



City of Seattle

Office for Education

Families and Education Levy

[Executive Summary](#)

2007 Mid-Year Report

May 2007



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Executive Summary

In 2004, Seattle voters overwhelmingly approved a \$117 million, seven-year property tax levy to improve academic achievement and reduce the achievement gap for all Seattle students. The Families and Education Levy (FEL), also passed in 1997 and 1990, changed direction in 2004 to focus more intensively on academic achievement for Seattle's students. The 2004 FEL strives for three overarching outcomes: kindergarten readiness; academic achievement; and dropout prevention/high school graduation. In order to measure the Levy's impact on achievement, the City committed to tracking indicators of student progress and educational outcomes. This Mid-Year report follows through on the City's strong commitment to be accountable for results.

The 2004 FEL 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: Early Learning; Family Support and Family & Community Involvement; Out-of-School Time for Elementary Students; Middle School Programs; Support for High-Risk Youth; Student Health; and School Crossing Guards.

The Levy is now in its second year of implementation, and the City is realizing the benefits of tracking detailed indicator and outcome data. Never before has the Levy had access to such powerful data to determine the impacts of Levy programs. The indicator data in this report allow the City to make data-driven decisions about how to improve Levy investments and maximize outcomes for all students. Data are disaggregated by race, income and language ability. Although FEL programs still have work to do to improve data collection and analysis, the Families and Education Levy has come a long way.

In order to measure progress toward the Levy's three overarching outcomes, the City and program providers collect and analyze data on multiple student indicators throughout each school year. This process allows the City and program staff to quickly make program changes based how well students are doing academically. This report includes baseline data (showing how well students the Levy is serving this year performed in the previous year) and indicator data (showing how well students the Levy is serving this year performed in the first semester of the 2006-07 school year).

The data available so far indicate that overall, FEL programs are likely on track to meet outcomes for the 2006-07 school year, although the City is still learning which indicators are most meaningful to predict academic progress. The City will continue to refine the indicators used and evaluate which data are most meaningful.

The Mid-Year report also illuminates the need for many FEL programs to define and improve standards for how often students need to participate in order to achieve academically, the number of program days offered per year, and processes for tracking student data.

Another purpose of this report is to recommend to the Levy Oversight Committee (LOC) course-corrections and program changes for Levy investments and to set targets for the 2007-08 school year. The LOC will discuss and provide feedback on the indicator data, recommended course-corrections and targets. Course-corrections and targets will be reflected in the Mayor's proposed 2008 budget.

In addition to the overall observations of mid-year data, the Office for Education (OFE) recommends specific course-corrections based on data in each investment area. OFE's observations and recommended course-corrections are summarized below. Each observation is followed by a recommended course-correction where applicable.

Early Learning

- o The DIAL-3 is not an accurate predictor of kindergarten readiness.
 - Use the curriculum-embedded assessment as the kindergarten readiness measure for 2007-08.
- o The number of days of pre-K offered varies by provider.
- o Pre-K attendance varies and is low among some providers.
 - Require a minimum number of pre-K days offered each month. Tie attendance requirement to this standard.
 - Establish business rules for management of early learning programs (e.g., standards for enrollment, tracking attendance, assessment).
 - Train pre-K providers in the basics of small business management.
- o Data collection system needs improvement.
 - Complete implementation of the Early Learning Network Information System.
- o Not all teachers in need of professional development are accessing these resources.
 - Redistribute professional development to low-performing sites/teachers.
 - Develop a five-year plan for teacher training that includes a baseline standards and development of a deep understanding of the curriculum.
- o The City and District need a process for identifying and tracking pre-K children who enter Kindergarten in SPS.
 - The City and SPS have agreed to issue student IDs to Levy pre-K children entering kindergarten beginning in fall 2007.

Additional Early Learning Recommended Course-Corrections:

- Require providers to assess 95% of preschool children 3 times per year.
- Develop a plan to transition PCHP children to pre-K.

