students.
- MSSP Innovation Sites used the Measure of Academic Progress (MAP) to understand student needs, implement appropriate academic strategies and gauge the success of different interventions. All Levy-funded middle schools should deliberate in their use of MAP data to provide interventions that are appropriate for students based on their current skill level.
- In 2009-10, MSSP students will focus on passing grades as an indicator for academic success.
- Due to the closure of Meany Middle School, CLC services were moved to Madrona K-8 and Eckstein Middle School for the 2009-10 school year.

High School Academic Achievement Strategy

In 2008-09, the Levy invested in a new High School Academic Achievement Strategy (HSAAS) focused on 9th graders in three high schools: Chief Sealth, Franklin, 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:

- Students were 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 began in an 8th to 9th grade summer bridge transition program that oriented students to high school expectation, study skills, courses and available resources.
- Students had opportunities for extended learning time to build skills and complete credits.
- Students not earning credits 1st semester could make up missed work and earn credit.
- Students were placed into different tiers of support, depending on their level of need.

High School Academic Achievement Outcomes	
9 th grade focus students served.	720
Focus students who promoted to 10 th grade on time.	537 (Target: 430)
Focus students with fewer than 9 absences 1 st semester.	511 / 71%
Focus students earning 2.5 or more credits first semester.	574 / 80%
Focus students improving on reading and math assessments at mid-year.	30% (Target: 75%)
Focus students improving on reading and math assessments at end-of-year.	16% (Target: 75%)

Observations & Recommendations

- Levy-funded high schools did not meet targets for improving on math and reading assessments.
- Given the questionable validity and reliability of some of the assessments, more predictable indicators of student success will be used for 2009-10, including the number of absences each semester and 1st semester grades.
- Due to the high number of incoming 9th graders with risk factors, as well as mobility between schools, the three high schools will move from serving a group of focus students to serving all 9th grade students, based on their varying level of need. This allows each school to take a more systemic approach with their academic achievement strategy and not miss students who develop risk factors mid-year.

Student Health

The Levy invested 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 School-Based Health Centers and nurses include:

- Comprehensive primary health care, including medical and mental health care
- Screenings, health assessments, and interventions that focus on students who are academically at risk
- Integrating risk prevention strategies into primary health care, emphasizing culturally appropriate mental and behavioral health interventions
- Helping students manage chronic conditions, such as asthma or depression
- Addressing high-risk behaviors most common among adolescents, including drug use, violence, high-risk sex, and teenage pregnancy
- Immunization compliance for all district students

Student Health Outcomes	
Students receiving primary care in School-Based Health Centers	5,268 (Target: 5,000)
K-12 students brought into compliance with required childhood immunizations	5,299 (Target: 5,000)
Students assisted in managing asthma, depression, and other chronic conditions	2,178 (Target: 1,800)
High-risk students identified and served through interventions that support academic achievement	1,056 (Target: 600)
High-risk students screened for behavioral risk factors and referred by nurses	867 (Target: 600)
Students served by School-Based Health Centers who passed the WASL and failed to do so or were not tested in the previous year	324 (Target: 175)
12 th grade students served by school-based health services and nurses who graduate	1,306 (Target: 825)

Observations & Recommendations

- Researchers from the University of Washington published a study linking services provided by Levy-funded School-Based Health Centers with improvements in student academic achievement.
- While Levy and SBHC sponsors' investments are sustaining SBHCs, they are not keeping pace with increasing operation costs. Even with local investments, Medicaid/third party reimbursements, and cash and in-kind contributions, most SBHCs operate at a loss.
- Proposed state and local cuts to publicly funded children's health insurance, family planning programs, regional support networks (mental health), and other safety net programs may threaten the capacity of SBHCs.
- Mercer Middle School has been proposed as a new site for a School-Based Health Center. Non-Levy funds will be leveraged for this expansion.

ALIGNMENT

Aligning and Refining Indicators and Outcomes

Aligning with Seattle Public Schools Strategic Plan

In 2008, Seattle Public Schools adopted a 5-year strategic plan, Excellence for All. The following link provides more details about the plan: <http://www.seattleschools.org/area/strategicplan/index.dxml>. The plan includes five overarching components:

- Ensuring Excellence in Every Classroom
- Strengthening Leaders System-wide
- Building an Infrastructure that Works Well
- Improving Our Systems
- Engaging Stakeholders

Each component is designed to contribute to a set of 5-year goals, outlined in the district's new scorecard. Details about the scorecard can be found here: http://www.seattleschools.org/area/strategicplan/20091110_District_Scorecard.pdf

The adoption of the strategic plan and development of a district scorecard have provided an important opportunity to align Levy investments with the district's outcome measures. It is critical that Levy investments are able to support the district in meeting the 5-year goals and in closing the achievement gap. The following pages describe many of the measures on the district scorecard and the current level of performance on these measures, both district-wide and for Levy investments. These data allow us to understand how we are contributing to the district's goals and where we may need to make adjustments or improvements in order to have a more powerful impact. Many of the charts on the following pages demonstrate a persistent achievement gap in Seattle Public Schools. Certain groups of students continue to lag behind in meeting state proficiency standards. Of these students, many score in the Level 1 range, indicating they are significantly behind grade level. Without targeted strategies, there is little chance they will be able to meet grade level standard and are likely to remain a Level 1 student throughout their SPS career. These students are disproportionately students of color, qualify for free and reduced lunch, or have limited English proficiency. Levy-funded programs must continue to be strategic in serving these students who are struggling the most academically.

Refining Indicators to Predict Academic Success

In addition to aligning with the district's strategic plan and scorecard, new Levy-funded research provides valuable information on leading indicators for predicting high school graduation. Using information from the SPS class of 2006, findings indicate the following key indicators for middle and high school students:

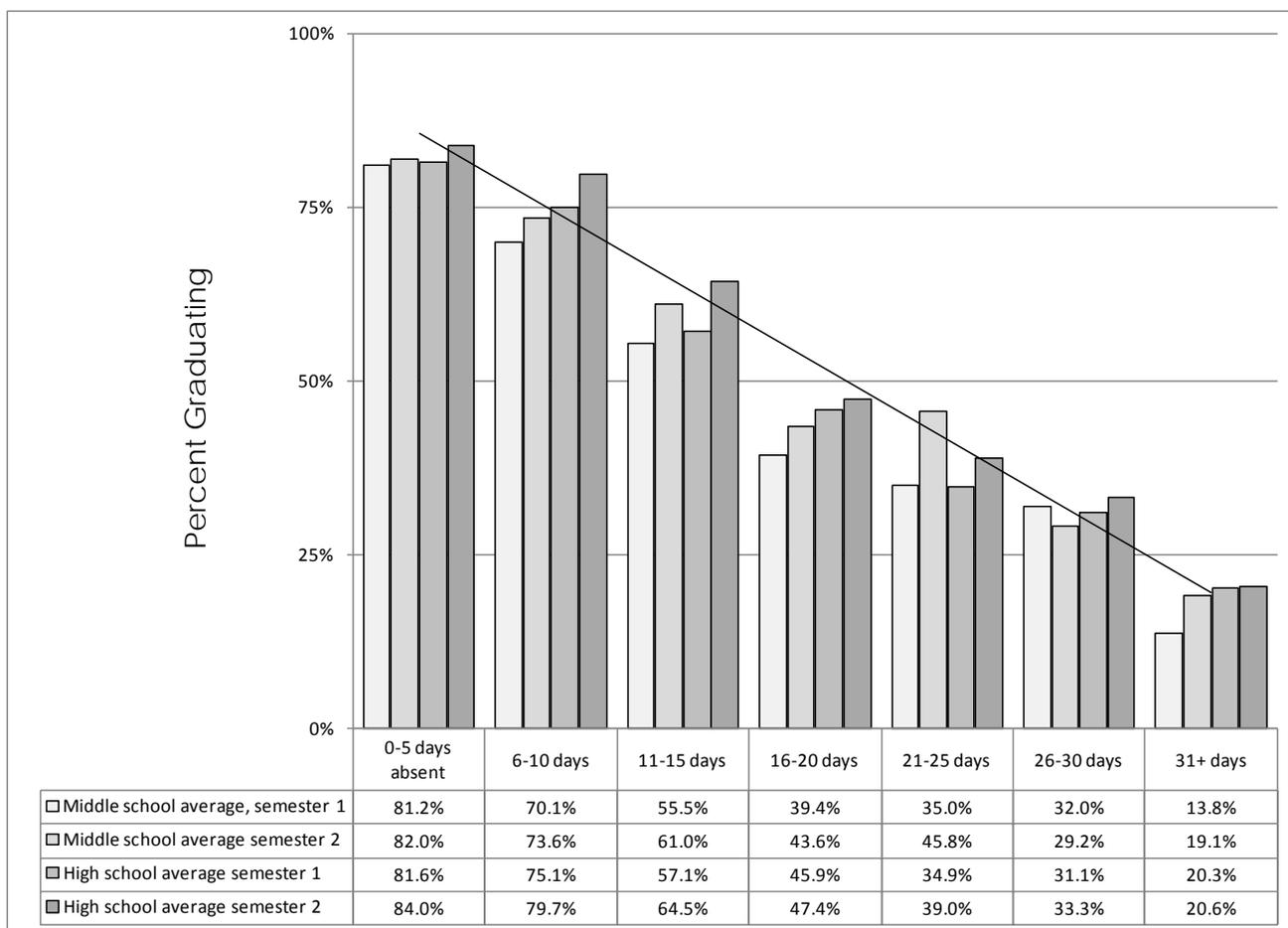
- Failing classes
- Number of days absent
- Grade point averages (GPA)

