

Families and Education Levy Oversight Committee

AGENDA

Tuesday, September 10, 2013

4:00 – 5:30 p.m.

7th Floor, City Hall

Welcome and Introductions	Council Member Tim Burgess
Review and Approve Minutes from August 13, 2013	Tim Burgess
Review Agenda	Holly Miller
2011 Families and Education Levy Budget Presentation	Donnie Grabowski
End-of-Year Results to Date for 2012-13	Kathryn Aisenberg, Sid Sidorowicz
Preschool for All Resolution	Tim Burgess
Thank You and Adjourn	Tim Burgess, All

Attachments

Draft Minutes from August 13, 2013

Budget Presentation

End-of-Year Results for 2012-13 Presentation

Preschool for All Resolution:

<http://www.seattle.gov/council/issues/PreschoolforAll/default.html>

School Summaries

Next Meeting

October 8, 2013



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, August 13, 2013**

MINUTES

MEMBERS PRESENT: Tim Burgess, Elise Chayet, Jerry DeGriek, Lucy Gaskill-Gaddis, Kevin Washington, Greg Wong

OTHERS PRESENT: Kathryn Aisenberg (OFE), Leilani Dela Cruz (HSD), Ellen Flamiatos (Public Health), Sonja Griffin (OFE), Sharon Knight (HSD), Holly Miller (OFE), Isabel Muñoz-Colón (OFE), Alex Pedersen (Council staff), Adam Petkun (OFE), John Pehrson (LOC alumnus), Sara Rigel (Public Health), Sue Rust (OFE), Sid Sidorowicz (OFE), Tilman Smith (Child Care Resources), Sarah Wilhelm (Public Health)

The meeting was called to order at 4:03 p.m. Introductions were made. Tim Burgess welcomed all. The minutes from the May 14 LOC meeting were approved. Holly Miller reviewed the agenda.

EARLY LEARNING ACADEMY

Sonja Griffin and Tilman Smith gave a presentation on the Early Learning Academy draft plan. For the slide "*Seattle Public School Children in Full-Day Kindergarten Meeting Age Level Expectations on WaKIDS, Fall 2012,*" S. Griffin said that 55% are meeting age-level expectations in Language, 64% in Literacy and 48% in Math. There are a significant number not meeting expectations and, if they start behind, they are not going to catch up. T. Burgess asked if this data is for all SPS students and S. Griffin said it includes children who attended Head Start and ECEAP programs; the data is for the 23 Title 1 schools. Sid Sidorowicz said some of the student data is for children from Step Ahead sites. T. Burgess asked if there is more specific data on just them and S. Sidorowicz yes, in aggregate, and it's not much different. Greg Wong asked if we know the assessment results for the nonTitle1 schools, and S. Griffin said nonTitle1 schools are not required to do assessments and we can't compare them to the overall student population until 3rd grade. H. Miller said it does raise the fadeout effect by 3rd or 4th grade if we don't have strong preK-3rd alignment. There is a citywide group in place that has developed a P-3 plan, but implementation has been hampered by turnover at the district. One issue has to do with assessment. It's a challenge in the early grades. E. Chayet asked if this is done in other school districts and whether Seattle's experience is similar. S. Griffin said yes, it is similar statewide and on the national level.

T. Burgess asked if the data can be reversed back to where kids received their preschool experience and any that jump out as "Wow, this place/program does really well." S. Griffin said yes, we have data by preschool based on reports provided by the Human Services Dept. Their strategic advisor is able to disaggregate results by individual classrooms. S. Sidorowicz said that what we don't know are results for children that came from non-Seattle Early

Education Collaborative (SEEC) programs. S. Griffin said we are just comparing publicly-funded preschools. John Pehrson asked whether this assessment is given before kindergarten. S. Griffin said WaKIDS uses the same assessment that is used in preschool. About 70% of kids enrolled appear to be where they need to be. Leilani Dela Cruz explained the “N” is 1,259 kids and includes kids from Family, Friends, and Neighbor providers. H. Miller pointed out the huge challenge here.

S. Griffin presented the slide on the *Classroom Assessment Scoring System (CLASS) PreK-Emotional Support*. CLASS is an assessment done by the University of Washington to assess the emotional climate and teacher sensitivity in the classroom. Lucy Gaskill-Gaddis asked for explanation of the scale. S. Griffin said the “N” is 47 classrooms. The yellow vertical line shows the state standard and all classrooms exceeded the state standard. For the slide on *PreK-Instructional Support*, S. Griffin said we’re a little bit below in 12 classrooms. G. Wong asked what good preK instructional support look likes. S. Griffin said it’s how teachers are introducing concepts, scaffolding learning, language modeling, and the number of feedback loops between the teacher and child. L. Gaskill-Gaddis asked whether this indicates that professional development is highly needed, and S. Griffin said research on CLASS preK thru elementary shows a lot of teachers score lower in the instructional support domain.

T. Burgess said, of the three areas that CLASS is measuring, we only see two. S. Griffin said the Emotional domain is combined with Classroom Organization. Early Achievers, the state’s voluntary program, uses the CLASS to help determine a programs EA rating.

Tilman Smith and S. Griffin gave an overview of the HighScope Approach and said the Perry Preschool Study shows the effectiveness of this model. H. Miller said when kids come out of well-developed HighScope classrooms, they are very independent which we saw at South Shore. In the early years, kindergarten and 1st grade teachers had to change their approach to adult/child interactions. South Shore is already using HighScope and plans to add a grade each year. Kevin Washington asked if South Shore is going to leverage 1st, 2nd, and 3rd and add a new cohort of teachers and students to the approach each year. S. Griffin said yes, they’d like to train a cohort each year. Their preschool teachers loop and follow children to kindergarten. H. Miller said other elementary schools are interested in using the South Shore model for an in-school preschool program. E. Chayet asked if it was up to each school to decide on the curriculum and whether there was a way to deploy HighScope throughout the district as standard. H. Miller said there could be. E. Chayet said she could see how that would be more difficult in a preschool environment. T. Burgess said it would be wise to incentivize that. S. Griffin said, in the previous Levy, SEEC did work on getting preschools to use the same curriculum. This year, programs may use any curriculum that meets the city’s set criteria and almost all are using Creative Curriculum.

T. Smith reviewed the Early Learning Academy components. Child Care Resources will contract with HighScope to provide a 4-week course for 40 teachers and 10 trainers in the first academy. H. Miller said the trainings are not consecutive; there are breaks in between. S. Griffin said there will be in-house capacity to support teaching staff. All will be certified and some will become trainers.

After the implementation timeline was reviewed, Jerry DeGrieck asked if we have started the recruitment process. T. Smith said that process will start at the end of August and into September. L. Gaskill-Gaddis asked about the institutes, and S. Griffin said those are additional trainings.

NEXT RFI/RFQ CYCLE

H. Miller very quickly reviewed the dates and timelines for the next rounds of RFQs and RFIs.

2013-14SY TARGET SETTING PROCESS

Isabel Muñoz-Colón and Kathryn Aisenberg presented the Levy School Target Setting Methodology. The data in the tables provided reflect second semester attendance and passing core courses data as well as 2012-13 school year MAP growth data. All data were received in July 2013 from Seattle Public Schools. Final MSP data will be available in September/October.

Referring to the table *Performance Measure Target Intervals*, I. Muñoz-Colón said this table was developed to approach target setting in a standardized way. It shows the different measures we use. In some cases the targets are very similar by grade span and some are not, depending on circumstances. With elementary schools, we have to be careful we don't have too small of an "N." The subgroup could be way too small to set a reliable target every year. Growth is not linear. In the first semester, schools are ramping up v. second semester when they are close to 100%. Higher up in the bands we are expecting less growth because the students being served need more intense intervention. We expect greater growth when schools work with smaller, targeted populations. There may be times we have to deviate from the standardized target intervals because of some issue, e.g. a new assessment.

L. Gaskill-Gaddis asked, if you are in the 40-49% band of achievement, what does 8% represent? I. Muñoz-Colón said it is the percent increase we expect from schools whose performance falls in this interval. G. Wong asked if it was based on theory or did you go back and look at the data. I. Muñoz-Colón stated that OFE based the targets on general patterns seen in the data. Kathryn Aisenberg said we are looking at four years of historical data and can identify trends. I. Muñoz-Colón said target setting is as much art as it is a science and therefore we will be reassessing target setting each year. In the Cohort 1 target setting slide, Row 2 is ratcheting up and Row 3 maintains the target. J. DeGrieck asked if this is done in discussion with the school. I. Muñoz-Colón said yes, during the summer we confirm the performance measures with school leadership and then run schools' historical data to determine a baseline and apply our target-setting methodology. On Friday we will send out the tables and offer an opportunity for schools to review the proposed targets and discuss any questions or concerns with us. L. Gaskill-Gaddis said since 2009 she has always wondered how targets were set and that what OFE staff are doing is quite good. K. Aisenberg noted an important difference between this Levy and previous levies are the focus on school-specific measures. No longer are performance measures set at a collective "all middle school" level; instead each school selected specific measures with individualized targets determined by their previous performance. Schools now have an increased interest in tracking their own data to ensure they meet their targets. The new system leads to increased school interest and more robust data conversations.

K. Washington stated we've been ramping up into this Levy and asked whether the data begin to settle down as we get into Years 4 and 5 in terms of our ability to control variables and not be so squirrely. K. Aisenberg said there is always the factor of student population changing

and those types of shifts. Another element in Year 4 is the Common Core rollout and whether MAP still exists.

K. Aisenberg discussed leadership changes in Seattle Public Schools. Eight of 29 schools next year will have new key leadership changes. To mitigate the impact, we are meeting with each new principal and team to review their plan and budget, and to discuss the Levy as a whole to give them as strong of a start as possible. T. Burgess asked if the district tells us why the changes occur. I. Muñoz-Colón said no. T. Burgess suggested adding a column to the presentation chart to note new teachers since a lot of teachers are focused on the Levy. K. Aisenberg said it's a challenge getting communication on the human resources end. She remarked that she asks principals about staff changes during summer touch-base meetings to confirm ways in which OFE can lend additional support. I. Muñoz-Colón said some changes are a good thing. H. Miller noted that two of the new principals operating in an interim capacity (Cleveland and Broadview-Thomson). K. Aisenberg said one layer up there are three new Executive Directors out of six.

UPDATE ON SUMMER LEARNING

Adam Petkun said the first year for Summer Learning is coming to a close. All but two of the programs have ended. While data will not be available until fall, a few anecdotal lessons emerged from site visits and discussions with program leaders.

There were a few unexpected challenges. First, a few sites had trouble meeting their enrollment targets, though enrollment was strong overall. It was more common among the newer programs to have problems with enrollment. More established providers attributed some of their success with recruitment to word of mouth. Second, programs had to work harder than expected to develop curricula that were engaging, with a fun, summer feel.

In addition to strong overall enrollment, highlights included creating meaningful partnerships and marrying strong instruction with fun. One example was Parks learned that the 4-H in another county had STEM materials they were unable to use and these were transferred to King County, where they provided low-cost STEM materials to Parks' middle school summer program.

When data are available in the fall, programs will be evaluated based on their achievement of contracted indicator targets. The data will facilitate comparisons across programs and identify what lessons should be shared among the providers. Though data will surface some need for course corrections, a couple of items are already being considered: First, in the near future, we will issue a survey to summer learning providers. Second, in early spring or late winter we will convene a retreat to help programs with planning and professional development.

K. Washington asked about the possibility of additional funding. A. Petkun said it would be great if we could leverage foundation resources.

A. Petkun said the next summer learning RFI will be revised before release in October. There will be additional funding available at the elementary and middle school levels, though high school funding will not increase. Next summer, we may pilot quality assessment tools. The school district is interested in piloting a walkthrough tool, while the Weikart Center is developing a version of the YPQA that could be used for the summer

J. DeGriek asked why the level of funding and number of students served is variable. What did you find? A. Petkun said some programs did a tremendous job of leveraging other funds. The Seattle World School site was able to serve more than 120 students because ReWA leveraged other funding. When the performance data are available, we will look for a relationship between cost per student and quality.

L. Gaskill-Gaddis commented there is lots of good stuff going on. G. Wong said he was curious which programs were low on attendance. Is there a tie-in between funding and performance in summer? A. Petkun said the SPS high school site got to 200 of 225 slots and opened up to a wider range of students. Parks had one middle school site fall short. Mercer had a waiting list. Eckstein was new and fell short. Next year we'll look at past enrollment and ask whether the focus students are the right ones, and potentially back funding for the next year.

G. Wong asked if there is a commitment to fund multiple years. A. Petkun said yes, if indicator targets are satisfied. H. Miller said it's important to make sure people have a good, long ramp-up to this process. SPS didn't plan early enough and was scrambling last minute. We'd rather see high-quality programs and then expand.

G. Wong asked if we have similar standards for what we're looking for in academic outcomes. A. Petkun replied we scoured research, but there is not a lot out there as far as what to expect. This year we asked programs to ensure students managed, at least, to maintain their skills over the summer, to mitigate summer slide. Some programs are going to share data for sites we're not funding and that should help set expectations for the future. We also need to think of new assessments that might be appropriate for measuring success and comparing programs. While there are no validated best practices yet, we'll improve as more data become available each year.

THANK YOU AND ADJOURN

T. Burgess drew the meeting to a close. The meeting was adjourned at 5:28 pm.



City of Seattle
Office for Education
Holly Miller, Director

Date: September 10, 2013
To: Families & Education Levy Oversight Committee
From: Holly Miller, Director, Office for Education
Donnie Grabowski, Finance Manager, Office for Education

Re: 2011 Families & Education Levy Budget Briefing

Introduction

This memo provides you with an update on the 2011 Families & Education Levy's (2011 Levy's) estimated vs. actual revenues, expenditures, and the proposed expenditure and revenue plan for the 2011 Levy. The 2014 Proposed Budget is expected to be introduced by the Mayor on Monday, September 23. As a reminder, the Office for Education (OFE) is responsible for the financial oversight of Levy funds. All Levy funds are appropriated to the Department of Neighborhoods' Office for Education, which administers the Levy and oversees financial activity.

I. Revenue Update

The 2011 Levy can legally collect property taxes over seven years according to the Levy legal allocation schedule in Table 1. The beginning amount of \$32,100,950 in 2012 inflates 1% annually through 2018, the last year of collection, for a total estimated Levy of \$231,561,336. The amount of Levy revenue estimated to be collected is \$230,634,758. In addition, the Levy is expected to gain \$4,874,675 in additional revenue from interest earnings on the fund balance, resulting in a combined total revenue estimate of \$235,509,433. Interest earnings were conservatively estimated in the 1-2% range throughout the life of the Levy. The Levy is structured similarly to the 2004 Levy in that it under appropriates revenues collected in the first year in order to fund program and administration expenses in the final years of implementation.

