Presentation to City Council Education, Equity & Governance Committee

Families and Education Levy: K12 Investment Briefing

August 2, 2017

AGENDA

- Families and Education Levy 2015-16 K12 Annual Report Briefing
  Note: *Complete report available in distributed materials*

- Course correction implementation

- Preliminary outcomes from SY16-17 and plans for SY17-18

2011 Families and Education Levy Goals

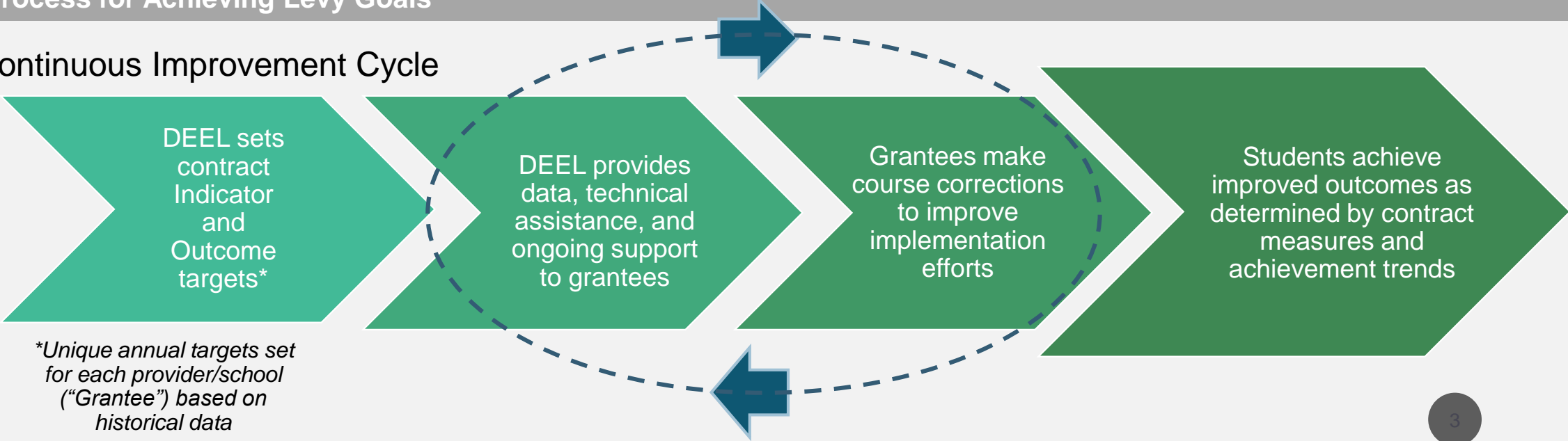## All of Seattle's children will...