These indicators allow for the identification of students in need, as well as providing outcome measures for program effectiveness. Schools can also use strategies focused on preventing students from developing these indicators. For 2009-10, several of the Levy investments have adopted attendance and course failures as predictive indicators for academic success. The district has also adopted several of these indicators for the district scorecard, creating a natural alignment between Levy investments and district goals.

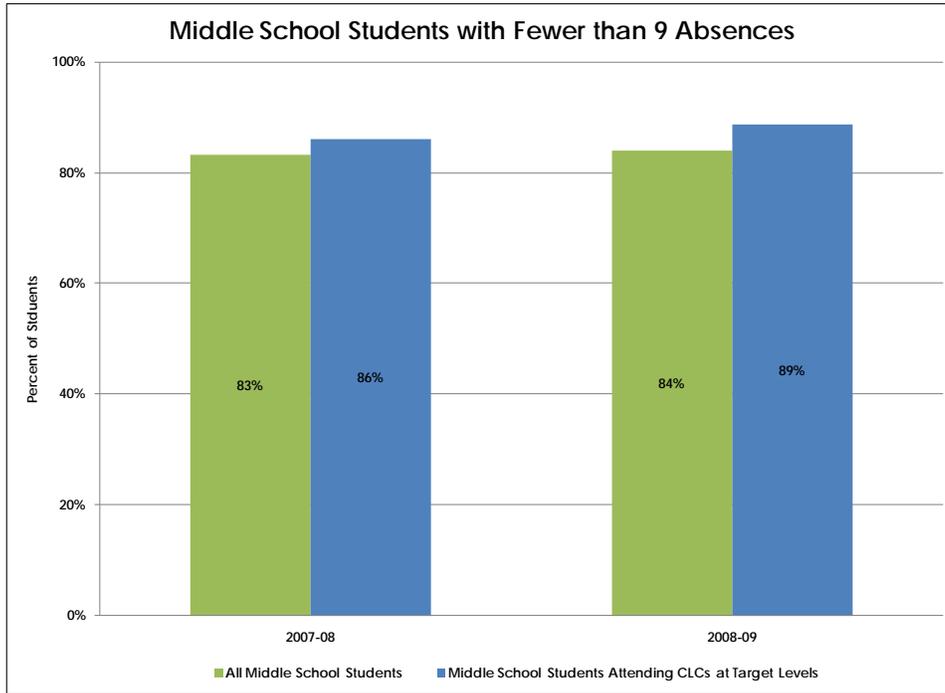
Aligning with SPS Strategic Plan Measures – District-wide

SPS Strategic Plan Measure: By 2013, 80% of students will have fewer than 10 absences.

One of the district's system-wide goals focuses on reducing the percentage of students with 10 or more absences. Recent research demonstrates the power of this measure as a predictor for academic success. The chart below is taken from the Mary Beth Celio study on the SPS class of 2006. These findings link the number of absences to a student's likelihood of graduating from high school. Such impacts are connected to attendance patterns starting in middle school. As the number of absences increases, students are much less likely to graduate from high school.



SPS Strategic Plan Measure: By 2013, 80% of students will have fewer than 10 absences.



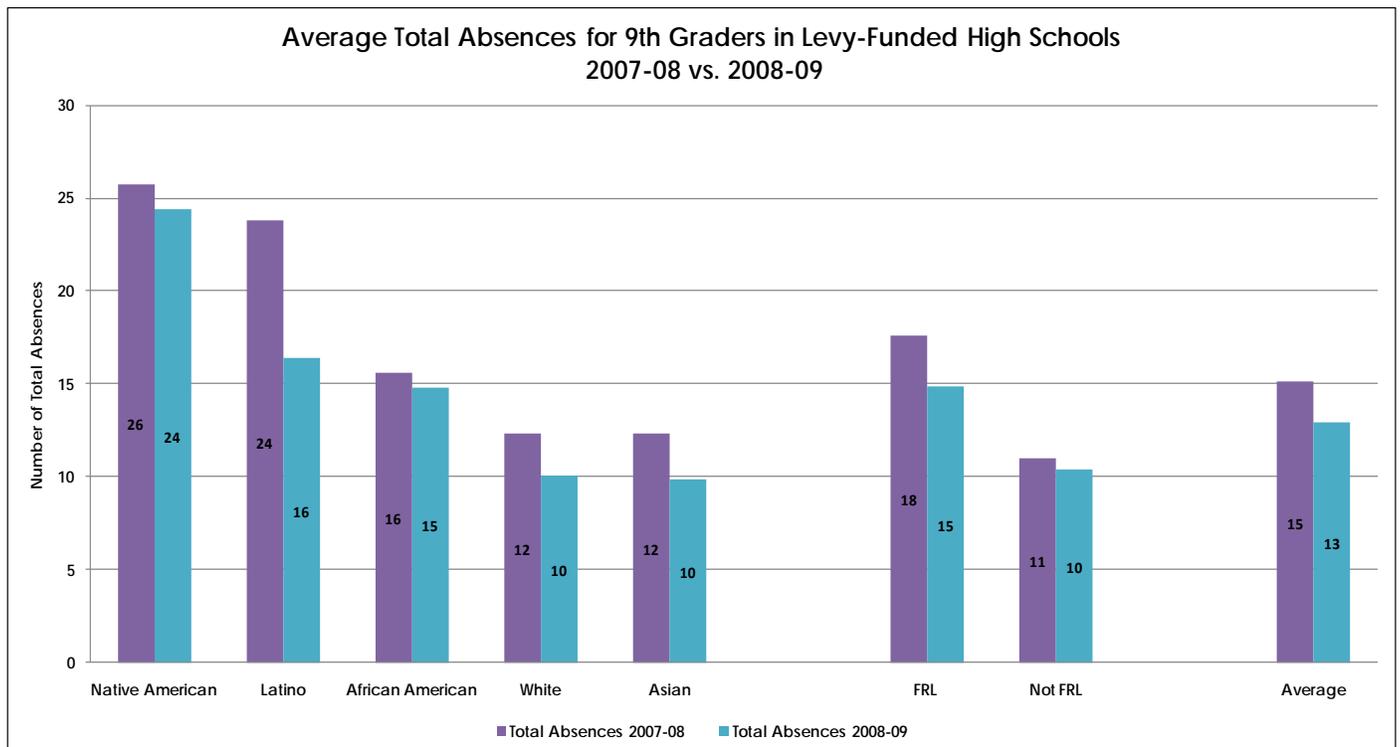
Levy-funded middle school CLCs have target participation rates based on best practices for out-of-school time impacting academic achievement.

Students who participated in Levy-funded middle school CLCs at target rates have higher attendance rates than the average middle school student over the past two years.

Not only are their absolute rates of attendance higher, but they also beat the district average on improving attendance from 2007-08 to 2008-09.

Levy-funded high schools are also focused on reducing the number of absences for their

9th graders. The chart below demonstrates that, on average, absences for 9th graders in Levy-funded high schools decreased by two days in 2008-09, compared to the absences for freshman the previous year. Latino and students qualifying for free and reduced lunch beat that average, with greater reductions in the number of days absent. Reducing absences is a goal for Levy-funded high schools in 2009-10.