For calendar year 2012, the 2011 Levy's actual revenue was less than the original estimate by approximately \$248,000. Of this amount, about \$83,000 (33%) was from property tax revenue and \$165,000 (67%) was from investment earnings. Property tax collected closely approximates original revenue estimates – in 2012, it was 99.7% of the estimate. Under collection, in any given year, can occur due to delinquent accounts or annual decreases in tax assessments based on valuation or other appeals. Investment earnings can fluctuate broadly, as we witnessed during the last Levy, due to current market activity and fund balance levels. It is still very early in the 7-year collection period to determine whether there will be a cumulative revenue shortfall. As a precaution, OFE has transferred \$1.5 million in expenditures from the 2011 Levy to the 2004 Levy fund, in turn creating a \$1.5 million fund balance in the 2011 Levy. OFE will not need to reduce future program allocations in the event of a 7-year revenue shortfall because it is not planning to spend this \$1.5 million balance. OFE also anticipates having additional unspent balances throughout this levy because 1) agencies do not always spend their full contract allocation; 2) agencies do not earn all of their performance pay from annual contracts; and 3) OFE may not fully allocate available funding (for example, if there aren't sufficient high-quality proposals or enough bidders during a competitive RFI process).



Table 1: Estimated 2011 Families & Education Levy Revenues (\$000s) - Original Plan vs. Actuals

Revenue Summary:	2012	2013	2014	2015	2016	2017	2018	2019	Total
Levy Legal allocation	\$32,101	\$32,422	\$32,746	\$33,074	\$33,404	\$33,738	\$34,076	\$ -	\$231,561
Estimated property tax to be collected*	\$31,659	\$32,195	\$32,565	\$32,917	\$33,257	\$33,598	\$33,934	\$509	\$230,635
Estimated Investment earnings**	\$264	\$573	\$682	\$908	\$895	\$811	\$664	\$77	\$4,875
Total Estimated Revenues	\$31,923	\$32,769	\$33,248	\$33,825	\$34,152	\$34,409	\$34,598	\$586	\$235,509
Estimated property tax to be collected	\$31,659	\$32,195	\$32,565	\$32,917	\$33,257	\$33,598	\$33,934	\$509	\$230,635
Actual property taxes	\$31,576								\$31,576
% of Estimate Collected	99.7%								
Excess (shortfall)	(\$83)								(83)
Estimated Investment earnings	\$264	\$573	\$682	\$908	\$895	\$811	\$664	\$77	\$4,875
Actual Investment earnings	\$99								\$99
% of Estimate Collected	37.7%								
Excess (shortfall)	(\$165)								(165)
Total Excess (Shortfall)	(\$248)								(248)

* The cost to an owner of a home of residential average assessed value was approximately \$114 (or \$95 to the owner of a home of Median Residential Assessed Value) in 2013.

**Originally estimated in the 1.25%-2.5% range

2013 Mid-Year Revenue

As of July 2013, a total of \$17,132,227 or 53.2% of the 2013 estimated 2011 Levy property tax (\$32,195,143) had been collected, leaving a balance of \$15,063,226 to be collected. A total of \$124,371 or 22% of the 2013 estimated 2011 Levy investment earnings (\$573,199) had been collected, leaving a balance of \$448,828 to still be collected.

Fund Cash Balance

The 2011 Levy total fund balance as of July 31, 2013 was \$16,810,997.

II. Expenditure Update

Estimated Expenditures

Planned expenditures for the 2011 Levy are noted in the table below. This levy assumed a 1.9-2.5 % rate of growth for programs once phased in completely. Early Learning preschool slots continue to ramp up through the seven years of the levy; elementary innovation sites ramp up through the 2017-18 school year; summer learning elementary programs continue to ramp up through the 2018-19 school year and through the 2017-18 school year for summer learning middle school. The first school year funded by this levy is 2012-13 and 2018-19 is the final school year. Calendar Year 2012 represents 4 months of funding (Sept.-December 2012) and Calendar Year 2019 includes 8 months (January-August 2019).

Table 2: 2011 Levy Original Expenditure Plan

2011 LEVY EXPENDITURES:	CY 2012	CY 2013	CY 2014	CY 2015	CY 2016	CY 2017	CY 2018	CY 2019	Total	% of Total
Early Learning	\$1,706,007	\$5,765,435	\$7,249,028	\$8,178,208	\$9,153,954	\$10,173,376	\$11,084,099	\$7,739,956	\$61,050,064	26%
Elementary	\$1,394,262	\$4,610,427	\$5,759,323	\$6,965,430	\$8,234,147	\$9,484,236	\$10,383,276	\$7,176,592	\$54,007,694	23%
Middle Schools	\$1,421,180	\$4,695,173	\$5,656,949	\$6,213,582	\$6,694,169	\$7,184,799	\$7,564,130	\$5,163,780	\$44,593,762	19%
High Schools	\$831,385	\$2,546,532	\$2,605,103	\$2,719,222	\$2,946,049	\$3,182,518	\$3,425,816	\$2,471,783	\$20,728,408	9%
Health	\$1,711,236	\$5,509,470	\$6,187,471	\$6,335,971	\$6,494,370	\$6,656,729	\$6,816,491	\$4,653,391	\$44,365,128	19%
Administration	\$409,396	\$1,253,981	\$1,282,823	\$1,313,611	\$1,346,451	\$1,380,112	\$1,413,235	\$964,768	\$9,364,377	4%
Evaluation	\$66,667	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$133,333	\$1,400,000	1%
TOTAL EXPENDITURES:	\$7,540,134	\$24,581,019	\$28,940,696	\$31,926,024	\$35,069,140	\$38,261,770	\$40,887,046	\$28,303,603	\$235,509,433	100%

Actual Expenditures

The 2011 Levy began expending funds in mid-2012. The first school year funded by this levy is 2012-2013. Table 3 below shows the percentage of program budgets expended in 2012-2013. Notes regarding these percentages:

- There has been no overspending of 2011 Levy allocated budgets.
- Most 2012 budgets have been expended in the 80%-100% range.
- Percentages assume currently encumbered funds will be entirely spent.
- 2013 percentages reflect \$1.5 million expenditure transfer to 2004 Levy.
- 2012 and 2013 expenditures are expected to increase in some programs as final payments for 2012-2013 contracts are made by the fall of 2013.
- 2013 expenditures will increase once 2013 spending occurs on 2013-2014 school year contracts.

	2012	2013*	2014	2015	2016	2017	2018	2019
Early Learning	87%	32%						
Elementary	100%	50%						
Middle Schools	100%	29%						
High Schools	100%	33%						
Health	99%	63%						
Administration	73%	52%						
Evaluation	84%	**	*	*	*	*	*	*

*Reflects \$1.5 million transfer to 2004 Levy

**In 2013 and beyond, evaluation is included the administration category.

III. Full-Time Equivalent (FTE)

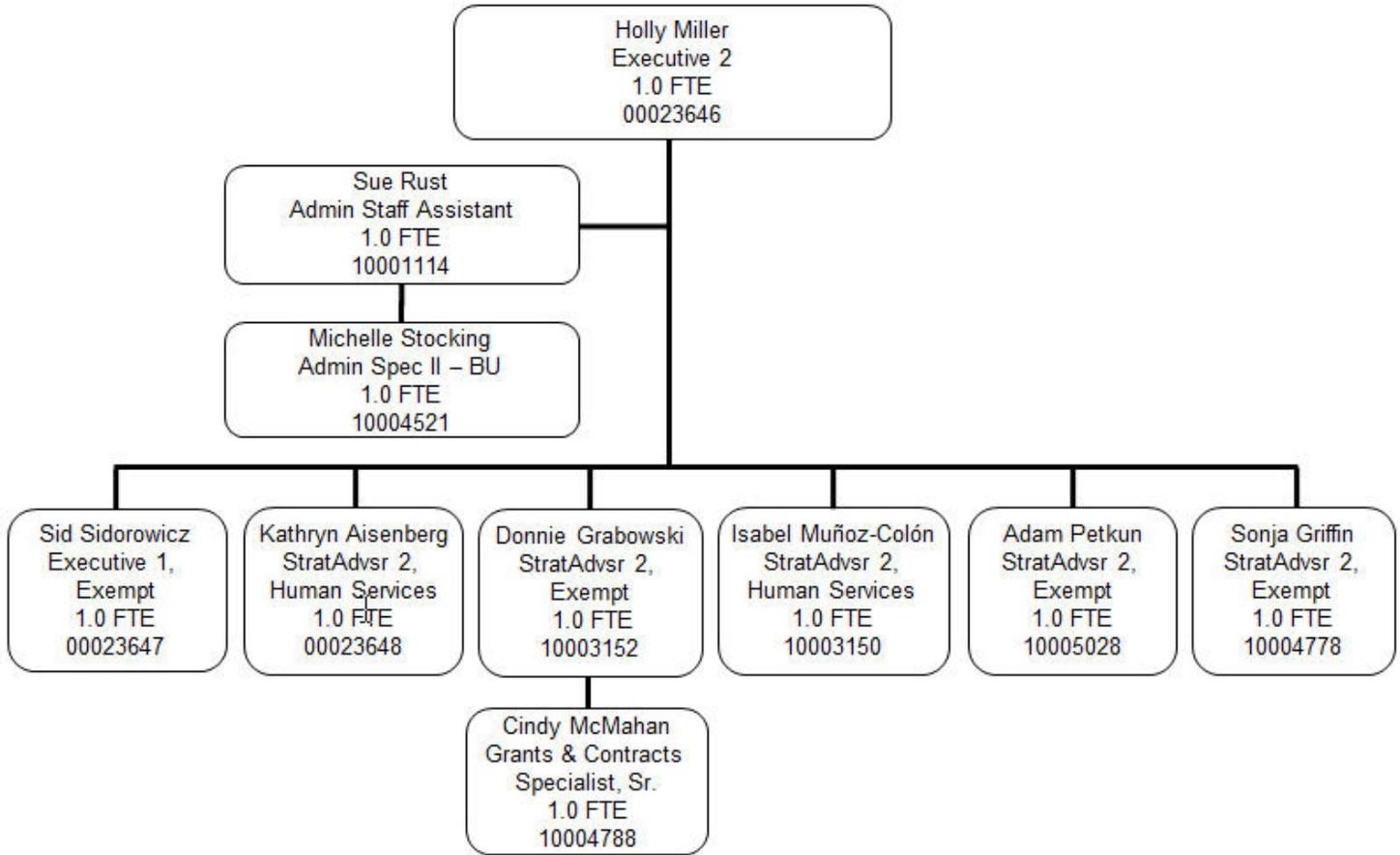
The 2011 Levy funds 10.0 FTE. An organizational chart for OFE detailing current Levy positions is included in Exhibit A.

IV. 2014 Proposed Budget

The 2014 Proposed Levy Budget is \$28,940,696 and includes all of the funding categories and amounts noted in the Calendar Year (CY) 2014 column in Table 2 above. There are no modifications from the expenditure plan approved via Ordinance #123567.

Exhibit A: OFE Organizational Chart

Education-Support Services Levy 2014 Proposed Budget



2012-13 School Year Preliminary Results



LEVY OVERSIGHT COMMITTEE
SEPTEMBER 10, 2013

Introductory Notes



- **MSP data is not finalized at the school level**
- **Early Learning and Summer Learning results are not completed yet**
- **Most results are presented at the school or provider level. This is more detailed than previous reports of results.**
- **OFE staff will be examining disaggregated results in the coming months.**

Target: Outcome / Indicator	SPS - Elementary School Academic Achievement	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Innovation School: Beacon Hill International				
Outcome 1	59% of 2nd grade students making annual typical growth on reading MAP	33	47%	79.9%
Outcome 2	77% of 1 st grade students making annual typical growth on math MAP	39	49%	63.2%
Indicator 1	71% of 3 rd - 5 th grade students making annual typical growth on math MAP	147	73%	102.5%
Indicator 2A	87% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the first semester	395	85%	97.8%
Indicator 2B	84% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the second semester	389	85%	100.7%
Innovation School: Madrona K - 8				
Outcome 1	42% of 1 st - 2 nd grade students making annual typical growth on reading MAP	30	63%	150.0%
Outcome 2	47% of 4 th - 5 th grade students meeting MSP math standard			
Indicator 1	30% of 4 th - 5 th grade students advancing from Level 1 to Level 2 or higher on MSP math			
Indicator 2A	84% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the first semester	138	75%	91.0%
Indicator 2B	64% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the second semester	137	77%	125.5%

Indicates 100% or more of target achieved
 Indicates 90-99% of target achieved

Target: Outcome / Indicator	SPS - Elementary School Academic Achievement	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Innovation School: Olympic Hills				
Outcome 1	84% of 4 th - 5 th grade students at Level 1 or Level 2 advancing one level or higher on MSP reading			
Outcome 2	44% of 4 th - 5 th grade focus students at Level 1 or Level 2 advancing one level or higher on MSP math			
Indicator 1	59% of 1 st and 4 th - 5 th grade ELL students making annual typical growth on reading MAP	4	29%	51.0%
Indicator 2A	74% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the first semester	168	64%	86.0%
Indicator 2B	66% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the second semester	150	62%	93.9%
Innovation School: Roxhill				
Outcome 1	68% of 4 th - 5 th grade students meeting MSP reading standard			
Outcome 2	63% of 4 th - 5 th grade students meeting MSP math standard			
Indicator 1	59% of ELL students making annual typical growth on reading MAP	38	49%	82.6%
Indicator 2A	75% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the first semester	249	67%	88.8%
Indicator 2B	70% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the second semester	236	66%	94.7%

Target: Outcome / Indicator	Family Support Program	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Outcome 1	43% of 1 st - 3 rd grade students making annual typical growth on reading MAP	118	37%	86%
Outcome 2	30% of 4 th - 5 th grade students at Level 1 or Level 2 advancing one level or higher on reading MSP			
Indicator 1	70% of K - 5 th grade students have fewer than 5 absences (excused or unexcused) in the first semester	453	58%	83%
Indicator 2	56% of K - 5 th grade students have fewer than 5 absences (excused or unexcused) in the second semester	418	57%	101%

 Indicates 100% or more of target achieved
  Indicates 90-99% of target achieved

Community Based Family Support				
Target: Outcome / Indicator	Refugee Women's Alliance	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Outcome 1	35% of 4th - 5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP			
Outcome 2	25% of 4th -5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP			
Indicator 1	56% of 1 st - 3 rd grade focus students meeting annual typical growth on math MAP	5	31%	56%
Indicator 2	52% of 1 st - 3 rd grade focus students meeting annual typical growth on reading MAP	10	56%	107%
Indicator 3	86% 1 st - 5 th grade focus students with fewer than five absences (excused or unexcused) in the first semester	33	83%	97%
Indicator 4	78% 1 st - 5 th grade focus students with fewer than 5 absences (excused or unexcused) in the second semester	32	76%	98%
Indicator 5	80% of students will be absent fewer than 20% of the summer program days	27	82%	103%
Indicator 6	80% of students will make growth on ARI assessment	20	67%	84%