- Enter kindergarten prepared to succeed
- Achieve academically and the achievement gap will be reduced
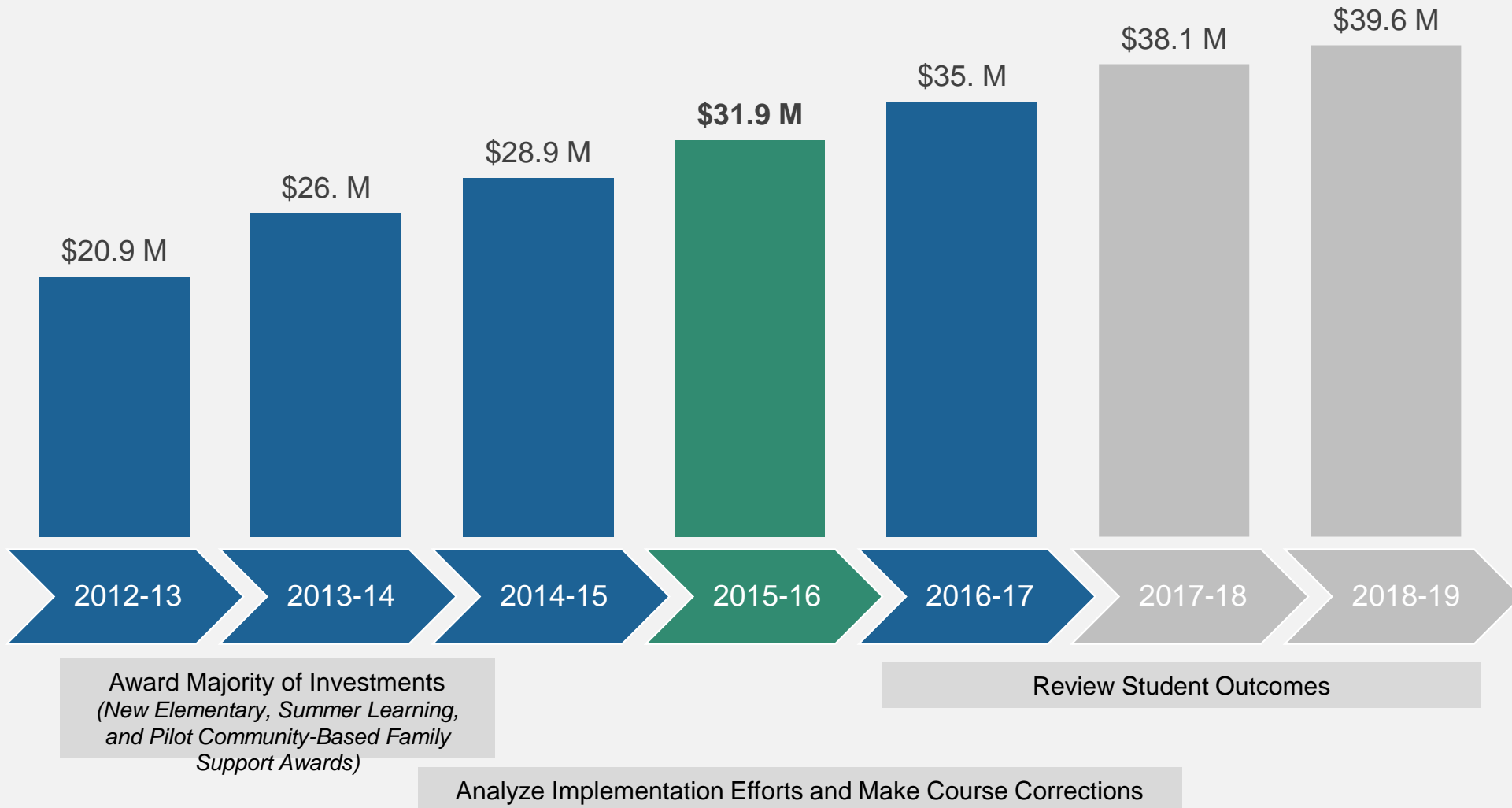- Graduate from high school prepared for college or career