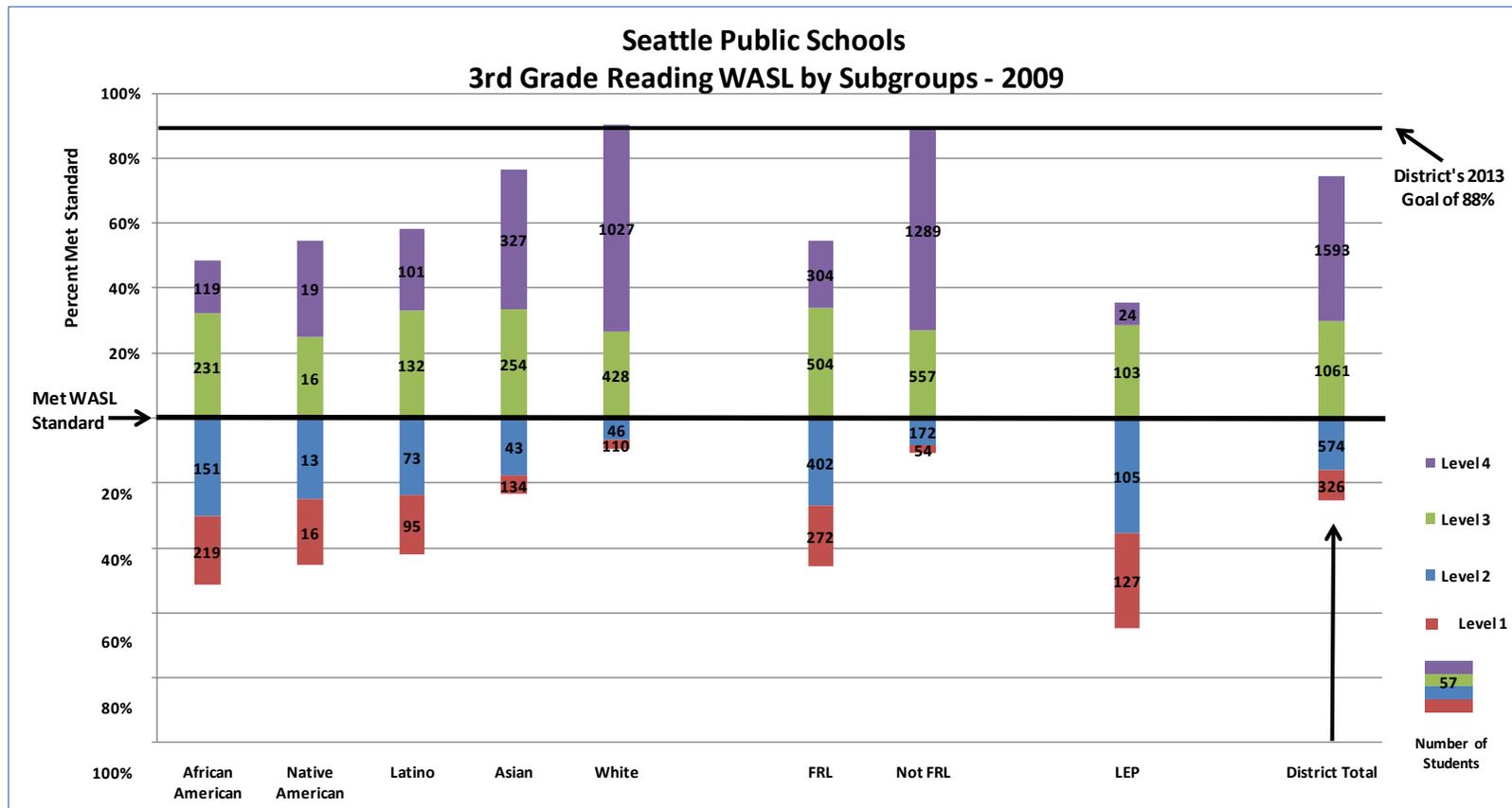


SPS Strategic Plan Measures – Elementary School

SPS Strategic Plan Measure: By 2013, 88% of 3rd Graders Proficient in Reading (Level 3 or 4)

2009 WASL Data

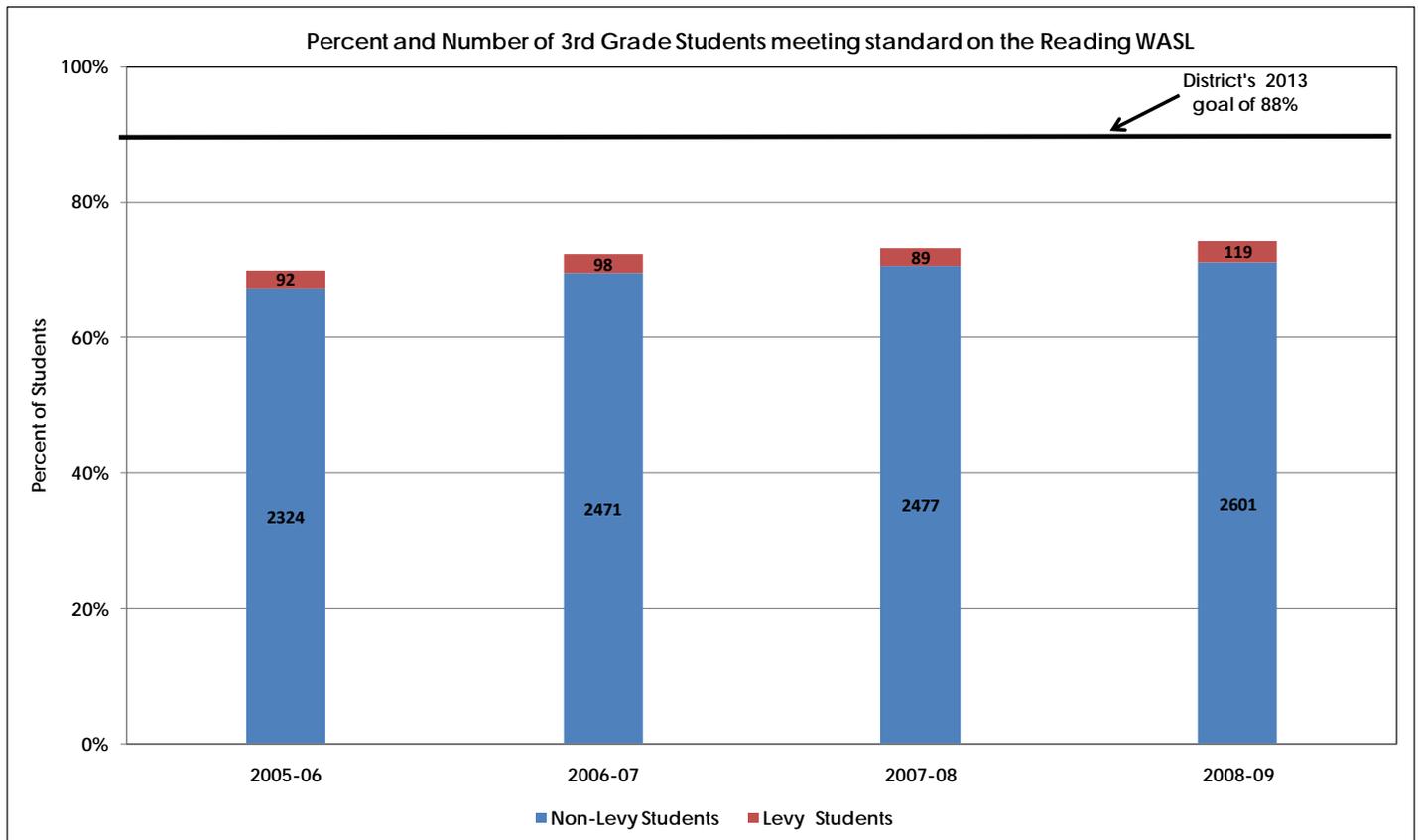
- Overall, 74% of 3rd graders in Seattle Public Schools are proficient in reading
- Only half of 3rd graders who qualify for free and reduced lunch are proficient in reading
- Less than 50% of African American 3rd graders are proficient in reading
- Less than 40% of 3rd graders with limited English proficiency are proficient in reading
- Of the 900 3rd graders not proficient in reading, over a third were Level 1 (below basic)



SPS Strategic Plan Measures – Elementary School

SPS Strategic Plan Measure: By 2013, 88% of 3rd Graders Proficient in Reading (Level 3 or 4)

Levy-funded investments are focused on identifying and serving elementary students with the greatest academic challenges. Current efforts, however, do not seem to be enough to move the academic dial. The chart below demonstrates that over the past four years, Levy-funded students have contributed ~3% toward the district's goal of 3rd graders meeting standard on the reading WASL.