Family Support and Involvement

- o The Family Support Worker (FSW) program has capacity to serve students with both academic and basic needs.
- o These programs are serving students with higher numbers of absences and higher disciplinary rates.
- o Families are participating more in family events than teacher conferences or Student Intervention Team meetings.
 - Set multiple family involvement goals for children's families.
- o Student goals do not always match student needs shown in indicator data (e.g., attendance).
 - Set criteria for assigning student goals (e.g., set attendance goals for focus students with 5% absences).
 - Set quantitative milestones for student goals in FSW improvement plans.

Additional Family Support and Involvement Recommended Course Corrections:

- Develop a multi-year strategy to help students achieve academically using the following indicators:
 - 200 additional students will pass one Washington Assessment of Student Learning (WASL) section, improve from level 1 to level 2, or improve their Developmental Reading Assessment (DRA) score.
 - 175 students will maintain passage of WASL/DRA.

Elementary Community Learning Centers (CLCs)

- o Elementary CLCs are partnering with Family Support and Family Involvement programs to serve the same children.
 - Continue to build on the foundation set by these programs.

- o Participation levels vary by site.
 - Increase student participation to at least 75% of available days for at least 60% of students in the program for all sites.
- o The number of available days varies by site.
 - Increase the number of available days to at least 150 days at every site.

Additional Elementary CLC Recommended Course-Corrections:

- Continue work to align CLC programs with schools' academic strategies.
- Develop a multi-year strategy to help students achieve academically using the following indicators:
 - 30 level 1 students will move to level 2 in at least one subject.
 - 28 level 3 students will maintain passage of the WASL/DRA.

Middle School Programs

- o Overall Observation: Levy investments should be well-integrated in each school and targets should be higher.
 - OFE is completing a process whereby each middle school principal writes detailed proposals for Levy investments.
 - Middle school programs should be well-integrated into schools' overall strategies for academic success.
 - Each middle school should have one target for all Levy programs, as opposed to separate targets for separate Levy programs.
 - 50% of level 1 students should move to level 2 (Innovation sites).
 - 30% of level 1 students should move to level 2 (Linkage sites).
- o CLC participation is infrequent for some groups of students.
 - Schools plan to make after-school participation mandatory for students who have an academic target.

- o Middle school programs do not have a frequent data collection and analysis system in place to regularly assess student progress toward standards.
 - Implement formative assessments for Levy middle school students to frequently measure progress and tailor academic interventions.
- o Middle school programs need to make a much larger impact on academic achievement, particularly in math.
- o Yet, the district does not have a clear strategy for improving math skills at the middle school level.

High-Risk Youth

- o 70% of Seattle Team for Youth (STFY) students enrolled in high school earned credit toward graduation in the first semester.
- o School attendance is low for STFY students; more than 60% missed 10 days or more in the first semester.
 - Increase school attendance by placing greater emphasis on this as a performance commitment.
- o The City and providers still need to develop an effective system for obtaining Seattle Public Schools (SPS) ID numbers.
 - Improve collection of SPS student ID numbers.
 - Enforce providers' performance commitments to collect IDs.
 - OFE recommends this be a performance commitment between OFE and HSD.
- o This program faces a significant challenge in helping students achieve academically using the current model.
 - Focus more heavily on entering high school students and work with these students over multiple years.
 - New referrals would be for 2nd-semester 8th graders, 9th & 10th graders.
 - Extend the case management time period beyond the current 18-month limit.
 - Focus the academic achievement target on high school students only.

Student Health

- o School-Based Health Centers (SBHCs) appear to be on-track to serve at least 5,000 students this year.
- o While SBHCs have identified many high-risk students, school nurses have fallen short of their goal.
 - Increase the number of high-risk students identified and screened for school nurses.
 - Set separate targets for school nurses and SBHCs to identify and screen students.
 - School nurses should work with high school Pathway Deans to identify high-risk students.
 - All screenings for the 2007-08 school year target should be completed by December 31, 2007.
- o Students identified with chronic conditions and as high-risk had many more absences than other students.
 - Improve coordination of mental health resources in schools.
- o Additional Recommended Course-Corrections:
 - Set a graduation target for 12th grade students served by SBHCs and school nurses.
 - SBHCs should support an HPV vaccine campaign.
 - OFE would contribute one-time funding

Outcome data, including school readiness, academic achievement, and dropout and graduation rates, will be available in the summer and fall of 2007; the City will report on outcomes in the 2007 FEL Annual Report.