Process for Achieving Levy Goals

Continuous Improvement Cycle

- DEEL sets contract Indicator and Outcome targets*
- DEEL provides data, technical assistance, and ongoing support to grantees
- Grantees make course corrections to improve implementation efforts
- Students achieve improved outcomes as determined by contract measures and achievement trends
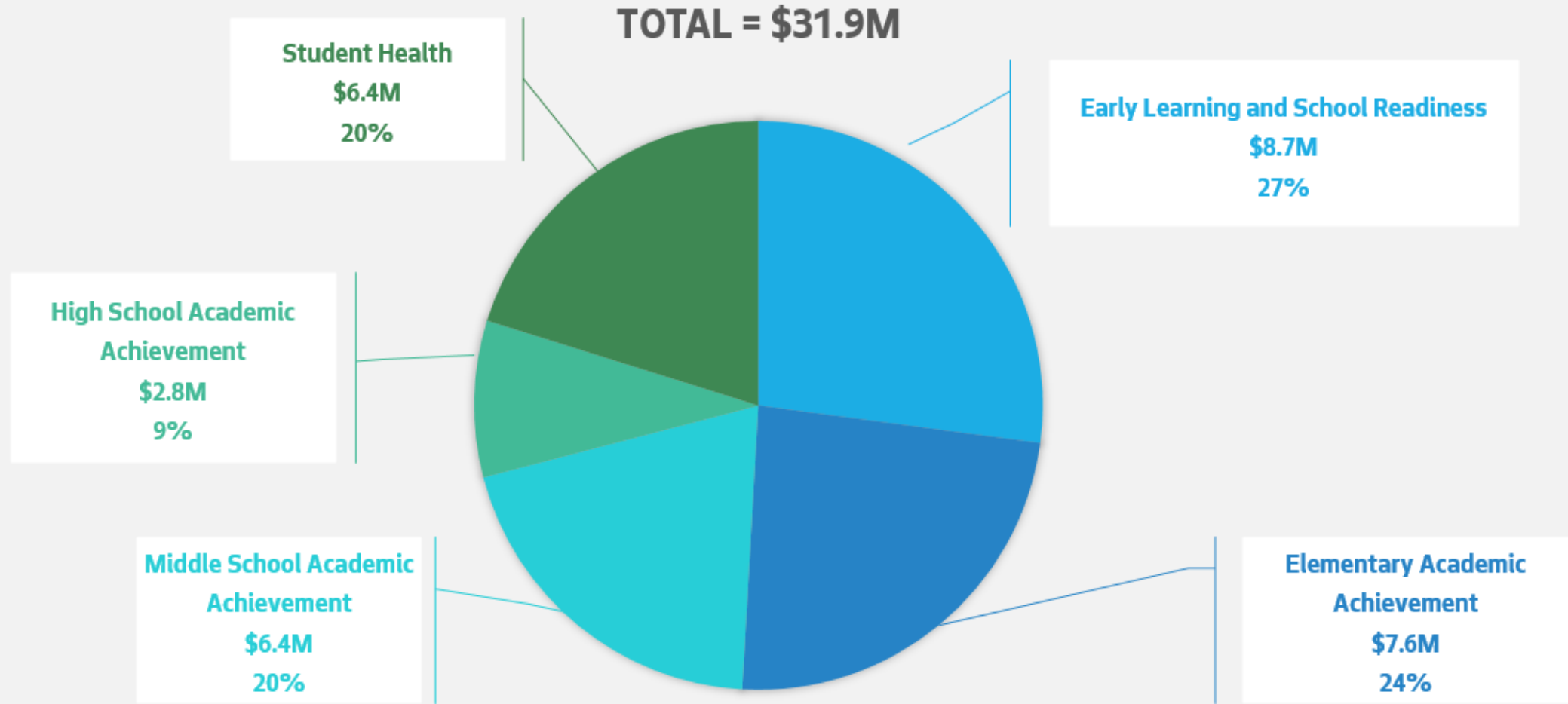
*Unique annual targets set for each provider/school ("Grantee") based on historical data

3

2011 FAMILIES AND EDUCATION LEVY 2015-16 PROGRAM INVESTMENTS

$20.9 M — 2012-13
$26. M — 2013-14
$28.9 M — 2014-15
$31.9 M — 2015-16
$35. M — 2016-17
$38.1 M — 2017-18
$39.6 M — 2018-19

Award Majority of Investments
(New Elementary, Summer Learning, and Pilot Community-Based Family Support Awards)

Review Student Outcomes

Analyze Implementation Efforts and Make Course Corrections

Note: Totals exclude administrative costs.

4

2015-16 FAMILIES AND EDUCATION LEVY ANNUAL BUDGET

TOTAL = $31.9M

Student Health
$6.4M
20%

Early Learning and School Readiness
$8.7M
27%

High School Academic Achievement
$2.8M
9%

Middle School Academic Achievement
$6.4M
20%

Elementary Academic Achievement
$7.6M
24%

Note: School- and Community-Based Family Support funds are represented within Elementary. Summer Learning funds are represented in the Elementary, Middle, and High School areas. Budgeted funds include administrative costs and will therefore differ from total amounts awarded on previous slide.