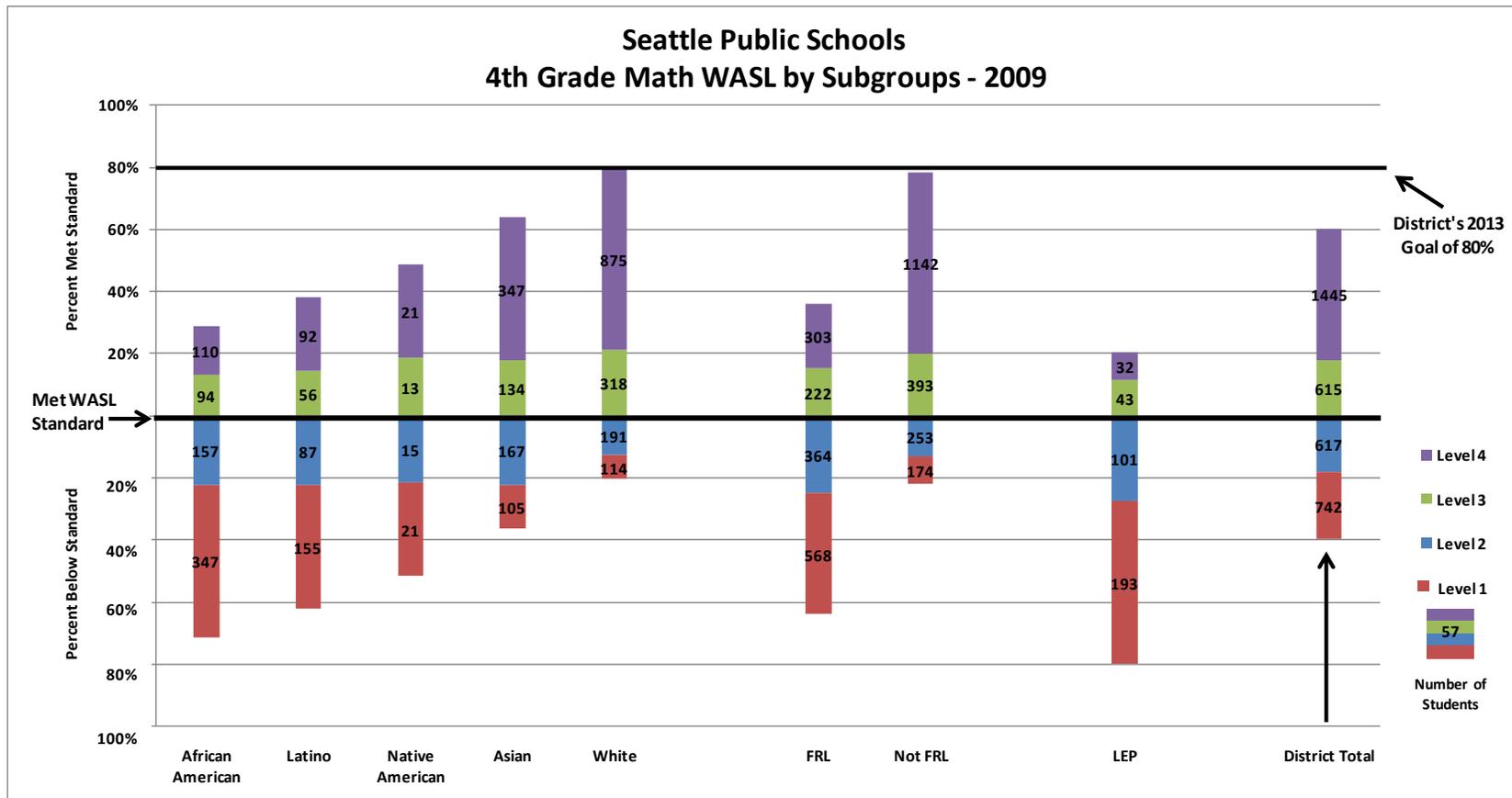
Currently, elementary investments are largely on the periphery of what happens during the school day. While family support workers and elementary CLCs provide necessary supports for struggling students, these supports are not enough. The Levy should think about being more strategic with elementary level investments. In the short term, we should ensure CLC staff and family support workers are more integrated into the structure of the school. We also need to invest in more effective family and community partnership strategies that promote academic achievement. In the long term, the Levy should consider a more focused strategy on the elementary schools with the highest level of need.

SPS Strategic Plan Measures – Elementary School

SPS Strategic Plan Measure: By 2013, 80% of 4th Graders Proficient in Math (Level 3 or 4)

2009 WASL Data

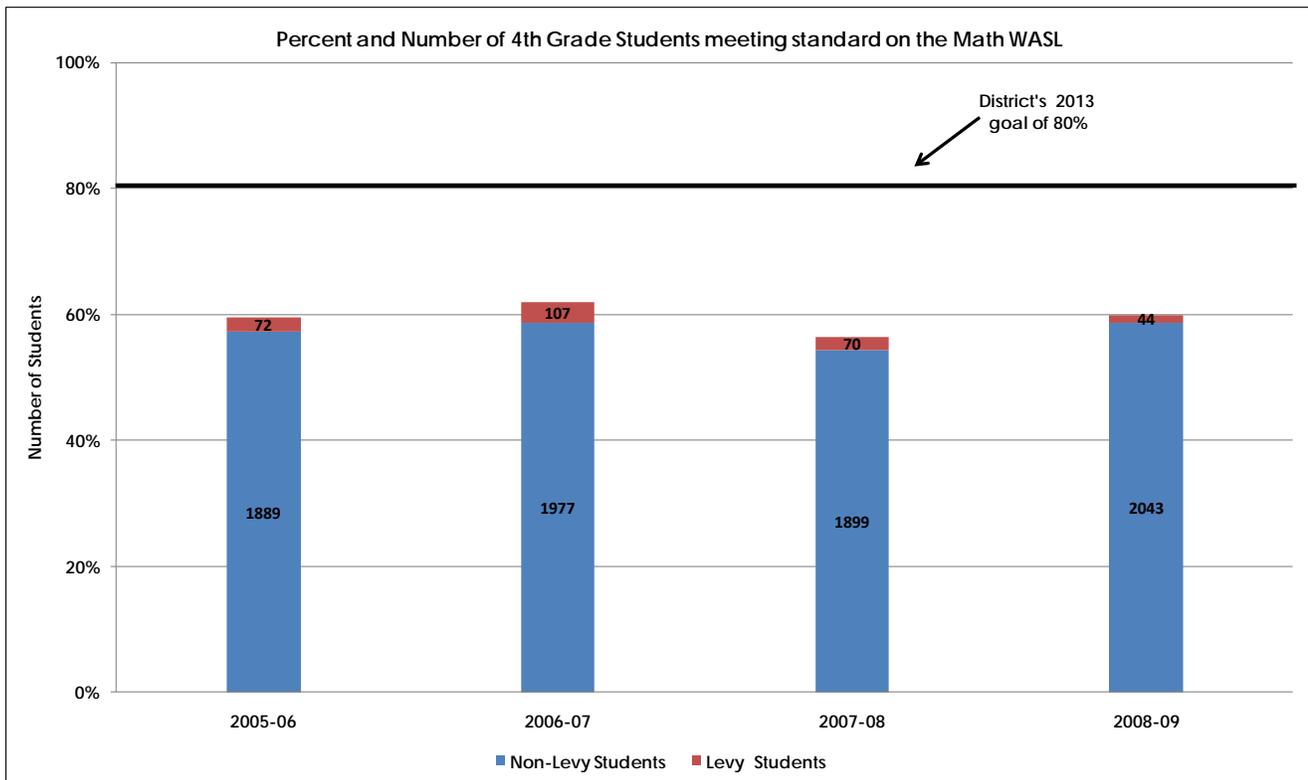
- Overall, 60% of 4th graders in Seattle Public Schools are proficient in math
- Less than 40% of 4th grade students who qualify for free and reduced lunch are proficient in math
- Less than 30% of African American 4th graders are proficient in math
- Less than 40% of Latino 4th graders are proficient in math
- Only 20% of 4th graders with limited English proficiency are proficient in math
- Of the 1,359 4th graders not proficient in math, over 50% are Level 1 (below basic)



SPS Strategic Plan Measures – Elementary School

SPS Strategic Plan Measure: By 2013, 80% of 4th Graders Proficient in Math (Level 3 or 4)

As described above, Levy-funded investments are focused on identifying and serving elementary students with the greatest academic challenges. Similar to the 3rd grade reading findings, current efforts are not enough to close the academic achievement gap. Over the past four years, Levy-funded students have contributed ~2% toward the district's goal of 4th graders meeting standard on the math WASL.