 Indicates 100% or more of target achieved
  Indicates 90-99% of target achieved

Community Based Family Support				
Target: Outcome / Indicator	Chinese Information and Service Center	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Outcome 1	35% of 4th - 5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP			
Outcome 2	25% of 4th - 5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP			
Indicator 1	56% of 1 st - 3 rd grade focus students meeting annual typical growth on math MAP	22	76%	135%
Indicator 2	52% of 1 st - 3 rd grade focus students meeting annual typical growth on reading MAP	19	66%	126%
Indicator 3	86% 1 st - 5 th grade focus students with fewer than five absences (excused or unexcused) in the first semester	38	95%	110%
Indicator 4	78% 1 st - 5 th grade focus students with fewer than 5 absences (excused or unexcused) in the second semester	35	88%	112%

Indicates 100% or more of target achieved
 Indicates 90-99% of target achieved

Target: Outcome / Indicator	SPS - Middle School Academic Achievement Prog	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Innovation School: Denny International				
Outcome 1	45% of students advancing from Level 1 to Level 2 or higher in math on MSP			
Outcome 2	71% of students advancing from Level 2 to Level 3 or higher in math on MSP			
Indicator 1	67% of students making typical growth in math on MAP	410	55%	82%
Indicator 2	48% of ELL students making typical growth in reading on MAP	52	66%	137%
Indicator 3A	87% of students passing core courses in the first semester	766	86%	99%
Indicator 3B	86% of students passing core courses in the second semester	745	84%	98%
Innovation School: Mercer				
Outcome 1	67% of students advancing from Level 2 to Level 3 or higher in reading on MSP			
Outcome 2	69% of students advancing from Level 2 to Level 3 or higher in math on MSP			
Indicator 1	71% of students making typical growth in math on MAP	488	60%	85%
Indicator 2	71% of ELL students making typical growth in reading on MAP	58	57%	81%
Indicator 3A	78% of students with fewer than five absences in the first semester (excused + unexcused)	691	71%	91%
Indicator 3B	64% of students with fewer than five absences in the second semester (excused + unexcused)	658	68%	107%

Target: Outcome / Indicator	SPS - Middle School Academic Achievement Program	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Innovation School: Washington				
Outcome 1	38% of students advancing from Level 1 to Level 2 or higher in math on MSP			
Outcome 2	48% of students advancing from Level 2 to Level 3 or higher in math on MSP			
Indicator 1	72% of ELL students making typical growth in reading on MAP	59	66%	91%
Indicator 2A	95% of 6th grade students passing core courses in the first semester	382	94%	99%
Indicator 2B	94% of 6th grade students passing core courses in the second semester	379	94%	100%
Indicator 3A	77% of students with fewer than five absences in the first semester (excused + unexcused)	808	70%	91%
Indicator 3B	64% of students with fewer than five absences in the second semester (excused + unexcused)	725	63%	99%
Linkage School: Hamilton International				
Outcome 1	50% of students advancing from Level 2 to Level 3 or higher in math on MSP			
Indicator 1	42% of students advancing from Level 1 to Level 2 or higher in math on MSP			
Indicator 2A	69% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	42%	51%	74%
Indicator 2B	56% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	42	53%	95%

Target: Outcome / Indicator	SPS - Middle School Academic Achievement Program	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Linkage School: Madison				
Outcome 1	49% of students advancing from Level 2 to Level 3 or higher in math on MSP			
Indicator 1	46% of students advancing from Level 1 to Level 2 or higher in math on MSP			
Indicator 2A	59% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	110	54%	91%
Indicator 2B	50% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	100	49%	98%
Linkage School: Madrona K - 8				
Outcome 1	33% of 8th grade Level 1 and Level 2 students advancing from Level 1 and Level 2 to Level 3 or higher in reading on MSP			
Indicator 1	30% of 6th and 7th grade students advancing from Level 1 to Level 2 or higher in math on MSP			
Indicator 2A	78% of students passing core courses in the first semester	82	90%	116%
Indicator 2B	87% of students passing core courses in the second semester	85	93%	107%

Target: Outcome / Indicator	SPS - Middle School Academic Achievement Prog	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Linkage School: McClure				
Outcome 1	39% of MSP math Level 1 and Level 2 students advancing one or more levels in math on MSP			
Indicator 1	54% of MSP math Level 1 and Level 2 students making typical growth in math on MAP	58	69%	128%
Indicator 2A	53% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	45	48%	90%
Indicator 2B	48% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	54	59%	124%
Linkage School: Pathfinder K - 8				
Outcome 1	42% of MSP math Level 1 and Level 2 students who advance one or more levels in math on MSP			
Indicator 1	63% of MSP math Level 1 and Level 2 students making typical growth in math on MAP	22	39%	61%
Linkage School: South Shore PK - 8				
Outcome 1	49% of students advancing from Level 2 to Level 3 or higher in math on MSP			
Indicator 1	48% of 6th and 7th grade students advancing from Level 1 to Level 2 or higher in math on MSP			
Indicator 2A	75% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	64	62%	83%
Indicator 2B	55% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	71	70%	128%

Target: Outcome / Indicator	SPS - Middle School Academic Achievement Prog	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Linkage School: Whitman				
Outcome 1	48% of non-IEP MSP reading Level 1 and Level 2 Latino and African American students advancing to Level 3 or higher in reading on MSP			
Indicator 1A	84% of non-IEP MSP reading Level and Level 2 Latino and African American students passing core courses in the first semester	40	78%	93%
Indicator 1B	76% of non-IEP MSP reading Level 1 and Level 2 Latino and African American students passing core courses in the second semester	31	61%	80%
Indicator 2A	63% of non-IEP MSP reading Level 1 and Level 2 Latino and African American students with fewer than five absences in the first semester (excused + unexcused)	24	47%	75%
Indicator 2B	42% of non-IEP MSP reading Level 1 and Level 2 Latino and African American students with fewer than five absences in the second semester (excused + unexcused)	23	45%	107%

 Indicates 100% or more of target achieved
  Indicates 90-99% of target achieved

Target: Outcome / Indicator	SPS - High School Academic Achievement Program	Target %	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Innovation School: Franklin					
Outcome 1	% of first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	88%	282	84%	95%
Outcome 2	% of first-time 9th graders meeting standards on state end-of-course exams in algebra or geometry	70%			
Indicator 1	% of first-time 9th graders meeting or exceeding typical growth on math MAP	66%	229	84%	127%
indicator 2	% of first-time 9th graders meeting or exceeding typical growth on reading MAP	68%	149	55%	81%
Indicator 3	% of first-time ELL 9th graders meeting or exceeding typical growth on reading MAP	74%	25	66%	89%
Innovation School: Ingraham					
Outcome 1	% of first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	91%	239	90%	99%
Outcome 2	% of first-time 9th graders meeting standards on state end-of-course exams in algebra or geometry	70%			
Indicator 1	% of first-time 9th graders meeting or exceeding typical growth in math on MAP	57%	34	77%	136%
Indicator 2A	% of first-time 9th graders passing core courses during first semester	89%	242	88%	99%
Indicator 2B	% of first-time 9th graders passing core courses during second semester	89%	233	88%	99%
Indicator 3A	% of first-time 9th graders absent fewer than 5 days in first semester (excused and unexcused)	73%	182	66%	91%
Indicator 3B	% of first-time 9th graders absent fewer than 5 days in second semester (excused and unexcused)	66%	180	68%	103%

Target: Outcome / Indicator	SPS - High School Academic Achievement Program	Target %	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Innovation School: Interagency					
Outcome 1	% of all 9th graders meeting individual credit targets	25%	TBD	TBD	TBD
Outcome 2	% of all 9th graders meeting or exceeding annual MAP growth goals in math	44%	43	51%	115%
Indicator 1A	% of all 9th graders passing math courses first semester	55%	116	79%	143%
Indicator 1B	% of all 9th graders passing math courses second semester	55%	103	76%	138%
Indicator 2A	% of all 9th graders passing English language arts courses first semester	50%	104	70%	140%
Indicator 2B	% of all 9th graders passing English language arts courses second semester	70%	95	68%	98%
Indicator 3A	% of all 9th graders enrolled 20 or more days with an individual attendance rate of at least 80% in the first semester	35%	46	28%	81%
Indicator 3B	% of all 9th graders enrolled 20 or more days with an individual attendance rate of at least 80% in the second semester	41%	54	25%	60%

 Indicates 100% or more of target achieved
  Indicates 90-99% of target achieved

Target: Outcome / Indicator	SPS - High School Academic Achievement Program	Target %	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Innovation School: West Seattle					
Outcome 1	% of first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	96%	224	89%	92%
Outcome 2	% of first-time 9th graders meeting standards on state end-of-course exams in algebra or geometry	58%			
Indicator 1	% of first-time 9th graders meeting or exceeding typical growth in math on MAP.	63%	85	85%	135%
Indicator 2A	% of first-time 9th graders passing core courses during first semester	95%	221	87%	92%
Indicator 2B	% of first-time 9th graders passing core courses during second semester	92%	213	84%	92%
Indicator 3A	% of first-time 9th graders absent fewer than 5 days in first semester (excused and unexcused)	69%	149	58%	85%
Indicator 3B	% of first-time 9th graders absent fewer than 5 days in second semester (excused and unexcused)	59%	126	50%	84%

Indicates 100% or more of target achieved
 Indicates 90-99% of target achieved

Target: Outcome / Indicator	SBHCs and Health Support Services	Actual Number Achieved	Actual % Achieved	% of Contract Target Achieved
Outcome 1	22 percent of 1 st or 2 nd grade students helped by school-based health centers and/or health support services will meet or exceed typical growth in math and reading MAP	87 of 338	26%	117%
Outcome 2	34 percent of 3 rd – 5 th grade students helped by school-based health centers and/or health support services will meet standard on the math and reading MSP			
Outcome 1	85 percent of middle school students helped by school-based health centers and/or health support services who pass all classes	2996 of 3541 with data for both semesters	85%	100%
Outcome 2	73 percent of high school students helped by school-based health centers and/or health support services who pass all classes	4978 of 6960	72%	98%
Indicator 1	70 percent of elementary school students helped by school-based health centers and/or health support services will have fewer than 10 absences per year	749 of 1050	71%	102%
Indicator 2	56 percent of middle school students will have fewer than 10 absences per year	2295 of 3802	60%	108%
Indicator 3	48 percent of high school students will have fewer than 10 absences per year	3567 of 7796	46%	95%
School Based Health Clinics				
Indicator 1	5,500 elementary, middle and high school students will receive primary care services, including medical and mental health services	6025	N/A	110%
Indicator 2	900 high-risk elementary, middle and high school students will be identified and served through more intensive SBHC interventions that support academic achievement	1384	N/A	154%
School Health Support				
Indicator 1	7,000 students will be brought into compliance with required childhood immunizations	9909	N/A	142%
Indicator 2	900 students will be screened for behavioral risk factors	1198	N/A	130%

CITY OF SEATTLE
RESOLUTION _____

1
2
3 A RESOLUTION establishing the City Council’s goal of making voluntary high-quality
4 preschool available and affordable to all of Seattle’s children and outlining an initial plan
5 toward achieving this goal.

6 WHEREAS, participation in high-quality preschool dramatically increases academic
7 performance later in life by significantly increasing graduation rates, thereby helping to
8 ensure that future generations of children are trained and prepared to enter an
9 increasingly demanding and dynamic workforce; and

10 WHEREAS, on June 17, 2013 the University of Washington's Institute for Learning and Brain
11 Sciences ([I-LABS](#)) and national education expert [Dr. Steven Barnett](#) of the [National
12 Institute for Early Education Research](#) at Rutgers University presented their research to
13 the City Council and [made the case](#) for investing in high-quality preschool for all
14 children; and

15 WHEREAS, [several long-term](#) evaluations, such as the [High Scope Perry study](#), [Abecedarian
16 project](#), and the [Chicago Child-Parent Center](#) program, demonstrate that high-quality
17 preschool leads not only to better academic achievement (such as higher reading scores
18 and stronger high school graduation rates), but also to [better health](#), [higher-paying jobs](#),
19 and [lower rates of criminal behavior](#); and

20 WHEREAS, several jurisdictions, including [Boston](#), [San Francisco](#), the State of [Oklahoma](#), the
21 State of [West Virginia](#), and [31 local districts in New Jersey](#), are already implementing
22 high-quality preschool open to all children and, according to independent studies, the
23 participating children are achieving the intended positive outcomes; and

24 WHEREAS, proficiency in reading by 3rd grade is a key indicator of whether children will
25 graduate from high school and the Seattle School District’s most recent [scorecard](#) shows
26 that approximately 25% of students are not proficient on the State’s 3rd grade reading test
27 and approximately 23% of our students do not graduate from high school, with
28 significantly worse statistics for our African American, Hispanic, Native American, and
immigrant youth; and

WHEREAS, high-quality preschool has been identified as a cost-effective means to address the
achievement or opportunity gap by preparing students to be ready to learn at kindergarten
and for the academic and behavioral expectations of K-12 education; and

1 WHEREAS, in an increasingly competitive global economy many Seattle area employers are
2 requiring applicants to have a high school diploma and a college degree and a [2010 study](#)
3 estimates that 67 percent of jobs in Washington will require a college degree by 2018;
4 and

5 WHEREAS, the [extensive research](#) of economist and Nobel laureate [Dr. James Heckman](#),
6 summarized in his 2013 book [Giving Kids a Fair Chance](#), validates that investing in
7 children before kindergarten is much more cost-effective than spending tax dollars on
8 reactive interventions that attempt to address problems after they have taken root later in
9 life; and

10 WHEREAS, Washington [State Senate Bill 6759](#), signed into law March 29, 2010, directed the
11 [Office of the Superintendent of Public Instruction](#) and the [Department of Early Learning](#)
12 to convene a technical working group that, after much study and deliberation, issued its
13 “[Final Recommendations](#)” in November 2011 calling for universal preschool for children
14 ages three and four; and

15 WHEREAS, BERK Consulting completed an updated “[Community Needs Assessment](#)” in May
16 2013 and a “[Community Mapping Report](#)” in June 2013 in an attempt to inventory the
17 early learning programs in Seattle funded by the local, state, and federal governments and
18 found an increase in the cost of childcare as well as a lack of coordination among the
19 different programs; and