FAMILIES AND EDUCATION LEVY INVESTMENT TYPES

	School Innovation	School Linkage	Community Based Family Support	School-Based Family Support Program	Health Services	Summer
Provider	Elementary, Middle and High Schools	Middle Schools	Community-Based Organizations	School District	Health Providers	Schools and Community-Based Organizations
Strategies	• PreK-3 Alignment • Expanded Learning Opportunities/Out of School Time • Extended in-school learning time • Social/emotional/behavioral support • Family support/involvement/engagement • Transitions: PK-K, 5-6, 8-9 • College and career planning • Case management for College Bound Scholars	• Extended in-school learning time • Social/emotional/behavioral support • College and career planning • Family involvement • Out-of-school time programs	• Case Management • School and family connection • School Transitions • Referrals to medical and mental health services	• Case Management • School and Family Connection • School Transitions • Referrals to medical and mental health services	• School-based medical and mental health services • Initiatives to improve school climate • Care coordination with CBOs • Health education and promotion	• Academic instruction • School Readiness Support • Enrichment activities • Middle school to high school transition • College/career readiness • Credit recovery • Service hours • English language acquisition

DISTRIBUTION OF 2015-16 FAMILIES AND EDUCATION LEVY INVESTMENTS

School Year Investment

2016 Summer Learning Investment

...rity of the Levy Investments are concentrated in **southeast and southwest Seattle.**

Multiple Levy Investments at many sites

Award Type
- Community-Based ..
- Early Learning
- ES Innovation
- ES Summer
- FSW
- HS Innovation
- HS Summer
- MS Innovation
- MS Linkage
- MS Parks Athletics
- MS Parks Transport..
- MS Summer
- Oral Health
- SBHC