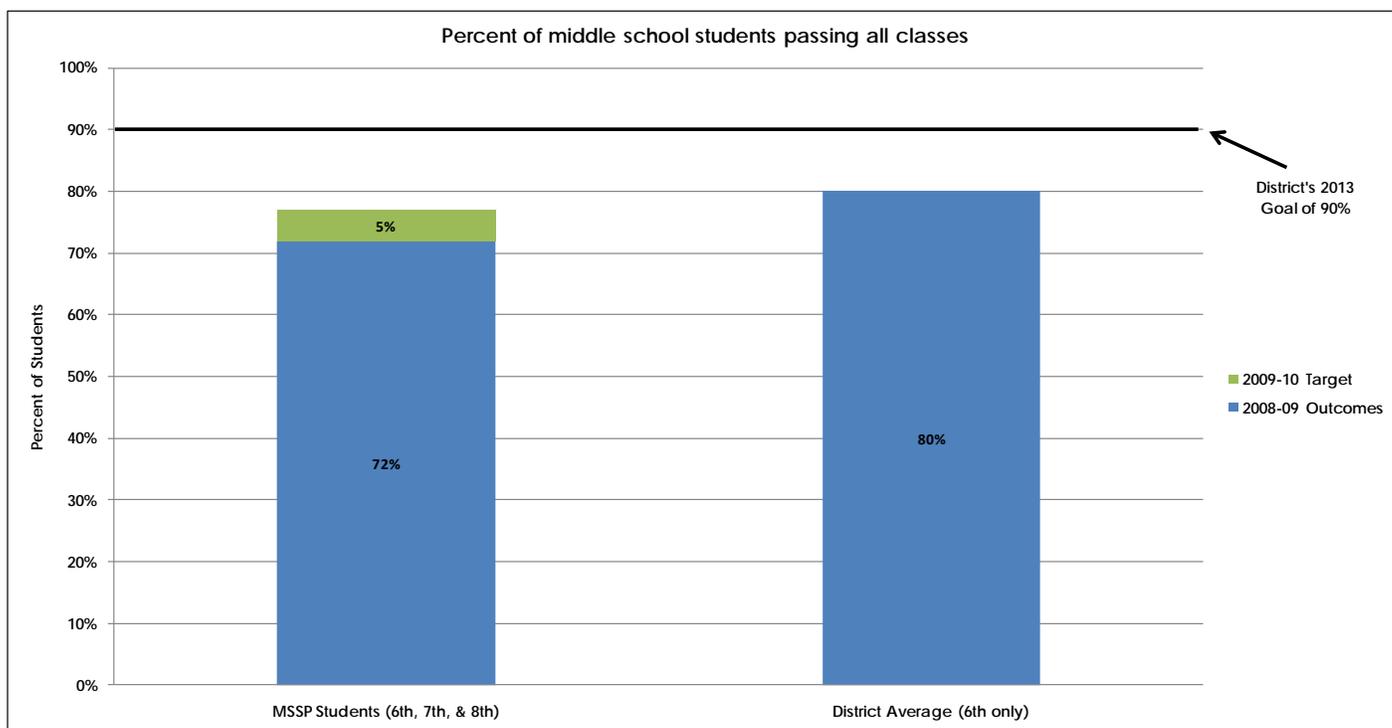
It is important to note that the WASL does not capture half of the students served by the Levy's elementary investments (grades K-2). Nor does the district have measures on their scorecard to evaluate the achievement of students in the early elementary grades. This is a critical gap that, if left unfilled, leaves the district and the Levy investments without information on student achievement and academic needs during the first three years of school. The use of Measure of Academic Progress (MAP) could provide valuable information on the achievement and academic growth of these younger students.

SPS Strategic Plan Measure: By 2013, 90% of 6th Graders Passing All Classes

Passing classes in middle school is a critical indicator for predicting a student's likelihood of graduating from high school. Recent Levy-funded research conducted by Mary Beth Celio on the SPS class of 2006 indicated the following:

- One F in the first semester of 6th grade reduces a student's chance of graduating by 50%.
- In 7th and 8th grade, one F reduces those chances by 37%.
- Less than 40% of students with more than one F in middle school will graduate from high school.
- Fs in middle school courses are less frequent than in high school, but equally predictive of dropping out.
- Failures in 9th grade can be predicted by middle school grades.
- Mid-term grades can be used as the "red flags" for intervention.

Based on these findings, the Middle School Support Program (MSSP) has a new indicator of passing all classes for the 2009-10 school year. This indicator applies to all middle school students (6th, 7th, and 8th) but will contribute to the district's 6th grade goal of 90% of students passing all classes. The chart below highlights the MSSP and district baseline data for 2008-09 and the MSSP target for 2009-10. In 2008-09, only 72% of MSSP students passed all classes, compared with 80% of students district-wide. The 2009-10 target for MSSP students passing all classes is 77%. This target represents a quarter of the distance needed to reach the district's 2013 goal of 90% of 6th graders passing all classes.

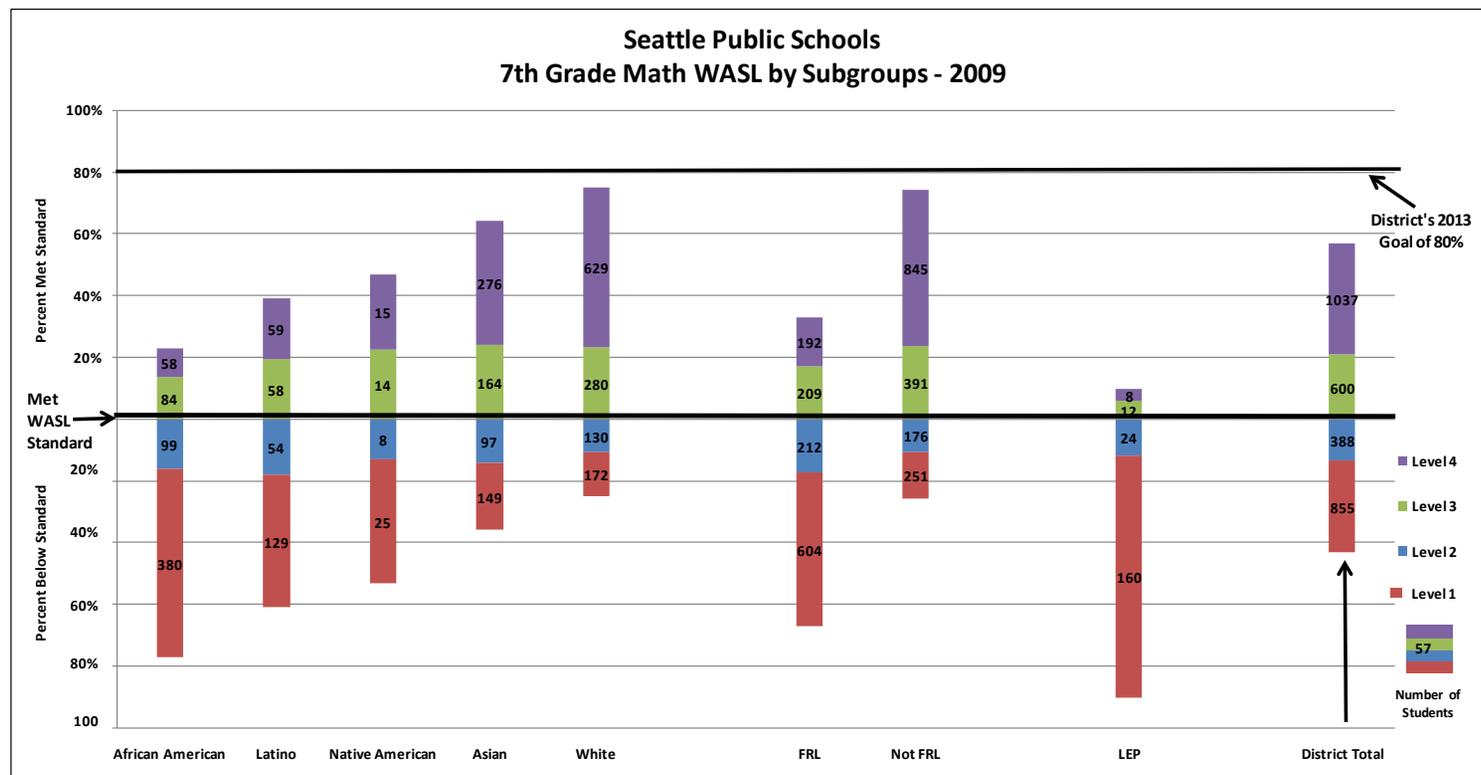


SPS Strategic Plan Measures – Middle School

SPS Strategic Plan Measure: By 2013, 80% of 7th Graders Proficient in Math (Level 3 or 4)