20 WHEREAS, [according to recent Census figures and the BERK Consulting reports](#), there are
21 approximately 13,000 three and four year olds residing in the City of Seattle, with
22 [approximately 30%](#) (4,000) in families earning less than 200% of the [Federal Poverty](#)
23 [Level](#) (\$47,100 is 200% FPL for a family of four in 2013), and with as many as half
24 (2,000) of those children not enrolled in any preschool program; and

25 WHEREAS, parents and other caregivers should have a wide range of high-quality preschool
26 options based on their personal values and priorities and should also have the freedom
27 and choice not to enroll their children in preschool; and

28 WHEREAS, children already enrolled in preschool and childcare are in programs that vary
greatly in terms of quality yet [independent research](#) demonstrates that only programs of
high quality produce long-lasting [positive results](#) and a [significant return on investment](#);
and

WHEREAS, [independent research](#) has established that high-quality preschool typically includes
well-qualified teachers, a sufficient number of days and hours of classroom time for the
children, a sufficiently low student-to-teacher ratio, and an evidence-based curriculum

1 that supports the “whole child,” including play-based learning, development of social-
2 emotional skills, and meaningful engagement by parents/guardians; and

3 WHEREAS, the National Institute of Early Education Research ([NIEER](#)) and the State’s 2011
4 [Early Learning Technical Working Group](#) support preschool for all children rather than
5 programs *targeted* to low-income families because targeted programs fail to enroll not
6 only many low-income families due to confusion over eligibility requirements but also
7 children with risk factors, such as exposure to domestic violence, poor health, social-
8 emotional challenges, and limited English-speaking skills not necessarily tied to income;
9 and

10 WHEREAS, [independent research](#) demonstrates that a universal program that brings together
11 children from families of all income levels for high-quality preschool can benefit children
12 of all income levels by enhancing social-emotional skills that contribute toward a
13 stronger foundation for academic achievement; and

14 WHEREAS, funding sufficient for high-quality universal preschool from the federal government
15 or State government is highly unlikely due to current political divisions in the U.S.
16 Congress and the State legislature; and

17 WHEREAS, the City Council supports the goal of making voluntary, high-quality preschool
18 available and affordable to all of Seattle’s children and is initiating this work plan to
19 make significant progress toward this goal; NOW, THEREFORE

20 **BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SEATTLE THAT:**

21 **Section 1. Endorsing a Voluntary, High-Quality Preschool for All Three and Four Year**
22 **Old Children.** The City Council supports the goal of instituting a program to make voluntary
23 high-quality preschool available and affordable to all of Seattle’s three and four year old children
24 (the “Seattle Program” or the “Program”) and outlines a Work Plan in this Resolution to make
25 significant progress toward this goal.

26 For the purposes of this Resolution high-quality preschool incorporates evidence-based
27 practices consistent with the November 2011 “[Final Recommendations](#)” of the Washington State
28 Early Learning Technical Workgroup and the [National Institute for Early Education Research](#)
(NIEER) and typically includes well-qualified teachers, a sufficient number of days and hours of

1 classroom time for the children, a sufficiently low student-to-teacher ratio, and an evidence-
2 based curriculum that supports the “whole child,” including play-based learning, development of
3 social-emotional skills, and meaningful engagement by parents/guardians.

4 For the purposes of this Resolution, three and four year olds are those who have reached
5 their respective ages by August 31 (the cut-off date used by Seattle Public Schools) as well as
6 children who turn five after August 31 and are not enrolled in kindergarten.

7 **Section 2. Work Plan.** The Council requests that the City’s Office for Education (OFE)
8 implement the Work Plan outlined in this Resolution and report back to the Council Committee
9 that oversees education matters according to the timeframe and manner prescribed in this
10 Resolution.

11 **Section 3. Analysis of Enrollment Gap and Quality Gap.** Quantifying the precise number
12 of Seattle’s three and four year olds enrolled in high-quality preschool programs and determining
13 the amount of public subsidy already invested per child requires additional research due to the
14 fact that [existing child care and early learning programs](#) serve children of different ages, receive
15 multiple sources of funding, and have different program designs. The Council requests that OFE,
16 with the assistance of experienced consultant(s), present a “Gap Analysis” to the Council by
17 December 31, 2013 that answers the following questions:

- 18 A. How many three year olds and how many four year olds are enrolled in each child
19 care and preschool program in Seattle (privately funded or subsidized by the local,
20 state, or federal governments) and
21 B. How many three and four year olds are not enrolled in any child care or preschool
22 programs?
23 C. For subsections A and B above, the Gap Analysis should include demographic details
24 to the extent the data is available, such as family income, race, geographic location of
25
26
27
28

1 the families, and any other relevant factors that would be helpful in designing the
2 Program.

3 D. Based on surveys of parents/guardians of children who do not currently attend
4 preschool, what are the reasons their children do not attend preschool and how many
5 would likely enroll their children if high-quality preschool were available and
6 affordable?

7 E. What is the *average* total cost per child enrolled for *each* of the child care or
8 preschool programs that receive government subsidies?

9 F. Recognizing that costs vary depending on many factors, such as barriers to
10 enrollment and socio-economic conditions, what is the estimated total investment per
11 child, on *average*, needed to provide high-quality preschool in Seattle at a level
12 sufficient to produce the positive, long-lasting outcomes as determined in part by
13 independent researchers such as those at the [National Institute for Early Education
14 Research](#)?

15 G. What is the current geographic distribution of high-quality preschool services in the
16 city compared to the distribution of three and four year old children?

17 H. For each of the existing programs, what is the estimated cost to raise the level of
18 quality, to the extent practicable, to the level of quality as determined in subsection F
19 above and what is the estimated cost, considering any likely increases in the City's
20 population, to enroll the estimated number of un-enrolled three year olds and four
21 year olds in Seattle?

22 **Section 4. Expert Advisory Team.** It is the Council's intent to appoint an Expert
23 Advisory Team ("Team") to advise the OFE and the Council, as requested, on the design and
24 the proposed implementation of the Seattle Program as outlined in this Resolution.

1 A. The Team shall include nine experts in child development and early learning,
2 including members with knowledge of and experience with current early learning
3 programs in Seattle. At least one member of the Team must have practical
4 experience with evidence-based programs designed specifically for English Language
5 Learners. At least one member of the Team must have extensive training and
6 experience in the evaluation and assessment methods used for early learning
7 programs.

8 B. The Team shall advise both OFE and the Council.

9 C. Team members will serve as volunteers without compensation. The Council will
10 appoint all nine members by December 20, 2013. The Team will automatically
11 disband and end its advisory work by December 31, 2014 unless extended by specific
12 action of the Council.

13 D. The Team will receive staff support from OFE.

14 **Section 5. A Voluntary, High-Quality Preschool Program for All Three and Four Year**
15 **Old Children in Seattle.** Because [independent research](#) demonstrates that a child’s foundation for
16 academic success begins well before kindergarten, public programs serving children before
17 kindergarten should be focused on the most effective evidence-based practices for learning. To
18 provide all Seattle children with the best possible tools for long-term success, public policy
19 leaders should strive to close the preschool gaps in *both* enrollment and quality.

20 The Council requests that OFE, in consultation with the Expert Advisory Team and
21 current providers of high-quality preschool programs in Seattle and, if OFE so chooses, with the
22 assistance of independent consultant(s) with early learning expertise, present to the Council by
23 April 18, 2014 a single written action plan (“Action Plan”) with proposed parameters for a
24 voluntary high-quality preschool program open to all three and four year old children in Seattle
25 that incorporates evidence-based practices as articulated by the [National Institute for Early](#)

1 [Education Research](#) and the November 2011 “[Final Recommendations](#)” of the Washington State
2 Early Learning Technical Workgroup. The Action Plan will address and make recommendations
3 related to the following:

4 A. Coverage. Confirm the feasibility of funding a voluntary high-quality preschool
5 program in Seattle with the following “universal” coverage:

- 6 1. Free tuition and support for households earning 200% or less of the Federal
7 Poverty Level (200% FPL for a family of four in 2013 is \$47,100) and a
8 sliding scale of fees for households earning above 200% of the FPL (the
9 higher the household income, the higher the financial contribution from the
10 household) or a similar subsidy structure.
- 11 2. High-quality preschool for all four year olds in Seattle as the first phase and a
12 second phase of providing high-quality preschool to all three year olds.
- 13 3. The Program should include flexibility to implement the second phase more
14 quickly if significant non-City funding becomes available for programs
15 considered by the City to be high-quality. For example, if the federal
16 government or the state government provides sufficient resources for a high-
17 quality program serving all four year olds in Seattle, then Seattle’s Program
18 could shift automatically to serve three year olds.

19 B. Evidence-Based Practices for High-Quality. The quality standards of the Program
20 shall be consistent with the November 2011 “[Final Recommendations](#)” of the
21 Washington State Early Learning Technical Workgroup. The Action Plan shall
22 include specific recommended standards a service provider must meet and maintain
23 in order to receive funding that may become available through the Program,
24 including:

- 25 1. Provider/Operator Eligibility.

- 1 2. Classroom Hours Per Day, Per Week, and Per Year.
- 2 3. Class Size.
- 3 4. Teacher/Child Ratio.
- 4 5. Teacher Qualifications, Credentials, and Compensation.
- 5 6. Ongoing Professional Development for Teachers.
- 6 7. Curricula that reflect evidence-based practices, which are likely to include
- 7 purposeful play-based learning and social-emotional development that lay a
- 8 lasting foundation for strong future academic and life achievement.
- 9 8. Family Engagement: Evidence-based strategies to support ongoing
- 10 meaningful engagement of parents/guardians in each child’s education.
- 11 9. Health: Additional services from the Program to support child development
- 12 such as health screenings for vision, hearing, dental, immunizations, nutrition,
- 13 and mental health.
- 14 10. English Language Learners: It is important that the high-quality Program be
- 15 provided in a culturally appropriate manner, particularly for children whose
- 16 primary language is not English.
- 17 11. Additional Challenges: Additional services from the Program, such as home
- 18 visitation and other forms of support, should be considered for children facing
- 19 additional challenges such as those with developmental disabilities, household
- 20 income below the Federal Poverty Level as well as those who are homeless or
- 21 from immigrant or refugee families.

22 C. Process for Funding and Administration. The Council intends that:

- 23 1. OFE will award funding to service providers based on the quality and
- 24 effectiveness of the proposed preschool services, use of evidence-based
- 25 practices, the provider’s ability to track and report outcome data, and
- 26

1 participation in Washington State’s [Early Achievers](#) program. In measuring
2 outcomes, OFE will make appropriate adjustments for preschools that
3 specialize in serving children with additional challenges, such as those
4 described in Subsections B(10) and B(11) above.

- 5 2. OFE will coordinate the funding and administration of the Seattle Program
6 and all other city programs with existing State and federal programs currently
7 serving three and four year olds in order to increase, where necessary, the
8 quality of those State- and federally-funded programs to the same quality level
9 of the Seattle Program.
- 10 3. OFE will be responsible for coordinating the Program with other local, state,
11 and federal early childhood programs and services as well as with the Seattle
12 Public Schools to ensure alignment and continuity of early childhood
13 experiences and successful transitions from infant and toddler programs into
14 preschool and into kindergarten, as well as data sharing and data system
15 integration, referrals for children and families with special needs, and
16 alignment of curriculum.
- 17 4. The Action Plan shall include other recommendations, as necessary, for the
18 funding and administration process.

19 D. Phase In. The Council intends that:

- 20 1. The Action Plan shall recommend how the Program will be phased in to allow
21 a reasonable amount of time to build capacity for providers and, if necessary,
22 to identify additional facilities throughout the City. This shall include
23 recommendations for how Program funds could be used to assist existing
24 providers in enhancing their delivery of early learning services to improve
25 child outcomes.

- 1 2. The Action Plan shall include recommendations for when the phasing would
2 be considered complete and the program deemed to have achieved the goal of
3 offering voluntary high-quality preschool to all three and four year old
4 children.
- 5 3. The Action Plan shall include recommendations for how to prioritize children
6 on a waiting list for the Program.
- 7 4. The Action Plan shall include other recommendations for phasing in the
8 Program, but any new preschool not currently receiving government funding
9 will be required to meet the standards of the Program immediately upon
10 receiving funding.

11 E. Outcome Goals, Benchmarks, and Evaluation. The Council intends that the Action
12 Plan will also include recommendations related to:

- 13 1. Baseline data to be collected;
- 14 2. Long-term outcomes expected and the associated theory of change for
15 achieving those outcomes;
- 16 3. The indicators and benchmarks the providers and City will measure to ensure
17 positive results are being achieved.
- 18 4. A system to allow for feedback and improvement.
- 19 5. A specific and overarching evaluation strategy that incorporates evaluation at
20 the outset to ensure rigorous and credible evaluations that can be conducted to
21 assess both implementation and impact. Evaluations shall be conducted by
22 experienced and independent evaluators approved by the City Council which
23 will enable the Seattle Program to serve as an evidence-based, national model
24 that could lead to voluntary high-quality preschool programs in cities
25 throughout Washington State and the nation.

ATTACHMENT A

Key Sources of Information
for Preschool for All
for reference purposes only

(in alphabetical order by author's last name)

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Summary of 2013-14 School Year Levy Plan

Aki Kurose Middle School

Principal: Mia Williams
3928 S Graham St
Seattle, WA 98118
Phone: (206) 252-7700



2013–14 Award	\$481,500	
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 658 total students • 83% eligible for Free/Reduced Lunch • 43% African American; 39% Asian/Pacific-Islander; 12% Hispanic/Latino; 2% American Indian; 2% Multiracial; 2% White • 20% English Language Learners (ELL); 16% Special Education • <u>SPS Segmentation Level 3</u> 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • African American and Hispanic/Latino students • ELL students • Students below or narrowly above standard on Measurements of Student Progress (MSP) exams 	
Community-Based Organization Partners	Diplomas Now (in coordination with City Year, Communities in Schools, and John Hopkins University)	Seattle Parks and Recreation
Key Strategies	<ol style="list-style-type: none"> 1. Seattle Parks and Recreation will operate a Community Learning Center providing after-school academic programs, enrichment activities, and camps during school breaks. They will also work with school staff to increase school attendance and engage families in their students' education. 2. Staff from City Year and Communities in Schools will promote the use of information from an <u>Early Warning Indicator system</u> and provide social/emotional support to targeted students. 3. A teacher serving as an academic intervention specialist will lead the Big 5 Academy (an effort to reinforce positive behavior and reduce suspensions), track student data, build relationships with students, and work with teachers to monitor student progress. 4. A dedicated substitute-teacher will coordinate math enrichment programming and fill in for teachers to allow them to visit other classrooms and participate in other learning opportunities to improve instruction. 5. A family engagement coordinator will recruit students and families for afterschool programs, math and literacy engagement nights, and break camps. ELL teachers and bilingual instructional aides will work with the coordinator to reach out to ELL families. 6. Additional math classes during the day, afterschool support, and a spring break camp will provide additional instruction time for students. 	

