 City of Seattle

ANNUAL  
REPORT  
2010 - 11



Early Learning



Elementary



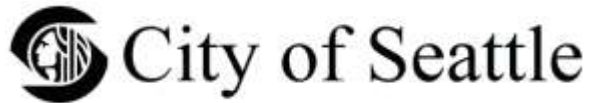
Middle School



High School



Student Health



**ANNUAL  
REPORT  
2010-11**

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## PREFACE

### Seattle's Families and Education Levy

In 2004, Seattle voters overwhelmingly approved a \$117 million, seven-year property tax levy to improve academic achievement and reduce the achievement gap among Seattle students. The Families and Education Levy invests in Seattle students, pre-kindergarten through high school. The Levy investments in five areas:

- Early Learning
- Elementary School
- Middle School
- High School
- Student Health



### Three Overarching Goals

Levy investments help students both inside and outside the classroom, and are designed to improve academic outcomes for students. We set goals for:

- School Readiness
- Academic Achievement and Closing the Gap
- Increasing Graduation Rates

### Tracking Progress

This report highlights results from the 2010-11 school year. These data help us determine whether Levy investments have been effective in helping students achieve academically. These data are important management tools to:

- Track progress on indicators and outcomes
- Determine which Levy investments were successful at meeting their 2010-11 targets
- Make course corrections for future investments



## Measures of Success

Each Levy investment has indicator and outcome targets, used to measure effectiveness and academic success. Measures include:

- Meeting grade-level standards on state tests (reading, math and writing)
- Meeting typical growth on the Measures of Academic Progress (MAP) in math and reading
- Passing courses each semester
- Attendance each semester
- Families attending parent/teacher conferences and other school events
- Students identified and served by school-based health centers
- Student participation levels in programs

## Setting Targets & Performance Pay

- Each Levy investment has performance pay attached to specific performance targets.
- Up to 25% of the Levy funds are contingent on the successful achievement of performance targets.
- Setting attainable yet ambitious targets is something the Levy strives to do with all of its investments.
- In order to encourage our partners to aim high, the Levy provides full reimbursement once a program has achieved 90% or more of its goal.
- This report uses arrows to depict a 90% - 110% range around each target to understand how close programs were to hitting their performance targets.

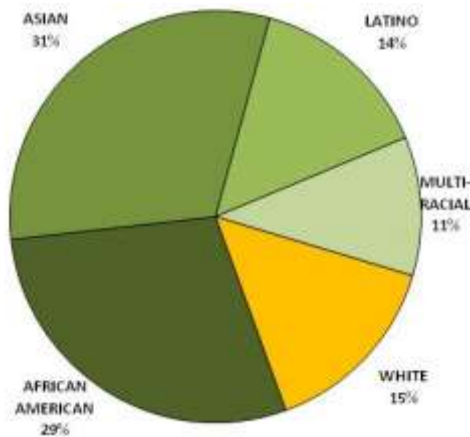
## EARLY LEARNING INVESTMENTS



Our work in early learning over the past six years has reinforced the knowledge that the achievement gap is present before students enter preschool. To close these gaps, Levy investments focus on increasing the quality of early learning experiences through the following strategies:

- Full- and half-day preschool programs for 600 low-income four-year-olds
- Focus on bilingual/dual language programs
- Teacher training, coaching and mentoring
- Additional hours of care for preschool children
- Home visits with families twice a week for two- and three-year olds

### WHOM WE SERVE



Early Learning programs have adopted a very ambitious outcome target to ensure students leaving their program are truly ready for kindergarten.

### ANNUAL OUTCOMES: 2010-11

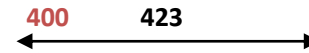
Figures shown to the right of target in green indicate goal was **met or surpassed**, and figures shown to the left in red indicate goal was **not attained**. Lines below the numbers represent the range of 90% to 110% of the target.