2009 WASL Data

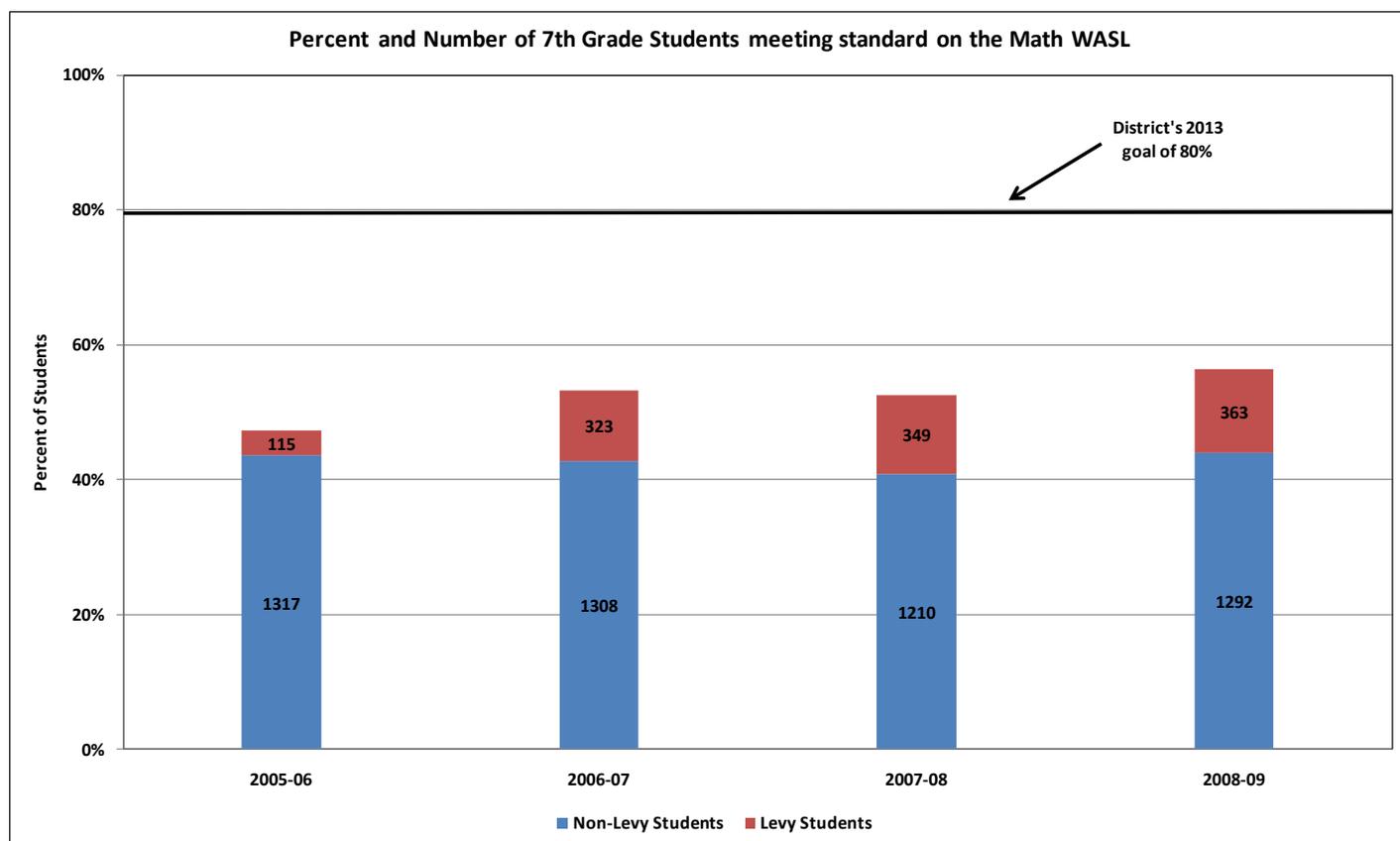
- Overall, 56% of 7th graders in SPS are proficient in math
- Less than 40% of students who qualify for free and reduced lunch are proficient in math
- Only 23% of African American 7th graders are proficient in math
- Less than 40% of Latino 7th graders are proficient in math
- Only 10% of 7th graders with limited English proficiency are proficient in math
- Of the 1,243 7th grade students not proficient in math, almost 70% are Level 1 (below basic)



SPS Strategic Plan Measures – Middle School

SPS Strategic Plan Measure: By 2013, 80% of 7th Graders Proficient in Math (Level 3 or 4)

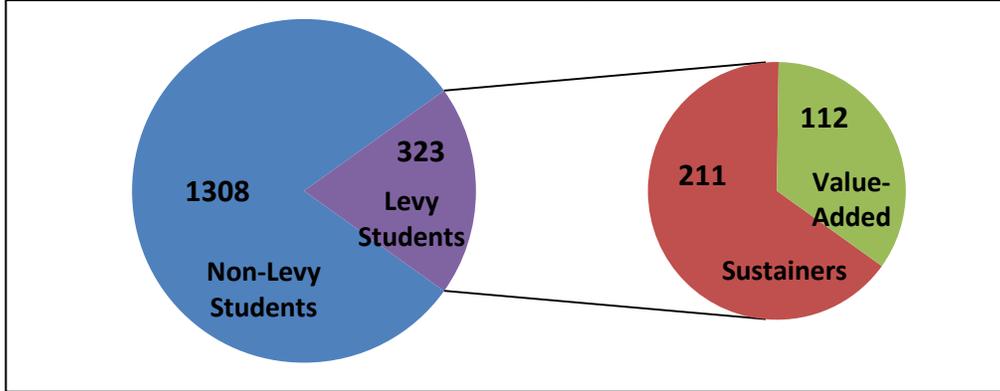
Over the past three years, the Levy has invested in a focused strategy on improving math achievement for middle school students. The chart below demonstrates that, during that time, Levy-funded students have contributed ~12% toward the district's goal of 7th graders meeting standard on the math WASL. Additional charts on the following page demonstrate the progress of the Levy-funded Middle School Program in helping students meet the 7th grade math standard.



In addition to helping 363 7th graders meet standard on the math WASL, Levy investments also contributed to helping 48 7th graders move from Level 1 to Level 2 in 2008-09. While these gains are promising, a much larger effort is needed to move the 855 7th graders still scoring Level 1 on the math WASL in 2009.

SPS Strategic Plan Measure: By 2013, 80% of 7th Graders Proficient in Math (Level 3 or 4)

Students meeting standard on the 7th grade Math WASL – 2007



SPS 2013 Target:
80% of 7th graders meeting standard on math WASL.

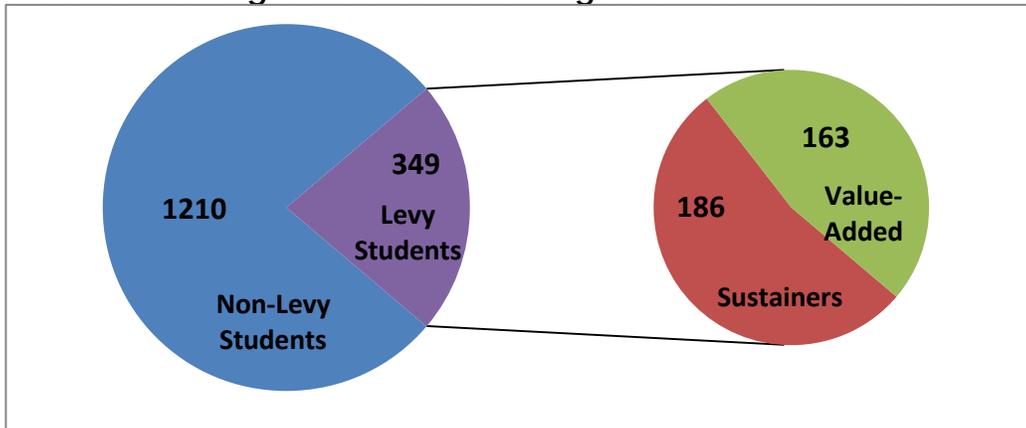
Over the past three years, the Levy's Middle School Programs were focused on students who are Level 1 or 2 in math.