15-16 Funding Level
- ≤ 10,000
- 200,000
- 400,000
- 600,000
- 800,000
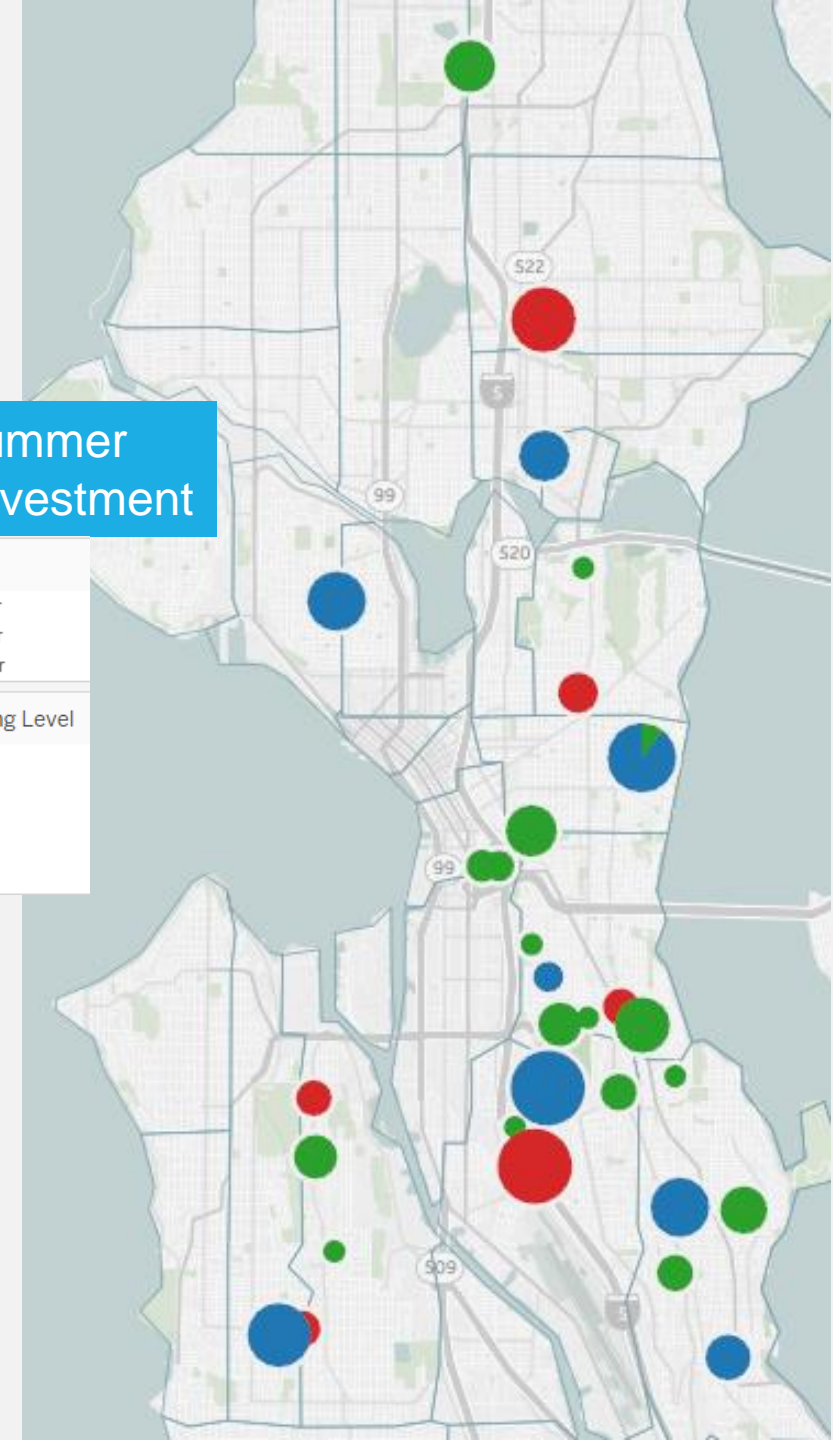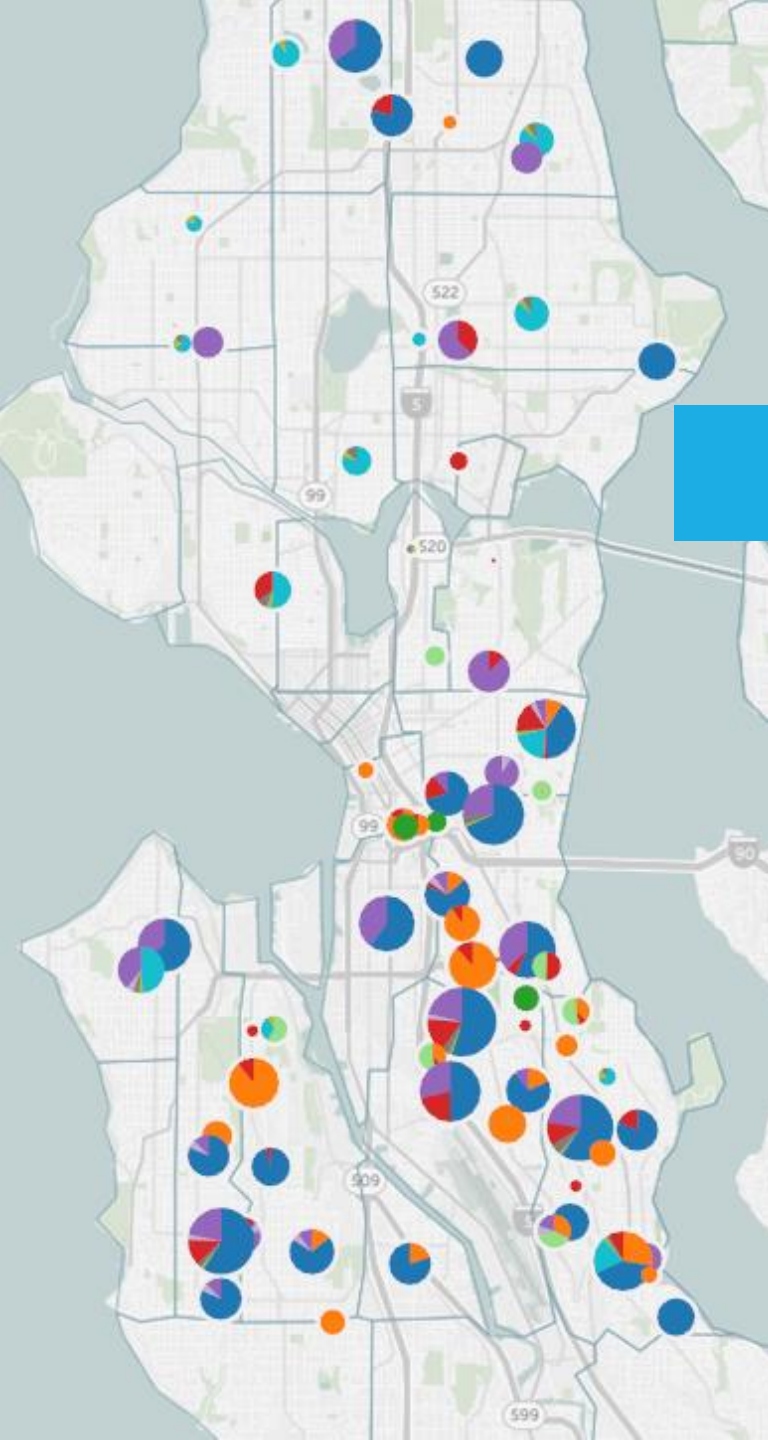- 1,000,000
- 1,100,000