90% ←————→ 110%

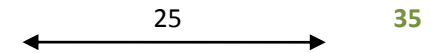
#### OUTCOME TARGETS



Pre-K four-year-olds assessed as school ready at the end of the 2010-11 school year



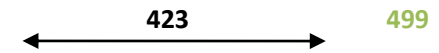
Two- and three-year olds who met standards



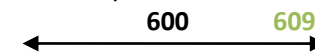
#### INDICATOR TARGETS



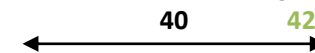
Four-year-olds whose teachers met quality standards



Four-year-olds served



Two- and three-year olds served by Parent-Child Home Program



## ELEMENTARY SCHOOL INVESTMENTS



### Family Support

The Family Support Program invests in Family Support Workers (FSWs) who work directly in elementary and K-8 schools, linking students and their families with resources needed to promote academic achievement. All elementary and K-8 schools are served by FSWs. This year, 1093 focus students were served by the FSWs.

Results from the Family Support Program are mixed. The program did not meet the outcome target of students meeting grade-level standard on state tests.

The Family Support Program did exceed all of their indicator targets.

Under the new Levy, Family Support Services will be integrated into the Elementary Innovation School investments managed by the principal. The goal is to better align family support services with a school's outcome and indicator targets. The program will also be modified to reflect recommendations from the evaluation being conducted by the University of Washington's Division of Public Behavioral Health and Justice Policy.

### ANNUAL RESULTS: 2010-11

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#### OUTCOME TARGET

Students meet grade-level standards on state tests  
 14% ← 20% →

#### INDICATOR TARGETS

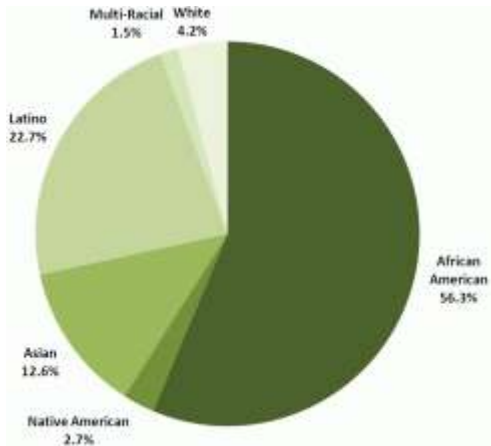
Students meet typical growth on MAP  
 ← 20% → 31%

Students with fewer than 10 absences.  
 ← 480 → 559

Students who families engage in two or more academically focused activities  
 ← 680 → 931

Students with progress in meeting one or more goals in their service plan. Goals include: homework, behavior, mobility and passing courses  
 ← 680 → 1051

### WHOM WE SERVE



90% FREE/REDUCED LUNCH  
 36% ENGLISH LANGUAGE LEARNERS

## ELEMENTARY SCHOOL INVESTMENTS



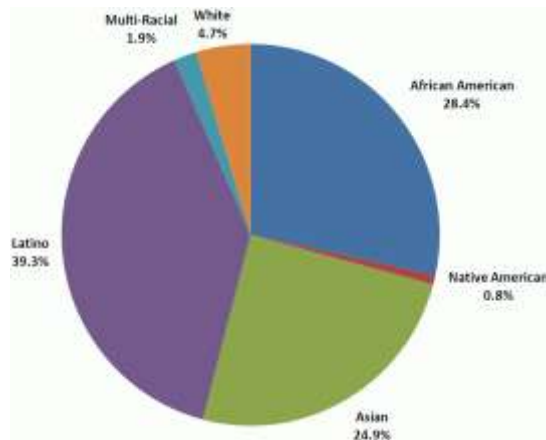
### Community Learning Centers

Community Learning Centers (CLCs) in three elementary schools provide a comprehensive set of services and learning experiences. CLC staff coordinate activities with school staff to maximize learning by connecting after-school activities to students' learning needs and school curriculum. This year, 298 students were served by the Elementary CLCs.

Results from the Elementary Community Learning Centers are mixed. The program did not meet the outcome target of students meeting grade-level standard on state tests and fell short on 3 out of 5 of the indicator targets. The CLCs did exceed their target for 1<sup>st</sup> semester attendance and student participation. It is important to note that the academic growth and attendance indicators were new this year, and programs are still working to address these important indicators within their strategies.

Given the outcome results in the current and previous years, the 2011 Levy will make a more comprehensive investment at the elementary level, investing in elementary innovation schools that may or may not include community learning centers.