Students in Levy programs made up a fifth of all 7th graders meeting standard on the math WASL.

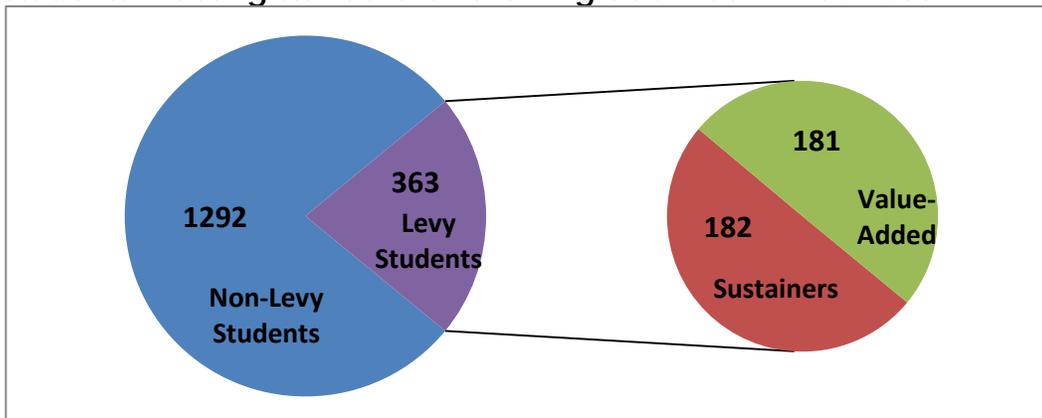
Levy students are in two groups: 1) **sustainers**, or students who passed the previous year and continue to meet standard, and 2) **value-added**, or those students who failed to meet the math standard in 6th grade but did so in 7th grade.

The number and percentage of **value-added** students has increased each year, indicating the targeted approach is having success at helping students meet standard.

Students meeting standard on the 7th grade Math WASL – 2008



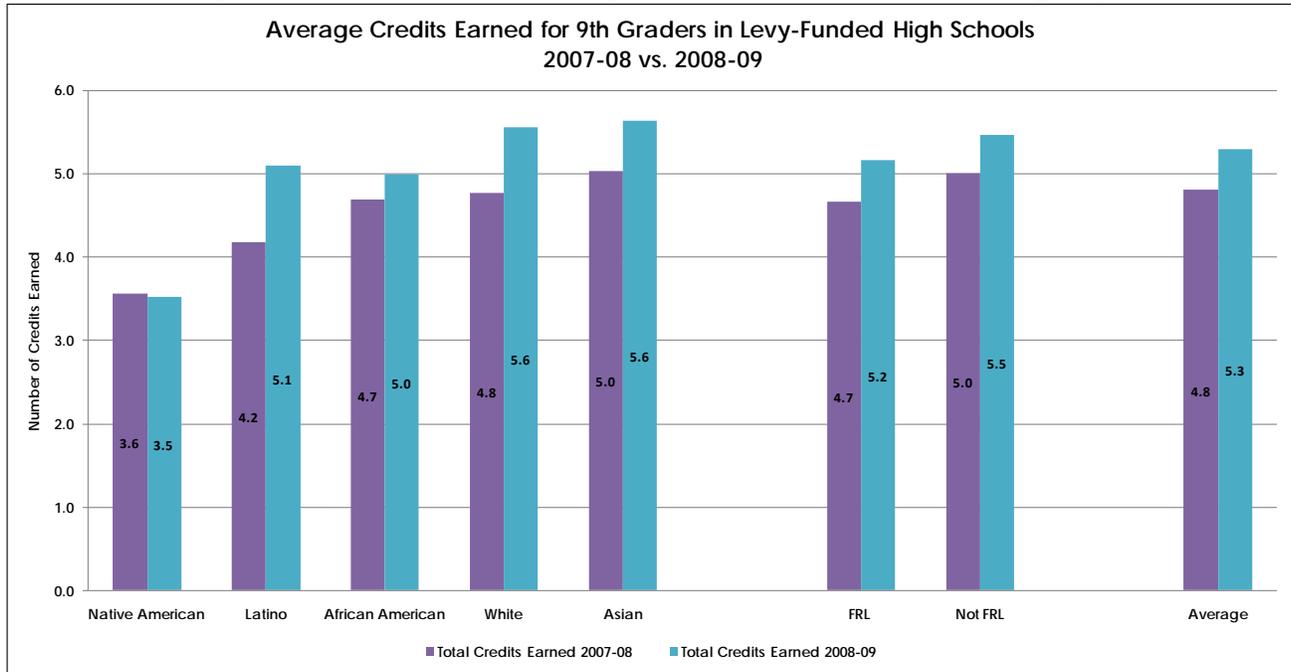
Students meeting standard on the 7th grade Math WASL – 2009



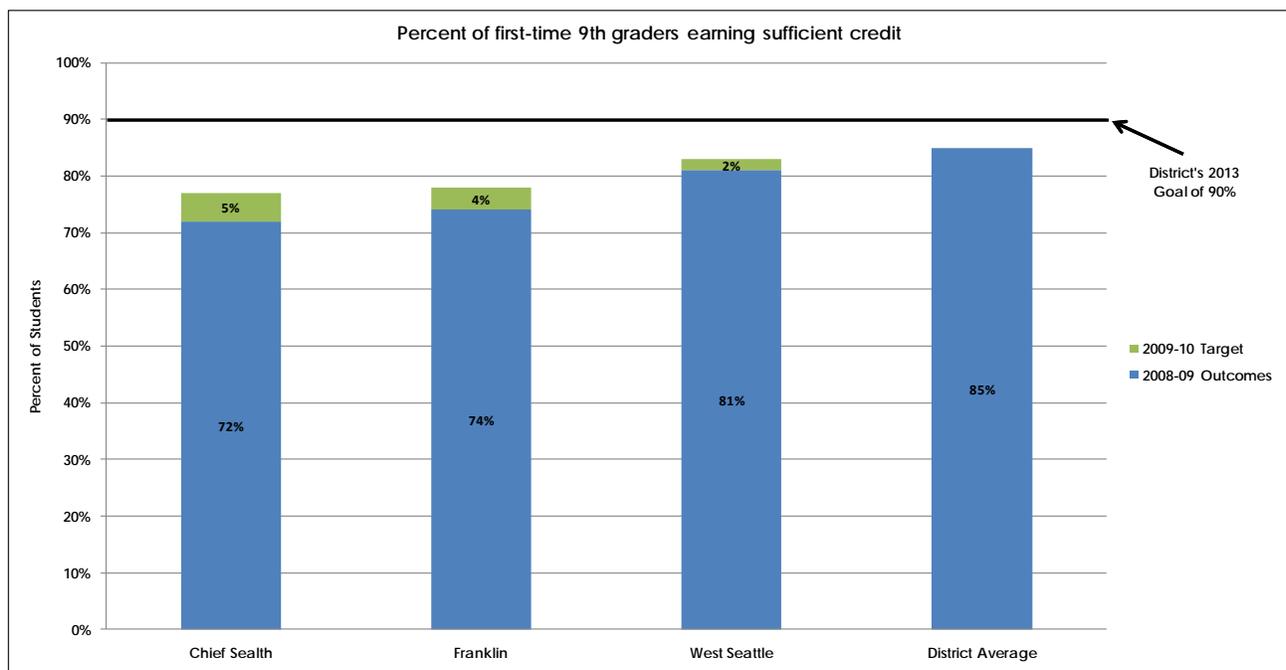
SPS Strategic Plan Measures – High School

SPS Strategic Plan Measure: By 2013, 90% of first-time 9th graders earning sufficient credits.

SPS students must earn at least 5 credits to promote to 10th grade on time. Ninth graders who fail to do so are four times more likely to leave school without graduating, compared to their on-time promoting peers. The chart below shows that in the first year of implementation, 9th graders in the Levy-funded high schools increased their average number of credits earned by .5 credits. Results for various subgroups were mixed.



The chart below shows that in 2008-09, 9th graders in Levy-funded high schools earned sufficient credits at lower rates than the district average. This is expected, given the three schools were selected based on their level of need. For 2009-10, each school has a target for earning sufficient credit. Those targets are a quarter of the distance needed to reach the district's 2013 goal of 90% of 9th grade students earning sufficient credit.