Outcome/Indicator Measure	SY 2012-13 Baseline	SY 2013-14 Target*
% of students advancing from Level 1 to Level 2 or higher in math on MSP	30%	TBD - Fall 2013
% of students advancing from Level 2 to Level 3 or higher in math on MSP	45%	TBD - Fall 2013
% of students advancing from Level 2 to Level 3 or higher in reading on MSP	39%	TBD - Fall 2013
% of all African American and Latino students absent fewer than 5 days first semester (excused and unexcused)	56%	62%
% of all African American and Latino students absent fewer than 5 days second semester (excused and unexcused)	49%	59%
% of students passing core courses first semester	92%	94%
% of students passing core courses second semester	93%	95%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012-13 data are available.

Summary of 2013-14 School Year Levy Plan

Beacon Hill International Elementary School

Principal: Po-Yuk Tang
 2025 14th Ave S
 Seattle, WA 98144
 Phone: (206) 252-2700



2013–14 Award	\$316,000	
School Demographics & Characteristics <i>(Source: SY 2011-2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 452 total students • 62% eligible for Free/Reduced Lunch • 37% Asian/Pacific-Islander; 32% Hispanic/Latino; 13% White; 12% African American; 5% Multiracial; 1% American Indian • 43% English Language Learners (ELL); 11% Special Education • <u>SPS Segmentation Level 3</u> 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • ELL and non-ELL Hispanic/Latino students in grades K-5 	
Community-Based Organization Partners	Community Day School Association (CDSA) El Centro de la Raza	Powerful Schools Odessa Brown (note: funded through a Student Health Investment)
Key Strategies	<ol style="list-style-type: none"> 1. A full-time house administrator will assist grade K-5 math teachers develop lessons and tests focused on the Common Core State Standards (<u>CCSS</u>) then utilize test results to improve student performance. 2. A full-time family support worker will work to improve attendance of Hispanic/Latino and African American students who are not achieving typical growth on the Measurement of Academic Progress (MAP), or not passing the Measurements of Student Progress (MSP) and absent more than five times per semester. 3. Certificated teachers will work with students after school in reading and math. 4. El Centro de La Raza will provide an onsite case worker for Hispanic/Latino students and families. 5. Beacon Hill will help improve student attendance by providing tuition support for the CDSA's and Powerful Schools' before and after school programs. 6. Beacon Hill, in partnership with Washington State University and Public Health - Seattle & King County, will participate in a three-year, school-wide pilot program for students who have experienced trauma. 	
Outcome/Indicator Measure		
% of 2 nd grade students will make typical growth on Reading MAP	59%	59%
% of 1 st grade students will make typical growth on Math MAP	77%	77%
% of 3 rd - 5 th grade students will make typical growth on Math MAP	71%	74%
% of students with few than 5 absences in the first semester	87%	87%
% of students with few than 5 absences in the second semester	84%	87%

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012-13 data are available.

Summary of 2013-14 School Year Levy Plan

Broadview–Thomson K–8

Interim Principal: Sarah Talbot

13052 Greenwood Ave N

Seattle, WA 98133

Phone: (206) 252-4080



2013–14 Award	\$160,000		
School Demographics & Characteristics— Grades 6–8 only (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 490 students (6th–8th grade) • 56% Eligible for Free/Reduced Lunch • 32% White; 24% Hispanic/Latino; 20% African American; 14% Asian/Pacific-Islander; 8 % Multiracial; 2% American Indian • 22% English Language Learners (ELL); 11% Special Education • <u>SPS Segmentation Level 3</u> 		
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students below Measurements of Student Progress (MSP) standard • Student identified by declining Measurements of Student Progress (MSP) or Measurements of Academic Progress (MAP) scores 		
Community-Based Organization Partners	N/A		
Key Strategies	<ol style="list-style-type: none"> 1. A 0.6 FTE teacher will provide support in math to 7th grade students, facilitate instructional planning, and develop project-based learning and other standards-aligned instructional materials for the math department. 2. Reduce 6th and 8th grade class size settings and provide both a general education and special education teacher to co-teach. 3. A half-time teacher will manage student testing /assessments and provide teachers with reports on the results, coordinate attendance for out-of-school programs, and provide case management support for focus students. 4. Provide afterschool math support to targeted 6th and 8th graders for one hour per day, four days a week. 		
	Outcome/Indicator Measure	SY 2012-13 Baseline	SY 2013–14 Target*
	% of students advancing from Level 2 to Level 3 or higher in math on MSP	35%	TBD - Fall 2013
	% of students advancing from Level 1 to Level 2 or higher in math on MSP	28%	TBD - Fall 2013
	% of students passing core courses first semester	76%	83%
	% of students passing core courses second semester	72%	79%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Cleveland High School

Interim Principal: George Breland

5511 15th Ave S

Seattle, WA 98108

Phone: (206) 252-7800



2013–14 Award	\$374,500	
School Demographics & Characteristics (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 819 total students • 73% eligible for Free/Reduced Lunch • 41% African American; 37% Asian/Pacific-Islander; 12% Hispanic/Latino; 4% White; 3% Multiracial; 2% American Indian • 12% English Language Learners (ELL); 13% Special Education • SPS Segmentation Level 3 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Incoming 9th grade African American, Hispanic/Latino, ELL, and Special Education students. 	
Community-based Organization Partners	College Success Foundation(Overview/website) University Tutors (Overview/website)	YMCA (Overview/website) Youth Ambassadors (Overview/website)
Key Strategies	<ol style="list-style-type: none"> 1. A 9th grade academic intervention specialist will manage a caseload of focus students, design and implement special classroom projects in math and reading, provide training for 9th grade team teachers, coordinate with partner organizations, and coordinate data collection and analysis. 2. Focus students will receive an additional daily math and reading intervention class designed to strengthen their core academic skills. 3. Five graduate-level University Tutors will each spend 10–15 hours/week working with teachers and providing small group instruction, skill-building, and intervention activities aimed at focus students. 4. A YMCA community and family partnership manager will manage a caseload of focus students, work to engage families, help smooth student transitions from 8th to 9th grade, and convene community partners to collect and analyze data. 5. Additional staff time will allow 9th grade team teachers to obtain training to improve their skills in working with ELL and special education students. 6. Materials developed by the College Success Foundation will help 9th and 10th graders plan and set goals for college or career after high school graduation. 	
Performance Measures		
	SY 2012-13 Baseline	SY 2013-14 Target*
% of first-time 9 th graders meeting standards on state end of course exams in Algebra or Geometry	66%	TBD – Fall 2013
% of first-time 9 th graders who earn at least 5 credits and promote successfully to 10 th grade	87%	90%
% of first-time 9 th graders meeting or exceeding typical spring-to-spring in reading on MAP	47%	52%
% of first-time 9 th graders absent fewer than five days first semester (excused and unexcused)	68%	74%
% of first-time 9 th graders absent fewer than five days second semester (excused and unexcused)	54%	61%
% of all first-time 9 th graders passing all core classes first semester	82%	86%
% of all first-time 9 th graders passing all core classes second semester	79%	84%

*EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012-13 data are available.

Summary of 2013-14 School Year Levy Plan

Denny International Middle School

Principal: Jeff Clark
 2601 SW Kenyon St
 Seattle, WA 98126
 Phone: (206) 252-9000



2013–14 Award	\$557,778	
School Demographics & Characteristics (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 861 total students • 66% Eligible for Free/Reduced Lunch • 28% White; 26% Hispanic/Latino; 22% African American; 16% Asian/Pacific-Islander; 5% Multiracial; 3% American Indian • 14% English Language Learners (ELL); 20% Special Education • SPS Segmentation Level 3 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • ELL students • Students below Measurements of Student Progress (MSP) standard • Students in need of behavioral support 	
Community-Based Organization Partners	Diplomas Now (in coordination with City Year and Communities in Schools) El Centro de la Raza	Seattle Parks and Recreation University Tutors for Seattle Schools
Key Strategies	<ol style="list-style-type: none"> 1. A Seattle Parks and Recreation-led Community Learning Center will provide extended school day and year activities. 2. Diplomas Now will work with student caseloads, implement an early warning system to identify struggling students and regularly review the data, and provide social/emotional support for students in need. 3. Additional math teachers and a math coach will provide six additional math classes during the day and coordinate school-wide daytime and extended time math instruction. 4. The Big 5 Academy program will work toward providing an alternative to out-of-school suspension, and promoting Denny's college and career readiness strategies. 5. El Centro de la Raza, University Tutors and other partners will offer tutoring. 6. A Somali-speaking Volunteer Coordinator will engage families in strategies to promote attendance and passing core courses. 	

Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
% of Level 1 and Level 2 students advancing one or more levels in math on MSP		44%	TBD - Fall 2013
% of EEP and LEP 8 th graders meeting standard in science on the MSP		43%	TBD - Fall 2013
% of students passing core courses first semester	87%	87%	90%
% of students passing core courses second semester	86%	84%	88%
% of students meeting or exceeding typical spring-to-spring MAP math growth goals	67%	55%	67%
% of ELL students meeting or exceeding typical spring-to-spring MAP reading growth goals	48%	66%	69%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012-13 data are available.

Summary of 2013-14 School Year Levy Plan

Eckstein Middle School

Principal: Sheri Kokx
 3003 NE 75th St
 Seattle, WA 98115
 Phone: (206) 252-5014



2013–14 Award	\$480,500
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 1,278 total students • 22% Eligible for Free/Reduced Lunch • 60% White; 14% Asian/Pacific-Islander; 10% Hispanic/Latino; 8% African American; 8% Multiracial; 1% American Indian • 5% English Language Learners (ELL); 14% Special Education • <u>SPS Segmentation Level 4</u>
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students with an Individualized Education Program (IEP) who are at Level 1 on Measurements of Student Progress (MSP) reading • Students below standard on Measurements of MSP reading or math • Students at risk of low attendance or failing courses
Community-Based Organization Partners	Seattle Parks and Recreation
Key Strategies	<ol style="list-style-type: none"> 1. A Seattle Parks and Recreation <u>Community Learning Center</u> provides a variety of supports, including mandatory afterschool study hall (MASH), tutoring, one session of ELL Literacy Support, one section per grade level of Mathletes math competitions, and two sessions per grade level per week of homework support in Eckstein’s Homework Center. 2. A <u>Read 180</u>-certificated teacher will conduct five sections of a reading intervention class. 3. Seven daily math intervention classes for students who are behind in math. 4. Additional special education and ELL staff capacity to support interventions with ELL students and students with IEPs. 5. The Community Learning Center and academic Intervention staff will run Family Reading and Math Nights. 6. Teachers will receive professional development training in standards-based grading and aligning instruction with Common Core State Standards (<u>CCSS</u>).

Outcome/Indicator Measure	SY 2012-13 Baseline	SY 2013–14 Target*
% of students advancing from Level 2 to Level 3 or higher in math on MSP	57%	TBD - Fall 2013
% of students advancing from Level 2 to Level 3 or higher in reading on MSP	60%	TBD - Fall 2013
% of students advancing from Level 1 to Level 2 or higher in math on MSP	30%	TBD - Fall 2013
% of students advancing from Level 1 to Level 2 or higher in reading on MSP	47%	TBD - Fall 2013
% of 7 th and 8 th grade students passing core courses first semester	91%	93%
% of 7 th and 8 th grade students passing core courses second semester	88%	91%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012-13 data are available.

Summary of 2013-14 School Year Levy Plan

Franklin High School

Principal: Dr. Jennifer Wiley
 3013 S Mt Baker Blvd
 Seattle, WA 98144
 Phone: (206) 252-6150



2013–14 Award	\$374,500
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 1,415 total students • 65% eligible for Free/Reduced Lunch • 54% Asian/Pacific-Islander; 31% African American; 8% Hispanic/Latino; 5% White; 2% Multiracial; 1% American Indian • 16% English Language Learners (ELL); 9% Special Education • <u>SPS Segmentation Level 3</u>
Primary Levy Focus Populations	<p>Incoming 9th graders in any of the following categories:</p> <ul style="list-style-type: none"> • Below grade level in math and/or reading on the state assessment in 8th grade • Earning Seattle Public Schools’ Risk Factor scores of five or above or who demonstrate other risks for failing courses • Attended school 85% of the time or less during 8th grade, or • ELL students in need of additional support in acquiring the English language
Community-Based Organization Partners	N/A
Key Strategies	<ol style="list-style-type: none"> 1. Partial funding for two additional math teachers to provide each focus student with an intensive Algebra Lab class in addition to their Algebra 1 course. 2. Partial funding for two history teachers and one science teacher to lead intervention classes and to provide support to high-risk students in the afterschool Homework Center. 3. Support for a school relations assistant to oversee all 9th grade case management, including identifying and monitoring struggling students who require academic assistance and support, or help regularly attending school. Case management services include goal setting activities, academic coaching, daily/weekly progress reports, and family outreach. 4. Funding for a 9th grade Dean of Students to help coordinate the Levy program. The dean will work closely with staff to coordinate student interventions, use data to monitor individual student progress, and conduct staff training.

