

Elementary School Investment Area - Kindergarten to 5th Grade

Current Strategies - 2004 Levy

- Out of school academic and enrichment activities
- Family support

Recommended Strategies - 2011 Levy

- Continue providing family support services to students at risk.
- Continue supporting students' basic academic skill building by funding out-of-school time enrichment programs.

New Strategies

- Support students' basic academic skill building by funding extra learning time during the school day.
- Support students' basic academic skill building by funding summer learning programs.
- Provide culturally and linguistically relevant family support services for immigrant, refugee, and Native American families.

Why these strategies?

Current Levy investments at the elementary school level provide family support and out-of-school time programs. Both of these investments are largely viewed as external to the core instructional function of the school and less integrated into a broader academic strategy. Analysis of current Levy data shows elementary investments having a smaller impact on academic achievement, compared to current middle and high school Levy 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. The Committee recognized the need to strengthen the Levy's investment at the elementary level to be a more integral part of each school's academic improvement plan. In addition to keeping the current elementary strategies, several new strategies are included in this recommendation, including extended learning time during the school year and summer learning opportunities. Research shows that providing students with additional learning time, targeted to the skills they need, is an effective strategy for closing the achievement gap. The Committee is also recommending a new community-based family support strategy to provide culturally and linguistically competent services for immigrant, refugee and Native American families.

Research & Best Practice

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http://www.childtrends.org/Files/Child_Trends-2009_09_01_FS_WWSummerLearning.pdf
- Fuligni, A.J. *Family Obligation Among Children in Immigrant Families.* Migration Information Source. July 1, 2006.
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- *Raising the Achievement of English Language Learners in the Seattle Public Schools.* Council of the Great City Schools. Summer 2008.
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- *On the Clock: Rethinking the Way Schools Use Time* (January 2007). Education Sector.
<http://www.educationsector.org/sites/default/files/publications/OntheClock.pdf>
- *Structuring Out-of-School Time to Improve Academic Achievement.* NCEE 2009-012. U.S. Department of Education.
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
- Musen, L. *Early Reading Proficiency* (May 2010). Annenberg Institute for School Reform.
http://www.annenberginstitute.org/pdf/LeadingIndicator_Reading.pdf
- A study by researchers at the University of Washington is being commissioned to measure the effectiveness of current Levy-funded family support services on students' academic success.