Summary of Findings and Next Steps

Outcomes from the fourth year of the 2004 Families and Education Levy demonstrate continued academic progress for children in Seattle. Most Levy programs met or exceeded their indicator and academic outcome targets for 2008-09. These outcomes demonstrate important developmental progress for young children preparing to start kindergarten and academic achievement gains for many students in Seattle Public Schools.

While the targeted focus of Levy programs serves students struggling academically, the realities of the achievement gap in Seattle Public Schools are staggering. Data from the 2009 WASL results highlight the large number of students in Seattle Public Schools who are below or significantly below grade-level (Level 1 or Level 2 on the WASL). These students are predominately students of color, from low-income families, or have limited English proficiency. In order for the district to meet the 5-year goals of the strategic plan, they will have to move large number of students currently performing at Level 1 and Level 2. The Levy investments are focused on serving these students, but additional help is needed to develop and implement effective strategies, particularly for those students who are significantly behind grade level (Level 1).

Next Steps

- Continue to develop a pipeline of services for students who struggle to succeed academically, paying particular attention to critical transition point: preschool to kindergarten, 5th to 6th grade, and 8th to 9th grade.
- Use the Measure of Academic Progress (MAP) as the common assessment tool across all grades to help identify which students to serve, design appropriate intervention strategies and measure intervention effectiveness.
- Explore deeper, more structural elementary investments, including a P-3 model or math-focused professional development for elementary teachers.
- Work with SPS and community to gauge support for investing in new geographic feeder patterns that have concentrations of low-performing schools.
- Invest in family involvement strategies earlier, with a focus on families with the most barriers to meaningful engagement (e.g. non-English-speaking families or families living in poverty).

APPENDIX

Appendix

The following tables provide detailed information regarding outcome and indicator data for each of the Levy investment areas over the past four years. The footnotes provide program details and assumptions related to the calculation of outcomes. Two ways to use these tables:

- A comparison of the Target and **Actual** numbers within each school year provides information similar to Chart 9. These comparisons answer the questions: “**Are programs meeting their yearly targets?**” and “**Are those targets appropriate?**”.
- A comparison of **Actual** numbers across school years demonstrates changes in indicators and outcomes for each investment area.

**Table 1
Early Learning Targets**

	2005-06 School Year		2006-07 School Year		2007-08 School Year		2008-09 School Year	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Total number of pre-K children served	280	155	388	427	420	447	500	516
4year-olds in ELN pre-K whose teachers participate in training	280	155	330	420				
Children in Pre-K programs whose teachers meet quality standards by the end of the school year					273	439	325	484
Number and percent of ELN pre-K 4year-olds assessed as school ready at the end of the school year	182 / 65%	77 / 50%	248 / 64%	326/76%	300/72%	345/77%	361	433
Children entering SPS kindergarten that were served by ELN pre-K programs as 4-year-olds	238	95	330	345	357	348	425	356
Number and percent of ELN students who meet the DRA standard in 2 nd grade ¹	97 / 70%	Avail. 2008-09	193 / 77%	Avail. 2009-10	193 / 77%	Avail. 2010-11		Avail. 2011-12
2- and 3-year-olds served through the Parent-Child Home Program (PCHP)	100	96	200	212	200	211	200	201
Number and percent of 3-year-olds served by the PCHP meeting standards at the end of two years ²	N/A	Avail. Summer '07	64	73	75	N/A	75	83

**Table 2
Family Support Targets**

	2005-06 School Year		2006-07 School Year		2007-08 School Year		2008-09 School Year	
	Target	Actual	Target	Actual	Target ³	Actual	Target	Actual
Number of FSW focus students served	2,000	1,331	2,000	1,528				
Number of FCP students served	150	293	400	448				
Number of unduplicated FSW and FCP focus students served					1,500	1,440	1,200	1,414
Number of FSW focus students achieving at least one of their service plan academic goals	800	845	800	1,126	800	919	697	1,032
Number of FSW and FCP student families engaged in academically focused family activities	900	1,055	1,050	1,408 ⁴	1,000	1,055	871	1,032
Number of FCP students completing a WASL/Tutoring Program before or after school					500	502	436	503
Number and percent of students served who meet DRA or WASL standard ⁵	160 / 8%	326 / 25%	200 / 13%	334 / 22%	275 / 18%	276 / 19%	240	232
Number and percent of students served who meet DRA or WASL standard (FCP only)	16 / 11%	67 / 23%	50 / 13%	99 / 22%				

**Table 3
Elementary School Community Learning Centers Targets**

	2005-06 School Year		2006-07 School Year		2007-08 School Year		2008-09 School Year	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Elementary students served	200	227	210	264	230	290	230	304
Number of students meeting the participation target			105	190				
Number of months participation target was met					9	8	9	9
Number of students showing increased homework completion within 6 months			84	86	115	131	138	172
Number and percent of students served who meet the WASL or DRA standard	14 / 7%	76 / 34%	30 / 14%	54 / 20%	50 / 22%	44/15%	60	68

**Table 4
Middle School Support Program and Community Learning Center Targets⁶**

	2005-06 School Year		2006-07 School Year		2007-08 School Year		2008-09 School Year	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Number of students served	1,200	1,571	4,350	5,104	TBD ⁷	6,258	TDB	6,593
Number of students showing improved outcomes as required by their Student Learning Plan	200	207	240	829	550	1,217	678	1,939
Number of students meeting the CLC participation goal	200	209	240	302	415	452	510	655
Students moving from Level 1 to Level 2 on the math WASL			20%	21%	30% linkage/50% innovation	16% linkage 15% innovation	30%	15%
Number and percent of students served who meet WASL standard	84 / 7%	160 / 10%	301 / 7%	446 / 9%	414	548	510	635

**Table 5
High School Academic Achievement Strategy Targets**

	2008-09 School Year	
	Target	Actual
9 th grade focus students served	TBD ⁸	720
Focus students who promoted to 10 th grade on time	450	537
Focus students with fewer than 9 absences 1 st semester	N/A	511/71%
Focus students earning 2.5 or more credits first semester	N/A	574 / 80%
Focus students improving on their baseline assessments at mid-year	75%	30%
Focus students improving on their baseline assessments at end-of-year	75%	16%

**Table 6
Student Health Targets**

	2005-06 School Year		2006-07 School Year		2007-08 School Year		2008-09 School Year	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
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	5,268
Students brought into compliance with required childhood immunizations	2,500	4,001	1,500	4,911	5,000	5,612	5,000	5,299
Students assisted by school nurses and health center clinicians in managing asthma, depression, and other chronic conditions	600	1,700	1,800	1,814	1,800	2,067	1,800	2,178
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 ⁹	896	600	1,056
High-risk students screened for behavioral risk factors by school nurses					600	1,044	600	867
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% ¹⁰	150	386	175	324
Number and percent of 12 th grade students helped by school-based health services and nurses who graduate					825	1,221	825	1,306

¹ The City and School District are still working to obtain information on the children who participated in the ELN program and entered SPS kindergarten.

² Missing final data for the 2007-08 SY.

³ Starting with the 2007-08 school year, some of the targets for Family Support and Family and Community Partnerships have been combined.

⁴ Includes double-counts of students who were in both programs. Counts are unduplicated after this year.

⁵ Beginning with the 2006-07 school year, all targets are calculated as "value-added." This means only students who met standard in 2007 but had not met standard in the prior academic school year are counted toward the program's academic goal.

⁶ For the 2005-06 school year, targets were established only for students in the MSSP, whether or not they were participating in a CLC program. For 2006-07, targets were established for students in MSSP alone, students in MSSP and CLCs combined, and students participating in CLCs alone. For 2007-08, a new approach was adopted, setting targets for schools, without regard to the particular program used by students. For simplicity, targets for each of the three years have been displayed similarly in this table.

⁷ Schools will identify the target for number of students served after WASL results from previous year have been reviewed.

⁸ Based on district's risk factor score for incoming 9th graders.

⁹ For the 2007-08 school year, separate targets were established for SBHCs and school nurses. In previous years, this was a combined target.

¹⁰ Of the 474 students who met standard, 340 of them had not taken the WASL test in the previous year and OFE does not have a WASL result for them on file. Many of these students are 10th graders who last took the WASL test in 2004. This pre-dates the baseline data provided to OFE by SPS. If these students are not included in the calculations, 134 new students met WASL standards in 2007 who had not met them previously.