Outcome/Indicator Measures	SY 2012-13 Target	SY 2012-13 Actual	SY 2013-14 Target*
% of first-time 9 th graders meeting standards on state end of course exams in Algebra or Geometry	70%	77%	TBD – Fall 2013
% of first-time 9 th graders who earn at least 5 credits during the school year and promote successfully to 10th grade	88%	84%	88%
% of first-time 9 th graders meeting or exceeding typical spring-to-spring in math on MAP	66%	84%	85%
% of all first-time 9 th graders passing all core classes first semester		78%	83%
% of all first-time 9 th graders passing all core classes second semester	70%	75%	80%

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Graham Hill Elementary School

Principal: Laura Morrison

5149 S Graham St

Seattle, WA 98118

Phone: (206) 252-7140



2013–14 Award	\$316,000		
School Demographics & Characteristics (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 388 total students • 61% Eligible for Free/Reduced Lunch • African American 37%; Asian/Pacific-Islander 24%; White 22%; Hispanic/Latino 9%; Multiracial 8%; American Indian 1% • 24% English Language Learners (ELL); 12% Special Education • <u>SPS Segmentation Level 2</u> 		
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Kindergarten – 3rd students, with a particular focus on ELL students who are Somali, Spanish, or Vietnamese 		
Community-Based Organization Partners	Powerful Schools – Sound Partners	Sound Mental Health	
Key Strategies	<ol style="list-style-type: none"> 1. A math and reading specialist/coach will be the case manager for all students receiving math and reading interventions and provide support to students and teachers. 2. A student success coordinator will oversee the implementation of the Levy Investment, including data analysis, interventions, CBO partnerships, early learning collaboration, and extended school day services. 3. A family support worker will organize, plan and implement case management support to high need focus students. 4. Powerful Schools will provide one-on-one tutoring four days/week for 30 weeks using a research-based curriculum. 5. Sound Mental Health will provide one day of on-site wrap around services for Tier III supports. 		
	Outcome/Indicator Measure	SY 2012-13 Baseline	SY 2013–14 Target*
	% of 1 st – 2 nd grade students making typical growth in math on MAP	N/A	43%
	% of 1 st – 2 nd grade students making typical growth in reading on MAP	N/A	47%
	% of K - 5 students absent 5+ days first semester	N/A	72%
	% of K - 5 students absent 5+ days second semester	N/A	72%
	% of K - 3 grade English language learners making gains on WELPA	N/A	TBD - Fall 2013

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Hamilton International Middle School

Principal: Cindy Watters

1610 N 41st

Seattle, WA 98103

Phone: (206) 252-5810



2013–14 Award	\$160,500		
School Demographics & Characteristics (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 919 total students • 16% Eligible for Free/Reduced Lunch • 63% White; 15% Asian/Pacific-Islander; 10% Hispanic/Latino; 5% African American; 1% American Indian • 3% English Language Learners (ELL); 10% Special Education • SPS Segmentation Level 4 		
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students below Measurements of Student Progress (MSP) standard • Students with declining Measurements of Student Progress (MSP) or Measurements of Academic Progress (MAP) scores 		
Community-Based Organization Partners	YMCA		
Key Strategies	<ol style="list-style-type: none"> 1. The YMCA will manage afterschool programs for students targeted for Math Academies. Additionally, the YMCA will assist with attendance strategies, including a teacher mentoring program and programs designed as an incentive to encourage strong attendance. 2. An additional math teacher will co-teach five periods of math and lead an afterschool Math Academy for targeted students. 		
Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
% of students advancing from Level 2 to Level 3 or higher in math on MSP	50%	38%	TBD - Fall 2013
% of students advancing from Level 1 to Level 2 or higher in math on MSP	42%	28%	TBD - Fall 2013
% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused and unexcused)	69%	51%	57%
% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused and unexcused)	56%	53%	59%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Highland Park Elementary School

Principal: Ben Ostrom
 1012 SW Trenton St
 Seattle, WA 98106
 Phone: (206) 252-8240



2013–14 Award	\$316,000	
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 434 total students • 78% Eligible for Free/Reduced Lunch • 30% Asian/Pacific-Islander; 27% Hispanic/Latino; 17% African American; 16% White; 7% Multiracial; 4% American Indian • 23% English Language Learners (ELL); 14% Special Education • <u>SPS Segmentation Level 1</u> 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • English Language Learners in K– 3rd grade • 3rd – 4th grade students not meeting standard on Reading or Math Measurements of Student Progress (MSP) • K– 5th grade students with 5 or more absences 	
Community-Based Organization Partners	City Year Community Day School Association (CDSA)	White Center Community Development Association
Key Strategies	<ol style="list-style-type: none"> 1. An intervention coordinator will track and analyze student data, and provide intervention services. 2. Family Support Specialist will case-manage 30 students needing wrap-around services. 3. Extra time for certificated staff to provide extended day interventions in math and reading and to support Jumpstart, the beginning of the year kindergarten transition program. 4. The City Year team supports extended day and supplemental instruction block interventions for math and reading work plans, school-wide attendance strategies for Attendance work plan, one-on-one and small group tutoring in 3rd–5th grade classrooms, tracking and mentoring students, and school-wide behavior supports. 5. CDSA will support preK–3 alignment activities; provide before and after school care; preschool services to support strategies in Social, Emotional, Behavioral, and Family Support Plan; and preK–3 alignment and collaboration efforts. 	

Outcome/Indicator Measure	SY 2012-13 Target	SY 2013–14 Target*
% of 4 th - 5 th grade students meeting standard in math on MSP	46%	TBD - Fall 2013
% of 4 th - 5 th grade students meeting standard in reading on MSP	56%	TBD - Fall 2013
% of 3 rd - 5 th grade students making typical growth in reading MAP	46%	54%
% of K - 5 students absent 5+ days first semester	66%	71%
% of K - 5 students absent 5+ days second semester	62%	67%
% of K - 2 nd grade English language learners making gains on WELPA		TBD - Fall 2013

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Ingraham High School

Principal: Martin Floe
1819 N 135th St
Seattle, WA 98133
Phone: (206) 252-3880



2013–14 Award	\$374,500		
School Demographics & Characteristics (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 949 total students • 46% Eligible for Free/Reduced Lunch • 36% White; 28% Asian/Pacific-Islander; 15% African American; 13% Hispanic/Latino; 5% Multiracial; 3% American Indian • 10% English Language Learners (ELL); 14% Special Education • <u>SPS Segmentation Level 3</u> 		
Primary Levy Focus Populations	9 th graders who: <ul style="list-style-type: none"> • Scored Level 1 on 8th grade Measurements of Student Progress (MSP) in math • Are not making typical growth on the Reading Measurement of Academic Progress (MAP) • Had 10 or more unexcused absences in 8th grade • Scored Level 1 or 2 on the Washington English Language Proficiency Assessment (WELPA) 		
Community-Based Organization Partners	El Centro de la Raza	University Tutors	
Key Strategies	<ol style="list-style-type: none"> 1. A 9th grade academic intervention specialist will work with a caseload of focus students, manage community partners, plan the academic mentor program, and coordinate the summer bridge program designed to reduce learning loss over the summer. 2. Eight University Tutors academic mentors and case managers will provide after school tutoring four days/week, onsite monitoring and intervention for students struggling with attendance, and family training on academic course expectations and how to access school support services and student data. 3. Ingraham staff will coordinate college/career mentorships, supervise UW tutors, provide quarterly career exploration workshops, and participate in the summer bridge program. 4. A 0.4 FTE math teacher will provide additional sections of intensified algebra for students requiring additional math support. 5. A youth case manager from El Centro de la Raza will provide intensive, year-round services to Hispanic/Latino students, connecting them to community resources such as employment referrals, and participate in the summer bridge program. 		
Outcome/Indicator Measures			
	SY 2012-13 Target	SY 2012-13 Actual	SY 2013-14 Target*
% of first-time 9 th graders who earn at least 5 credits during the school year and promote successfully to 10 th grade	91%	90%	92%
% of first-time incoming math MSP L1/L2 9 th graders meeting or exceeding typical growth on math MAP		76%	77%
% of first-time 9 th graders absent fewer than five days first semester (excused and unexcused)	73%	66%	73%
% of first-time 9 th graders absent fewer than five days second semester (excused and unexcused)	66%	68%	72%
% of all first-time 9 th graders passing all core classes first semester	89%	88%	91%
% of all first-time 9 th graders passing all core classes second semester	89%	88%	91%
% of first-time 9 th graders who earn at least 5 credits during the school year and promote successfully to 10 th grade	91%	90%	92%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012-13 data are available.

Summary of 2013-14 School Year Levy Plan

Interagency Programs

Principal: Kaaren Andrews

3100 S Alaska St

Seattle, WA 98108

Phone: (206) 252-6816



2013-14 Award	\$374,500		
School Demographics & Characteristics (Source: SY 2011-2012 SPS School Report)			
Primary Levy Focus Populations	<ul style="list-style-type: none"> All ELL students as well as all 9th graders starting at or transferring to Interagency who are not at standard on MSP math or reading or who have low MAP scores in those subjects Students that start the school year with fewer than 6 credits Students who were absent five or more times during the most recent semester 		
Community-Based Organization Partners	Youth Care		
Key Strategies	<ol style="list-style-type: none"> Two Connecting High School to Life Specialists will develop a connection between school and students' lives beyond school in order to offer students experiences in the work world and to help encourage students to set meaningful long-term goals. Two Youth Care case managers will help connect students to services they need and reach out to students who are missing school or need additional support including home or community visits. A full-time High School to Life Specialist will provide college and career readiness support to 9th grade students to help prepare them achieve their post-graduation goals. Staff members at each site will assume new responsibility as Success Accelerator Advisors, and meet daily with 9th graders to review progress and goals and to implement a specific college/career oriented outcome. 		
Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual	SY 2013-14 Target*
% of first-time 9 th graders who earn at least 5 credits during the school year and promote successfully to 10 th grade	25%		55%
% of first-time 9 th graders meeting or exceeding typical spring-to-spring in math on MAP	44%	51%	TBD - Fall 2013
% of all 9 th graders enrolled twenty or more days with an individual attendance rate of at least 70% in the first semester	N/A	52%	TBD - Fall 2013
% of all 9 th graders enrolled twenty or more days with an individual attendance rate of at least 70% in the second semester	N/A	35%	TBD - Fall 2013
% of all 9 th graders passing core math courses first semester	55%		TBD - Fall 2013
% of all 9 th graders passing core math courses second semester	55%		TBD - Fall 2013
% of all 9 th graders passing core ELA courses first semester	50%		TBD - Fall 2013
% of all 9 th graders passing core ELA courses second semester	70%		55%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012-13 data are available.

Summary of 2013-14 School Year Levy Plan

Jane Addams K-8

Principal: Deborah Nelson

11051 34th Ave NE

Seattle, WA 98125

Phone: (206) 252-4500



2013–14 Award	\$53,500	
School Demographics & Characteristics— Grades 6–8 only (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 171 total students (6th–8th grade) • 44% Eligible for Free/Reduced Lunch • 52% White, 14% African American; 14% Hispanic/Latino; 10% Asian/Pacific-Islander ; 4% American Indian; 3% Multiracial • 9% English Language Learners (ELL); 22% Special Education • <u>SPS Segmentation Level 3</u> 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students below Measurements of Student Progress (MSP) standard • Students with declining MSP or Measurements of Academic Progress (MAP) scores 	
Community-Based Organization Partners	N/A	
Key Strategies	<ol style="list-style-type: none"> 1. Additional staff time for math intervention classes and afterschool support. The classes will provide additional direct instruction in basic math skills along with a modified approach to pre-teach and/or re-teach the daily core math grade level curriculum. 2. Dedicated time for collaborative goal setting, planning, and monitoring progress using a variety of tools including <i>Yearly Progress Pro</i> software. 	
	Outcome/Indicator Measure	SY 2012-13 Baseline
	% of students advancing from Level 2 to Level 3 or higher in math on MSP	41%
	% of students advancing from Level 1 to Level 2 or higher in math on MSP	37%
	% of students meeting or exceeding typical spring-to-spring MAP math growth goals	54%
		SY 2013–14 Target*
		TBD - Fall 2013
		TBD - Fall 2013
		59%

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Madison Middle School

Principal: Robert Gary, Jr.
 3429 45th Ave SW
 Seattle, WA 98116
 Phone: (206) 252-9204



2013–14 Award	\$240,000	
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 828 total students • 41% Eligible for Free/Reduced Lunch • 49% White; 15% African American; 15% Asian/Pacific-Islander ; 13% Hispanic/Latino; 7% Multiracial; 2% American Indian • 6% English Language Learners (ELL); 15% Special Education • SPS Segmentation Level 3 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students below standard on the Measurements of Student Progress (MSP) math exam 	
Community-Based Organization Partners	University Tutors for Seattle Schools	YMCA
Key Strategies	<ol style="list-style-type: none"> 1. A YMCA-operated Community Learning Center will support students' academic and social needs while encouraging school attendance through afterschool programming. 2. A YMCA social worker will work with students encountering barriers to learning related to mental health, attendance, family, or drug abuse issues. 3. University Tutors will work with students during the day and after school to help them acquire math knowledge and skills and complete homework. 4. Additional 0.6 FTE for a math intervention teacher to lead three math intervention classes each day and support after school math tutoring. 	

Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
% of Level 1 and Level 2 students advancing one or more levels in math on MSP	NA	41%	TBD - Fall 2013
% of Level 1 and Level 2 students advancing one level or higher in reading on MSP	NA	45%	TBD - Fall 2013
% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused and unexcused)	59%	54%	60%
% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused and unexcused)	50%	49%	57%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Madrona K–8 (Middle School Linkage Plan)

Interim Principal: Mary McDaniel

1121 33rd Ave

Seattle, WA 98122

Phone: (206) 252-3100



2013–14 Award	\$160,500		
School Demographics & Characteristics—Grades 6–8 only <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 102 students (6th–8th grade) • 66% Eligible for Free/Reduced Lunch • 78% African American; 11% White; 5% Hispanic/Latino; 4% Asian/Pacific-Islander; 1% American Indian; 1% Multiracial • 1% English Language Learners (ELL); 21% Special Education • SPS Segmentation Level 1 		
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students below standard on Measurements of Student Progress (MSP) in math or reading • Students not consistently completing homework assignments 		
Community-Based Organization Partners	YMCA		
Key Strategies	<ol style="list-style-type: none"> 1. The YMCA will coordinate a variety of programs to support learning before, during and after school, including: morning math support groups led by certified teachers, C Club at lunchtime to help students complete assignments, afterschool tutoring, a <i>Get it Done Club</i> focusing on homework completion after school, and an afterschool intramural basketball league that supports math strategies and incentivizes academic success. 2. A “youth service assistant” will staff a de-escalation room that is part of school-wide strategies to address trauma and provide tiered interventions aimed at reducing the time students are held out of class and the number of absences for school related behavior. 		
Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
% of Level 1 and Level 2 students advancing one or more levels in math on MSP	NA	22%	TBD - Fall 2013
% of students passing core courses first semester	78%	91%	93%
% of students passing core courses second semester	87%	93%	95%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Madrona K–5 (Elementary) School

Interim Principal: Mary McDonald

1121 33rd Ave

Seattle, WA 98122

Phone: (206) 252-3100



2013–14 Award	\$316,000	
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 213 total students • 65% Eligible for Free/Reduced Lunch • 68% African American; 16% White; 8% Hispanic/Latino; 6% Multiracial; 2% Asian/Pacific-Islander; 1% American Indian • 1% English Language Learners (ELL); 10% Special Education • SPS Segmentation Level 1 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students in grades 1–3 behind grade level expectation on reading assessments • 4th–5th grade students not meeting standard on the math Measurements of Student Progress (MSP) the previous year 	
Community-Based Organization Partners	YMCA Community Day School Association (CDSA) Children’s Home Society of Washington	Therapeutic Health Services Odessa Brown (note: funded through Elementary Health Investment)
Key Strategies	<ol style="list-style-type: none"> 1. A full-time student and family advocate will oversee Madrona’s Collaborative Academic Support Team (CAST), small group work, and therapeutic referrals. Position will also focus on services for ELL students. 2. Children’s Home Society will provide training to all staff on how to support students who have experienced childhood trauma 3. Therapeutic Health Services will offer small groups social emotional behavior support services once a week. 4. A full-time Math Interventionist will develop assessments, provide small group instruction for low performing students, develop curriculum for afterschool program and train YMCA math tutors. 	