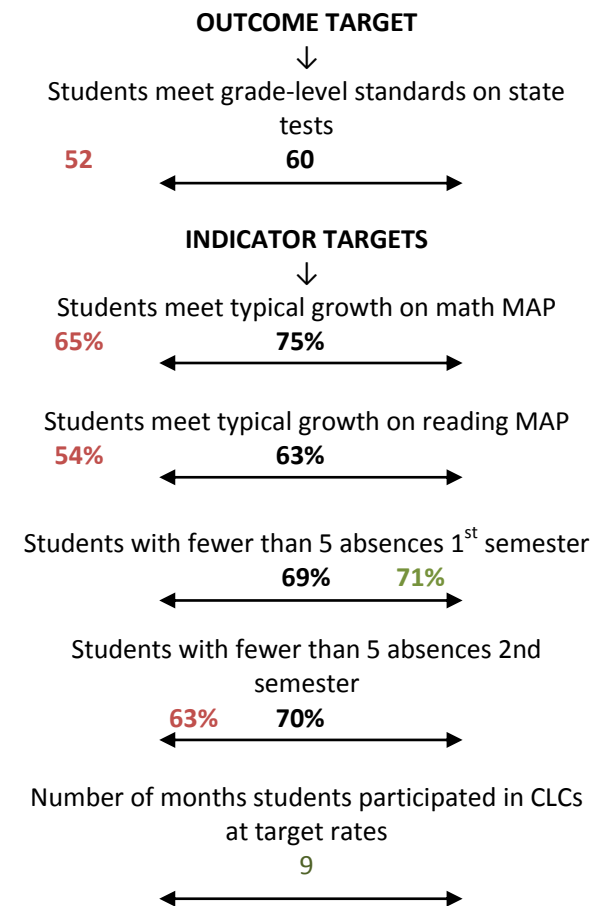
### WHOM WE SERVE



83% FREE/REDUCED LUNCH  
37% ENGLISH LANGUAGE LEARNERS

### ANNUAL RESULTS: 2010-11

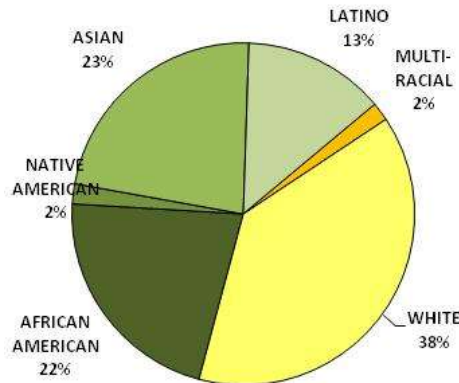
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## MIDDLE SCHOOL INVESTMENTS



### WHOM WE SERVE



49% FREE/REDUCED LUNCH  
12% ENGLISH LANGUAGE LEARNERS

The Levy invests in two academically-focused middle school programs: Middle School Support Program (MSSP) and Community Learning Centers (CLC). The MSSP and CLC programs coordinate within schools to provide comprehensive services that maximize student learning time.

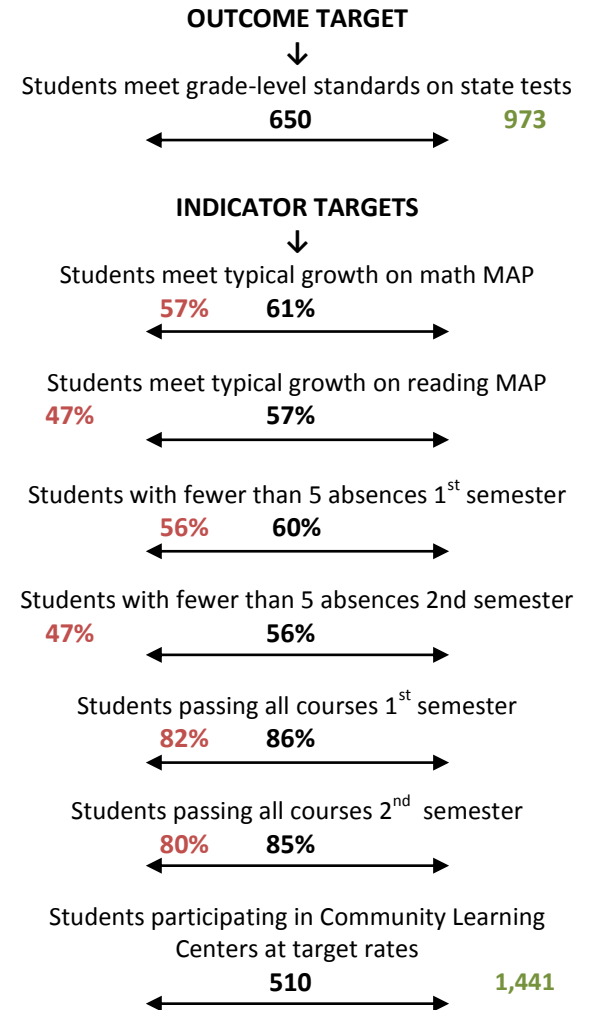
Results from the Middle School Investments appear mixed. First, middle school programs continue to exceed their outcome target: students meeting grade-level standards on state tests who had failed to do so previously. This outcome is one of the overarching goals of the Levy, and was the focus of the middle school program design.

Second, the Levy has continued to add targets for indicators that predict academic success, including attendance, grades and academic growth. Results indicate that, while middle school programs did not hit these new targets, they came within 90% of their target on four out of six of the new performance indicators. Schools are still working to develop strategies that address both the outcome and indicators targets for focus students. Attendance, in particular, needs closer attention.

Finally, community learning centers continue to exceed their participation target.

### ANNUAL RESULTS: 2010-11

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## HIGH SCHOOL INVESTMENTS

### ANNUAL RESULTS: 2010-11

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#### CHIEF SEALTH HIGH SCHOOL

##### OUTCOME TARGET

↓  
Promoting on-time to 10<sup>th</sup> grade  
88%

##### INDICATOR TARGETS

↓  
Students with < 5 absences 1<sup>st</sup> semester  
55% 63%

Students with < 5 absences 2<sup>nd</sup> semester  
41% 55%

Passing core courses 1<sup>st</sup> semester  
83% 88%

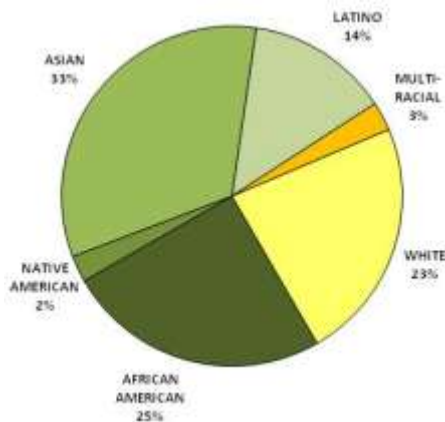
Met typical growth in math MAP  
53% 65%

Met typical growth in reading MAP  
56% 62%

Chief Sealth continues to demonstrate tremendous success in getting students to pass their classes and promote on-time to 10<sup>th</sup> grade. This success can be attributed to their Ninth Grade Nation, which provides tiered academic and social/emotional support for all 9<sup>th</sup> graders.

One area in need of improvement is their attendance. In analyzing their attendance data, Chief Sealth discovered that suspensions were one of the top reasons 9<sup>th</sup> graders were missing school. In fact, 54% of all absences due to suspensions were among 9<sup>th</sup> graders, totaling 1682 days of school missed. Over half of these suspensions were related to non-violent disciplinary actions. With this knowledge, Chief Sealth developed an in-school suspension program. This program serves to hold students accountable for their behavior but does not penalize them academically by keeping them out of school.

#### WHOM WE SERVE



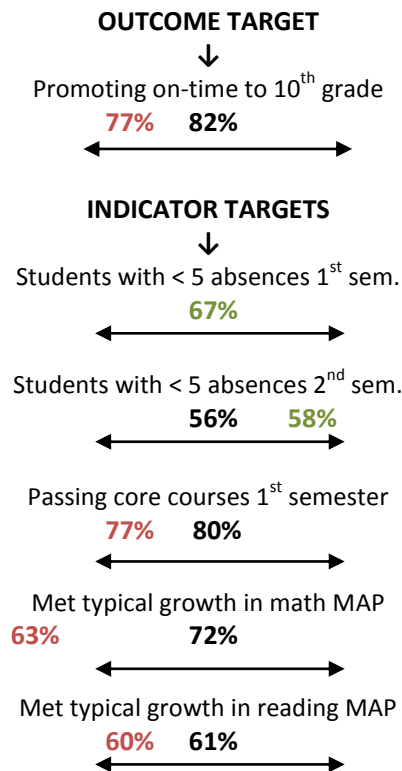
59% FREE/REDUCED LUNCH  
14% ENGLISH LANGUAGE LEARNERS