Outcome/Indicator Measure	SY 2012–13 Target	SY 2013–14 Target*
% of students in 1 st – 2 nd grades making typical growth on MAP reading assessment	45%	66%
% of 4 th and 5 th grade students moving from Level 1 to Level 2 or higher on MSP <u>Math</u>	38%	TBD - Fall 2013
% of 4 th - 5 th grade students meeting standard on MSP <u>Mat</u>	47%	TBD - Fall 2013
% of students with few than 5 absences in the first semester	82%	82%
% of students with few than 5 absences in the second semester	61%	81%

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

McClure Middle School

Principal: Shannon Conner
 1915 1st Ave W
 Seattle, WA 98119
 Phone: (206) 252-1900



2013–14 Award	\$160,500
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 483 total students • 32% Eligible for Free/Reduced Lunch • 57% White; 15% Asian/Pacific-Islander; 12% African American; 10% Hispanic/Latino; 5% Multiracial; 2% American Indian • 3% English Language Learners (ELL); 13% Special Education • <u>SPS Segmentation Level 3</u>
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students below standard on the Measurements of Student Progress (MSP) math exam
Community-Based Organization Partners	Seattle Parks and Recreation
Key Strategies	<ol style="list-style-type: none"> 1. A Seattle Parks and Recreation Community Learning Center will coordinate extended day math intervention classes (taught by McClure teachers) and a variety of strategies to support student attendance, including: parent conferences, homeroom attendance challenges, and targeted supports such as case management and home visits. 2. A math specialist will lead the math support classes for students whose performance is significantly below grade level, and meet with students and families to review data, set goals, and track improvement. The math specialist will also lead extended day math intervention classes, which incorporate hands-on science, technology, engineering and math (STEM) activities.

Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
% of Level 1 and Level 2 students advancing one or more levels in math on MSP.	39%	24%	TBD - Fall 2013
% of math MSP Level 1 and Level 2 students meeting or exceeding typical spring-to-spring MAP math growth goals	54%	69%	72%
% of MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused and unexcused)	53%	49%	57%
% of MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused and unexcused)	48%	59%	65%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Mercer Middle School

Principal: Chris Carter
 1600 S Columbian Way
 Seattle, WA 98108
 Phone: (206) 252-8000



2013–14 Award	\$557,778		
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 924 total students • 72% Eligible for Free/Reduced Lunch • 53% Asian/Pacific-Islander ; 27% African American; 14% Hispanic/Latino; 4% White; 2% Multiracial; 1% American Indian • 18% English Language Learners (ELL); 12% Special Education • <u>SPS Segmentation Level 5</u> 		
Primary Levy Focus Populations	<ul style="list-style-type: none"> • ELL students • African American and Hispanic/Latino students • Incoming 7th and 8th graders • Students struggling in reading or math 		
Community-Based Organization Partners	College Success Foundation Seattle Parks and Recreation	Sound Mental Health University Tutors for Seattle Schools	
Key Strategies	<ol style="list-style-type: none"> 1. A case manager will help targeted students and families to remove barriers to school success. 2. The Seattle Parks and Recreation Department will coordinate out-of-school-time activities. 3. Sound Mental Health will work with targeted students and families to remove barriers to school success, such as at-risk factors related to discipline and suspension. 4. College Success Foundation coaches will develop and implement Mercer’s <i>College and Career Readiness</i> curricula, <i>Nav 101</i> and <i>ConnectEdu</i>. 5. Students who are behind in math will attend a math enrichment class and receive tutoring from University Tutors. 		
Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
% of students advancing from Level 2 to Level 3 or higher in math on MSP	69%	64%	TBD - Fall 2013
% of students advancing from Level 2 to Level 3 or higher in reading on MSP	67%	47%	TBD - Fall 2013
% of students meeting or exceeding typical spring-to-spring MAP math growth goals	71%	60%	71%
% of students meeting or exceeding typical spring-to-spring MAP reading growth goals		58%	71%
% of students with fewer than five absences in the first semester (excused and unexcused)	78%	72%	78%
% of students with fewer than five absences in the second semester (excused and unexcused).	64%	68%	72%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Olympic Hills Elementary School

Principal: Zoe Jenkins
 13018 20th Ave NE
 Seattle, WA 98125
 Phone: (206) 252-4300



2013–14 Award	\$316,000		
School Demographics & Characteristics (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 267 total students • 73% Eligible for Free/Reduced Lunch • 29% White; 25% African American; 24% Hispanic/Latino; 15% Asian/Pacific-Islander; 8% Multiracial; 1% American Indian • 25% English Language Learners (ELL); 16% Special Education • SPS Segmentation Level 3 		
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Kindergarteners who begin with low WaKIDS scores • 1st grade ELL students who did not meet WaKIDS expectations in kindergarten • 3rd grade students with RIT scores of less than 180 in reading Measurements of Academic Progress (MAP) at end of 2nd grade • 4th and 5th graders below standard on Measurements of Student Progress (MSP) Math or Reading • Students who missed four or more days of school in the second semester 2012-13SY 		
Community-Based Organization Partners	YMCA		
Key Strategies	<ol style="list-style-type: none"> 1. YMCA Community Learning Center staff, with support from Olympic Hills certified teacher, will provide targeted instruction for K–1 students during the school day as well as after-school instruction for 3rd–5th grade students. 2. A 0.8 FTE math intervention and data specialist will provide push-in and pull-out math intervention for intermediate students; record, analyze, and summarize data; provide mentoring, training, and weekly math curriculum for tutors; and guide after school instruction at the Academy on Mondays and Wednesdays. 3. Extra time will be funded for a certificated science teacher to provide targeted instruction that integrates science and math, in cooperation with the YMCA. 4. Olympic Hills will be participating in a three year, school-wide pilot program in partnership with Washington State University and Public Health - Seattle & King County targeted toward students who have experienced trauma. 		
	Outcome/Indicator Measure	SY 2012–13 Target	SY 2013–14 Target*
	% of 3 rd - 5 th grade students meeting standard in math on MSP	58%	TBD - Fall 2013
	% of 3 rd - 5 th grade students meeting standard in reading on MSP	74%	TBD - Fall 2013
	% of 1 st – 2 nd grade students making typical growth in reading on MAP	40%	48%
	% of 3 rd - 5 th grade students making typical growth in reading on MAP	46%	54%
	% of K-5 students absent 5+ days first semester	64%	74%
	% of K-5 students absent 5+ days second semester	62%	67%

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Orca K–8

Principal: Toni Talbert-Euele

5215 46th Ave S

Seattle, WA 98118

Phone: (206) 252-6900



2013–14 Award	\$53,000	
School Demographics & Characteristics—Grades 6–8 only (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 172 students (6th–8th grade) • 42% Eligible for Free/Reduced Lunch • 35% White; 32% African American; 8% Hispanic/Latino; 12% Multiracial; 7% Asian/Pacific-Islander; 1% American Indian • 1% English Language Learners (ELL); 22% Special Education • SPS Segmentation Level 3 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • 6th and 7th grade students below standard on the Measurements of Student Progress (MSP) math exam 	
Community-Based Organization Partners	N/A	
Key Strategies	<ol style="list-style-type: none"> 1. An additional math teacher will lead instruction in an extra period of 6th grade math and an extra period of 7th grade math each day for 6th and 7th graders below MSP standard. 2. A math teacher will lead an afterschool homework club each day. 	
	Outcome/Indicator Measure	SY 2012-13 Baseline
	% of Level 1 and Level 2 students advancing one or more levels in math on MSP	19%
	% of students with fewer than five absences in the first semester (excused and unexcused)	63%
	% of students with fewer than five absences in the second semester (excused and unexcused)	60%
		SY 2013–14 Target*
		TBD - Fall 2013
		68%
		67%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Pathfinder K–8

Principal: David Dockendorf
 1901 SW Genesee St
 Seattle, WA 98106
 Phone: (206) 252-9710



2013–14 Award	\$53,500	
School Demographics & Characteristics—Grades 6–8 only <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 153 total students (6th–8th grade) • 47% Eligible for Free/Reduced Lunch • 45% White; 17% Hispanic/Latino; 14% African American; 11% Multiracial; 7% Asian/Pacific-Islander; 4% American Indian • 3% English Language Learners (ELL); 36% Special Education • SPS Segmentation Level 3 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students below or narrowly above standard on the Measurements of Student Progress (MSP) math exam • Students absent 10 or more days during the 2012–13 school year 	
Community-Based Organization Partners	Communities in Schools	University Tutors for Seattle Schools
Key Strategies	<ol style="list-style-type: none"> 1. A Communities in Schools AmeriCorps site coordinator will support a variety of attendance strategies by leading case management, providing and tracking academic support, coordinating partners, and conducting family outreach, among other functions. 2. University Tutors will support Pathfinder’s in-school math intervention to support standards-based <u>differentiated</u> instruction. 	

Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
% of Level 1 and Level 2 students advancing one or more levels in math on MSP	42%	29%	TBD - Fall 2013
% of math MSP Level 1 and Level 2 students meeting or exceeding typical spring-to-spring MAP math growth goals	63%	39%	58%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Roxhill Elementary School

Principal: Sahnica Washington

9430 30th Ave SW

Seattle, WA 98126

Phone: (206) 252-9570



2013–14 Award	\$316,000	
School Demographics & Characteristics (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 377 total students • 78% Eligible for Free/Reduced Lunch • 37% Hispanic/Latino; 24% African American; 16% Asian/Pacific-Islander; 13% White; 6% Multiracial; 3% American Indian • 35% English Language Learners (ELL); 21% Special Education • SPS Segmentation Level 3 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • ELL students in grades K–5 	
Community-Based Organization Partners	City Year Communities in Schools	Neighborcare (funded through Elementary Health Investment) University Tutors
Key Strategies	<ol style="list-style-type: none"> 1. A math intervention teacher/coach will provide one-to-one and small group math instruction during and after school, as well as during Saturday Academy. This position will support collaboration with math coaches at schools that feed into Roxhill and support summer learning opportunities for students transitioning to middle school. 2. Communities in Schools site coordinator will provide case management for high needs students, and focus tutoring on K–2 ELL students. 3. A house administrator will lead implementation and monitoring of Levy programs, and support weekly collaboration with the school principal, intervention specialists, and a bilingual department representative. 4. City Year Corps members and a site coordinator will provide one-to-one and small group tutoring, and support achievement efforts in reading and math for Tier II ELL students, grades 3–5 in math and grade 3 in reading; provide before and after-school programs for K–5 students; strengthen family engagement; and provide additional assistance during Saturday Academy. 5. University Tutors will form tutoring partnerships with focus students. 	

Outcome/Indicator Measure	SY 2012–13 Target	SY 2013–14 Target*
% of 4 th - 5 th grade students meeting MSP reading standard	68%	TBD - Fall 2013
% of 4 th - 5 th grade students meeting MSP math standard	63%	TBD - Fall 2013
% of ELL students making annual typical growth on reading MAP	59%	59%
% ELL K-5 students making growth on WELPA	N/A	TBD - Fall 2013
% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the first semester	75%	75%
% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the second semester	70%	71%

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Salmon Bay K–8

Principal: Jen Benkovitz
 1810 NW 65th St
 Seattle, WA 98117
 Phone: (206) 252-1720



2013–14 Award	\$53,500		
School Demographics & Characteristics—Grades 6–8 only <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 354 students (6th–8th grade) • 18% Eligible for Free/Reduced Lunch • 78% White; 7% Hispanic/Latino; 5% Asian/Pacific-Islander; 4% African American; 1% American Indian • 0% English Language Learners (ELL); 23% Special Education • <u>SPS Segmentation Level 5</u> 		
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students below standard on the Measurements of Student Progress (<u>MSP</u>) math exam 		
Community-Based Organization Partners	N/A		
Key Strategies	<ol style="list-style-type: none"> 1. A math academic intervention specialist will teach two intervention classes and support other math teachers by collaborating on a variety of activities, including creation of differentiated instructional materials aligned to the Common Core State Standards (<u>CCSS</u>) and co-planning and co-teaching individual math lessons. 2. A math learning lab will be available to focus students as an elective course that combines CCSS, experiential learning, and other features that will help them catch up to their peers. 3. The Levy will support professional development focused on the CCSS and math differentiation. 		
	Outcome/Indicator Measure	SY 2012-13 Baseline	SY 2013–14 Target*
	% of 6 th grade Level 1 and Level 2 students advancing one or more levels in math on MSP	36%	TBD - Fall 2013
	% of 6 th grade students making or exceeding typical annual growth in math on MAP	41%	47%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

South Shore PreK–8 (Middle School Linkage Plan)

Principal: Keisha Scarlett

4800 S Henderson St

Seattle, WA 98118

Phone: (206) 252-7600



2013–14 Award	\$160,500
School Demographics & Characteristics—Grades 6–8 only <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 226 students (6th–8th grade) • 62% Eligible for Free/Reduced Lunch • 47% African American; 32% Asian/Pacific-Islander; 9% Hispanic/Latino; 8% Multiracial; 6% White; 0% American Indian • 6% English Language Learners (ELL); 12% Special Education • SPS Segmentation Level 3
Primary Levy Focus Populations	<ul style="list-style-type: none"> • African American students • Students below standard on the Measurements of Student Progress (MSP) math exam
Community-Based Organization Partners	University Tutors for Seattle Schools
Key Strategies	<ol style="list-style-type: none"> 1. University Tutors will provide one-on-one tutoring support before and after school, and provide assistance during math intervention classes 2. An attendance specialist will track student attendance and coordinate support services and interventions for a caseload of 20 male students. The specialist will also provide after school mentoring for boys through a fitness program operated in conjunction with the University Tutor’s Sea Dragon academy after school homework assistance program. 3. A student-family advocate will work with the attendance specialist to support a caseload of male students struggling with academic and non-academic barriers. Additionally, the advocate will support the “Big 4 Academy” in-school behavior modification program.

Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
% of students advancing from Level 2 to Level 3 or higher in math on MSP	49%	45%	TBD - Fall 2013
% of 6 th and 7 th grade students advancing from Level 1 to Level 2 or higher in math on MSP	48%	23%	TBD - Fall 2013
% of students passing core courses first semester		91%	93%
% of students passing core courses second semester		86%	89%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

South Shore PreK–5 (Elementary) School

Principal: Keisha Scarlett
 4800 S Henderson St
 Seattle, WA 98118
 Phone: (206) 252-7600



2013–14 Award	\$316,000	
School Demographics & Characteristics—Grades K–5 Only <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 368 total students • 54% Eligible for Free/Reduced Lunch • 38% African American; 32% Asian/Pacific-Islander; 14% White; 8% Multiracial; 7% Hispanic/Latino; 1% American Indian • 18% English Language Learners (ELL); 8% Special Education • <u>SPS Segmentation Level 3</u> 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Non-ELL Black students • ELL students K–5th grade, with a focus on Somali students 	
Community-Based Organization Partners	Powerful Schools Sound Partners Tutoring	University Tutors of Seattle Schools
Key Strategies	<ol style="list-style-type: none"> 1. A literacy teacher for 3rd – 5th graders will provide reading interventions and literacy in the content areas based on Common Core State Standards (CCSS). 2. An ELL teacher will support the preK program. 3. Family support workers will provide case management services to students with frequent attendance issues. 4. UTSS will provide <u>push-in support</u> for 3rd – 5th grade students in math, before/after school homework help, and lunchtime assistance in the library for students to enjoy independent reading, chess, and academic games on the computer. 5. Powerful Schools and Sound Partners will provide early literacy through one-on-one tutoring for K–1st graders. 	
Outcome/Indicator Measure		
% of 3 rd - 5 th grade students meeting standard in math on MSP	69%	SY 2013–14 Target* TBD - Fall 2013
% of 3 rd - 5 th grade students meeting standard in reading on MSP	68%	TBD - Fall 2013
% of 3 rd - 5 th grade students making typical growth in reading on MAP	55%	59%
% of 3 rd - 5 th grade students absent 5+ days first semester	82%	85%
% of 3 rd - 5 th grade students absent 5+ days second semester	82%	85%

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Washington Middle School

Principal: Jon Halfaker
 2101 S Jackson St
 Seattle, WA 98144
 Phone: (206) 252-2600



2013–14 Award	\$557,778	
School Demographics & Characteristics (Source: SY 2011–2012 SPS School Report)	<ul style="list-style-type: none"> • 1,123 total students • 47% Eligible for Free/Reduced Lunch • 30% African American; 29% White; 23% Asian/Pacific-Islander; 10% Hispanic/Latino; 6% Multiracial; 1% American Indian • 9% English Language Learners (ELL); 12% Special Education • <u>SPS Segmentation Level 3</u> 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • ELL students • Students below Measurements of Student Progress (MSP) standard • Students identified through teacher recommendations 	
Community-Based Organization Partners	El Centro de la Raza University Tutors for Seattle Schools	Seattle Parks and Recreation
Key Strategies	<ol style="list-style-type: none"> 1. El Centro de la Raza’s on-site coordinator will coordinate afterschool academic and enrichment programs, mentor 40 students, and host family nights. 2. University Tutors will support students in science classrooms. 3. A counseling secretary will recruit and coordinate volunteers to provide one-to-one tutoring to students. 4. A standards-based instruction and assessment coach will coach teachers and lead professional development as the school implements standards-based instruction (CCSS). 5. A success coordinator will mentor 40 students through weekly academic and social progress meetings. 6. Intervention teachers will lead classes for students who need extra support in reading and math, including classes designed specifically for ELL students. 	

Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
% of students advancing from Level 1 to Level 2 or higher in math on MSP	38%	21%	TBD - Fall 2013
% of students advancing from Level 2 to Level 3 or higher in math on MSP	48%	25%	TBD - Fall 2013
% of ELL students making gains on WELPA			TBD - Fall 2013
% of students with fewer than five absences in the first semester (excused and unexcused)	77%	71%	75%
% of students with fewer than five absences in the second semester (excused and unexcused)	64%	63%	67%
% of all math MSP Level 1 and Level 2 students passing core courses in the first semester		82%	86%
% of all math MSP Level 1 and Level 2 students passing core courses in the second semester		83%	87%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

West Seattle High School

Principal: Ruth Medsker
 3000 California Ave SW
 Seattle, WA 98116
 Phone: (206) 252-8800



2013-14 Award	\$374,500
School Demographics & Characteristics <i>(Source: SY 2011-2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 995 total students • 44% eligible for Free/Reduced Lunch • 19% African American; 21% Asian/Pacific-Islander; 14% Latino • 8% English Language Learners • 18% Special Education • SPS Segmentation Level 3
Primary Levy Focus Populations	West Seattle will focus Levy support on incoming 9 th graders who (1) are below standard on their 8 th grade math, reading, or writing MSP exam, (2) entered with low MAP math scores, or (3) receive a D or E or earn two or more unexcused absences during the school year.
CBO Partners	Asian Counseling and Referral Services YMCA of Greater Seattle
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. Two Academic Intervention Specialists will teach an academic support class, coordinate with University Tutors, manage After School Study Hall and Saturday School, monitor student academic progress, and coordinate other Levy activities. 2. West Seattle's 9th grade counselor will increase time available to schedule all 9th graders into appropriate classes, plan 9th grade Parent Night, create attendance agreements for identified students, participate as a member of the SIT team and refer students to SIT, implement ConnectEdu, and implement other Levy activities. 3. YMCA Social Worker will implement after school enrichment and service activities, track student participation in programming, address barriers to participation, and support a caseload of students with a social worker shared with Madison Middle School. 4. Asian Counseling and Referral Service part-time Care Coordinator will provide behavioral health care screening and care coordination to 9th graders.

Outcome/Indicator Measures	SY 2012-13 Target	SY 2012-13 Actual	SY 2013-14 Target*
% of first-time 9 th graders meeting standards on state end of course exams in Algebra or Geometry	58%	79%	TBD - Fall 2013
% of first-time 9 th graders who earn at least 5 credits during the school year and promote successfully to 10 th grade	96%	89%	96%
% of first-time 9 th graders meeting or exceeding typical spring-to-spring in math on MAP	63%	85%	86%
% of first-time 9 th graders absent fewer than five days first semester (excused and unexcused)	69%	58%	69%
% of first-time 9 th graders absent fewer than five days second semester (excused and unexcused)	59%	50%	59%
% of all first-time 9 th graders passing all core classes (math, language arts, science, and social studies) first semester	95%	87%	95%
% of all first-time 9 th graders passing all core classes (math, language arts, science, and social studies) second semester	92%	84%	92%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012-13 data are available.

Summary of 2013-14 School Year Levy Plan

Whitman Middle School

Principal: Sue Kleitcsh
 9201 15th Ave NW
 Seattle, WA 98117
 Phone: (206) 252-1200



2013–14 Award	\$53,500		
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 983 total students • 28% Eligible for Free/Reduced Lunch • 62% White; 11% Hispanic/Latino; 11% Asian/Pacific-Islander; 9% African American; 7% Multiracial; 1% American Indian • 4% English Language Learners (ELL); 12% Special Education • <u>SPS Segmentation Level 4</u> 		
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Students below standard on the Measurements of Student Progress (MSP) math exam 		
Community-Based Organization Partners	N/A		
Key Strategies	<ol style="list-style-type: none"> 1. Math teachers will lead math support classes providing a double dose of math for struggling 7th and 8th grade students. The class for 7th graders will feature project-based learning while the class for 8th graders will incorporate lessons from Kahn Academy. 2. Math teachers will pre-teach, re-teach, and address specific learning gaps during Levy-supported after school tutoring. 		
	Outcome/Indicator Measure	SY 2012–13 Target	SY 2013–14 Target*
	% of all non-IEP 6 th grade Level 1 and Level 2 advancing one or more levels in math on MSP	54%	TBD - Fall 2013
	% of 6 th grade students with fewer than five absences in the first semester (excused and unexcused)	66%	69%
	% of 6 th grade students with fewer than five absences in the second semester (excused and unexcused)	68%	71%

* EOC performance measure baseline and target data will be determined in August 2013 once end of school year 2012–13 data are available.

Summary of 2013-14 School Year Levy Plan

Wing Luke Elementary School

Principal: Davy Muth
 3701 S Kenyon St
 Seattle, WA 98118
 Phone: (206) 252-7630



2013–14 Award	\$316,000		
School Demographics & Characteristics <i>(Source: SY 2011–2012 SPS School Report)</i>	<ul style="list-style-type: none"> • 351 total students • 82% Eligible for Free/Reduced Lunch • 47% Asian/Pacific-Islander; 36% African American; 9% Hispanic/Latino; 6% Multiracial; 2% White; 0% American Indian • 31% English Language Learners (ELL); 12% Special Education • SPS Segmentation Level 3 		
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Kindergarten– 5th grade ELL students 		
Community-Based Organization Partners	Tiny Tots Development Center	Vietnamese Friendship Association	
Key Strategies	<ol style="list-style-type: none"> 1. A reading specialist will assess 4th and 5th grade students, track and analyze data, and collaborate with teacher to provide targeted instruction. 2. Family support worker will organize, plan and implement case management support to high need focus students. 3. Tiny Tots will provide tutoring services after school and provide 10 preschool scholarships for children who will attend Wing Luke for kindergarten. 4. Vietnamese Friendship Association will provide a cultural navigator to engage parents in their children’s education; particular focus will be given to non-English speaking parents. 		
	Outcome/Indicator Measure	SY 2012-13 Baseline	SY 2013–14 Target*
	% of 3 rd - 5 th grade students meeting standard in math on MSP	72%	TBD - Fall 2013
	% of 1 st - 3 rd grade students making typical growth in math on MAP	54%	60%
	% of 1 st - 3 rd grade students making typical growth in Reading on MAP	47%	55%
	% of 3 rd - 5 th grade students meeting standard in reading on MSP	76%	TBD - Fall 2013
	% of Kindergarten grade students with fewer than 5 absences (excused or unexcused) in the first semester	54%	60%
	% of Kindergarten grade students with fewer than 5 absences (excused or unexcused) in the second semester	57%	63%

* EOC performance measure baseline and target data will be determined in July 2013 once end of school year 2012–13 data are available.

Chinese Information and Service Center (CISC)			
2012-13 SY Recommended Funding Level	\$153,600		
Characteristics of Typical Students Served by CISC	CISC serves primarily low-income Chinese families that are limited in English proficiency. Forty-two percent of K-5 Chinese-American students in Seattle Public Schools are eligible for Free and Reduced-Price Lunch.		
Levy Focus Population	CISC will serve Chinese children and their families.		
Prior School Partners	<ol style="list-style-type: none"> 1. Kimball Elementary 2. Beacon Hill International School 3. Bailey Gatzert Elementary 4. Maple Elementary 5. Dearborn Park Elementary 6. Tops K-8 		
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A 1.0 FTE social worker will provide case management services to overcome academic and non-academic obstacles and improve focus students' social, emotional and academic success. 2. A 1.0 FTE after school program coordinator will work with teachers to develop individual academic plans, provide academic support, track student progress, and coordinate volunteer tutors. 		
Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual	SY 2013-14 Target*
4 th – 5 th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP	35%	TBD - Fall 2013	TBD - Fall 2013
4 th – 5 th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP	25%	TBD - Fall 2013	TBD - Fall 2013
1 st – 3 rd grade focus students meeting annual typical growth on math MAP	56%	76%	77%
1 st – 3 rd grade focus students meeting annual typical growth on reading MAP	52%	66%	68%
1 st – 5 th grade focus students with fewer than five absences (excused or unexcused) in the first semester	86%	95%	95%
1 st – 5 th grade focus students with fewer than five absences (excused or unexcused) in the second semester	78%	88%	90%
1 st – 5 th grade English language learners making gains on WELPA	N/A	TBD - Fall 2013	TBD - Fall 2013

**Note: Baseline is based on historical district data for comparable student populations.*

Refugee Women's Alliance (ReWA)			
2012-13 SY Recommended Funding Level	\$153,600		
Characteristics of Typical Students Served by ReWA	ReWA serves refugee and immigrant youth who primarily live in South Seattle and South King County. The majority of the students served are from Vietnam, Somalia, Ethiopia, Eritrea, Nepal, Latin America, Burma and China. 97% are English Language Learners, and more than 95% are eligible for Free and Reduced Price Lunch with Seattle Public Schools.		
Levy Focus Population	ReWA will focus Levy services on K-5 th grade Somali, Spanish-speaking and Vietnamese students.		
School Partners	<ol style="list-style-type: none"> 1. Dearborn Park Elementary 2. Kimball Elementary 3. Maple Elementary 		
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. Three Family Support Specialists will work with Somali, Latino, and Vietnamese students and their families to connect with ReWA programs and other social services educate parents and engage them in their child's education. The specialists will monitor family progress on a bi-weekly basis. 2. Tutoring will be provided for focus students. 3. Mental health screening and counseling will be provided to clients who are referred by specialists. 		
Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual	SY 2013-14 Target*
4 th – 5 th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP	35%	TBD - Fall 2013	TBD - Fall 2013
4 th – 5 th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP	25%	TBD - Fall 2013	TBD - Fall 2013
3 rd – 5 th grade focus students meeting annual typical growth on math MAP	56%	31%	56%
3 rd – 5 th grade focus students meeting annual typical growth on reading MAP	52%	56%	52%
3 rd – 5 th grade focus students with fewer than five absences (excused or unexcused) in the first semester	86%	83%	86%
3 rd – 5 th grade focus students with fewer than five absences (excused or unexcused) in the second semester	78%	76%	78%
1 st – 5 th grade English language learners making gains on WELPA		TBD - Fall 2013	TBD - Fall 2013

**Note: Baseline is based on historical district data for comparable student populations.*

Seattle Indian Health Board (SIHB)		
2012-13 SY Recommended Funding Level	\$100,000	
Characteristics of Typical Students Served by SIHB	Seattle Indian Health Board serves Native American families.	
Levy Focus Population	SIHB will focus Levy services on 3 rd -5 th grade Native American students in West Seattle.	
School Partners	<ol style="list-style-type: none"> 1. Highland Park Elementary 2. Roxhill Elementary 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. Two Education Specialists will connect Native American students and their families to SIHB programs, provide parent workshops, and engage parents/guardians in their child's education. 2. Youth Ambassador Program will provide each student with a mentor from Denny Middle School. 3. Mental health screening and counseling will be provided to clients who are referred by specialists. 	
Outcome/Indicator Measure	SY 2012-13 Actual	SY 2013-14 Target*
3 rd – 5 th grade students will meet standard on math MSP	TBD - Fall 2013	TBD - Fall 2013
3 rd – 5 th grade students will meet standard on reading MSP	TBD - Fall 2013	TBD - Fall 2013
3 rd – 5 th grade focus students meeting annual typical growth on math MAP	49%	60%
3 rd – 5 th grade focus students meeting annual typical growth on reading MAP	45%	55%
3 rd – 5 th grade focus students with fewer than five absences (excused or unexcused) in the first semester	52%	60%
3 rd – 5 th grade focus students with fewer than five absences (excused or unexcused) in the second semester	51%	60%

**Note: Baseline is based on historical district data for comparable student populations.*