## HIGH SCHOOL INVESTMENTS

### ANNUAL RESULTS: 2010-11

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#### FRANKLIN HIGH SCHOOL

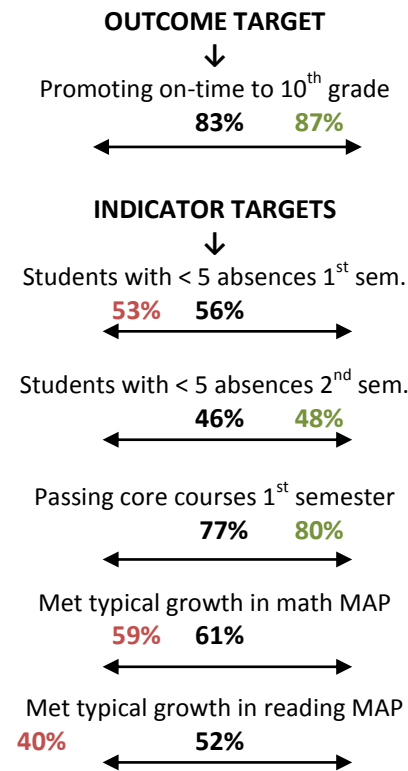


Franklin exceeded their Indicator Target for attendance both 1<sup>st</sup> and 2<sup>nd</sup> semester. Much of the credit for this success goes to two policies:

- 1) Closed campus lunch for all 9<sup>th</sup> graders
- 2) Zero tolerance for tardies, where students attend a mandatory lunch or after-school detention for being late to class.

On the academic front, Franklin uses the Seattle Public Schools' risk factor report to identify 9<sup>th</sup> graders entering their school several grade levels behind. These students are scheduled into specific classes with other students at a similar skill levels. These classes have a smaller student-to-teacher ratio and include an additional adult in the classroom, providing push-in support. This structure provides struggling students with one-on-one attention and helps them focus on their academics.

#### WEST SEATTLE HIGH SCHOOL

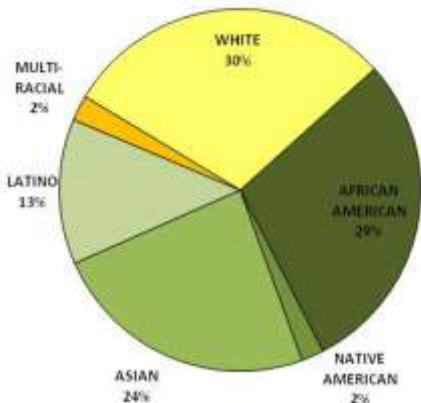


West Seattle exceeded their Outcome Target for on-time promotion by getting 87% of first-time 9<sup>th</sup> graders to promote to 10<sup>th</sup> grade in the 2010-11 school year. While excited about their success, they were concerned about prospects for their students who did not meet this bar.

Using performance pay earned by meeting Levy targets, they designed the "Back on Track" program for repeat 9<sup>th</sup> graders. This program is taught by an academic intervention specialist and takes place in a special "Back on Track" classroom. The core curriculum includes components of service learning, experiential education and project-based learning. The goal is to get these students "Back on Track" in one academic year, meaning they will be 11<sup>th</sup> grade status by the end of the 2011-12 school year.



WHOM WE SERVE



57% FREE/REDUCED LUNCH  
14% ENGLISH LANGUAGE LEARNERS

The Levy invests in School-Based Health Centers (SBHCs) and nurses in all ten comprehensive high schools and four middle schools to promote physical and mental health. These are sponsored by five local healthcare organizations: 1) Group Health Cooperative, 2) Seattle Children’s Hospital/Odesa Brown Children’s Clinic, 3) Public Health– Seattle & King County, 4) Neighborcare Health, and 5) Swedish Medical Center.

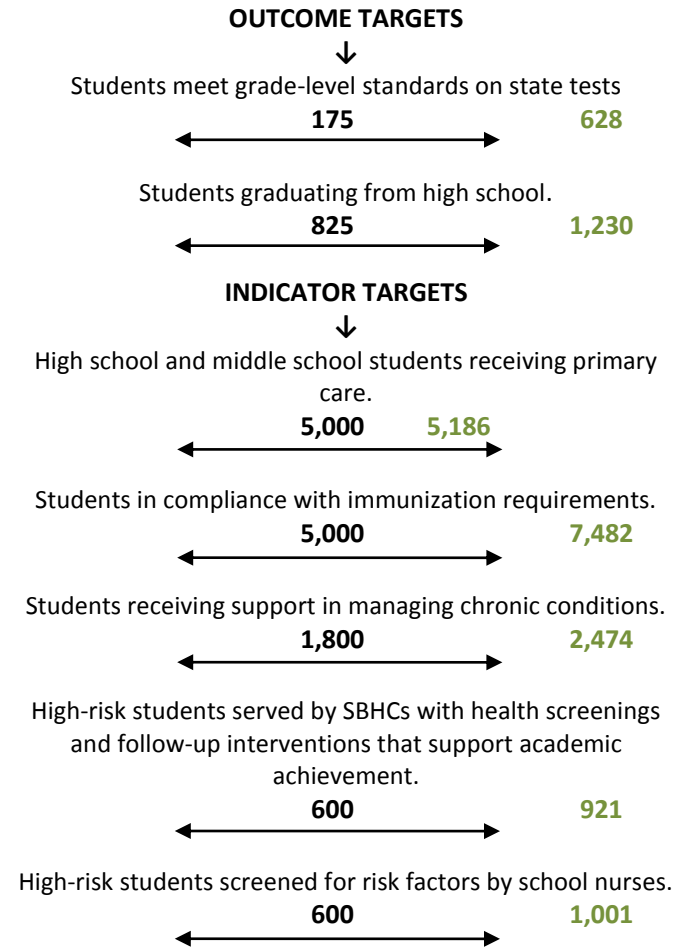
Results from the 2010-11 school year indicate that the health investments greatly exceeded their targets on both outcomes and indicators. Given this consistently high performance, outcome targets for the 2012-13 school year will be increased to reflect ambitious, yet attainable goals.

Looking forward to the next Levy, we will be adding attendance as an indicator target for all Levy Health Investment.

STUDENT HEALTH INVESTMENTS

ANNUAL RESULTS: 2010-11

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## ANNUAL PROGRAM BUDGET FOR 2010-11 SCHOOL YEAR

*The City of Seattle and Seattle Public Schools believe a strong partnership is necessary to increase the academic outcomes for all of Seattle's children and to close the achievement gap.*

The Families and Education Levy funding is appropriated to the Department of Neighborhoods' Office for Education, which oversees financial activity for the Levy. All programs are budgeted on a school-year basis (September-August), except for Administration & Evaluation, which is budgeted by calendar year. The Administration & Evaluation annual budget for 2011 is \$746,719.

### Public Accountability

The City of Seattle, Seattle Public Schools and community-based organizations began implementing Families and Education Levy programs in September 2005. In order to measure the Levy's impact on achievement, the City implemented new accountability measures to track indicators of student progress and educational outcomes. Part of the new accountability system was a commitment to analyze program data, seek to understand the reasons students are succeeding or failing, and make course corrections if students are not achieving. The Levy also implemented performance pay, earned by achieving outcome targets.

### City-Schools Partnership

The City of Seattle and Seattle Public Schools believe a strong partnership is necessary to increase the academic outcomes for all of Seattle's children and to close the achievement gap. In 2005, a formal partnership agreement was created, outlining the roles and expectations of each partner in attaining these goals. The agreement is available at: <http://www.seattle.gov/neighborhoods/education/PartnershipAgreement.pdf>. The City and Seattle Public Schools also have a data-sharing agreement that allows the City to track indicators and outcomes for students participating in Levy programs. This data system is critical to measuring student outcomes and continuing to improve Levy programs.