Award Type
- ES Summer
- HS Summer
- MS Summer

15-16 Funding Level
- 0
- 50,000
- 100,000
- 150,000
- 181,674

MEASURING PROGRESS & PERFORMANCE

PERFORMANCE MEASURES

- Attendance

- Growth on state English language proficiency exam

- Growth from prior year in math or English language arts

- Meeting standard on math and English language arts state assessments

- Promotion to 10th grade

- Passing and performance in core courses

TARGETS AND TARGET SETTING

- **Stretch targets** are set for each site based on historical performance

- Sites may **show improvement** but may not necessarily reach 90% of stretch target in a given year

- **Challenges** in reaching stretch targets:
  - Changing metrics
  - Turnover in staff
  - Changing demographics
  - Increase in number of homeless students

2015-16 ELEMENTARY INVESTMENT PERFORMANCE

Performance Measure	Targets Met 90% or ↑
Attendance	24 of 43
Enrollment	3 of 3
Kindergarten Readiness	2 of 2
Typical Growth: Reading	4 of 20
Typical Growth: Math	4 of 15
Academic: Reading	4 of 13
Academic: Math	7 of 12
English Language Proficiency	*Data not available*
Total	48 of 108

Greater success in reaching 1st Semester targets than 2nd Semester targets:
  S1 = 67% of targets met at 90%↑ (14 of 21)
  S2 = 45% of targets met at 90%↑ (10 of 22)

Overall drop in MAP performance across the district led to lower growth in primary grades
  4 of 7 intermediate grade reading and math growth targets met at 90%↑

Significant improvement from prior year performance
  Over 30% increase in Academic Math targets met at 90%↑

ELEMENTARY INNOVATION COURSE CORRECTIONS AND CONTINUED SUPPORT

1. **Professional development** opportunities offered to teachers and school leaders
    *   Professional Learning Communities (PLCs) for job-alike positions across schools
    *   Tools of the Trade locally hosted mini-conference
    *   Partnerships with the University of Washington and others to provide job-embedded learning opportunities

2. Ongoing **technical support** to identify and implement evidence based curriculum aligned to the standards

3. Strategic partnerships and ongoing technical support to implement and improve the quality of **kindergarten readiness** summer programs

4. Encourage the development and implementation of **progress monitoring** systems including the expanded use of formative assessments, data collection tools, and protocols to guide data-informed decision making

2016-17 PRELIMINARY OUTCOMES:
MATH AND READING GROWTH IN THE PRIMARY GRADES

Significant improvement from prior year in target achievement for academic growth measures in K-2
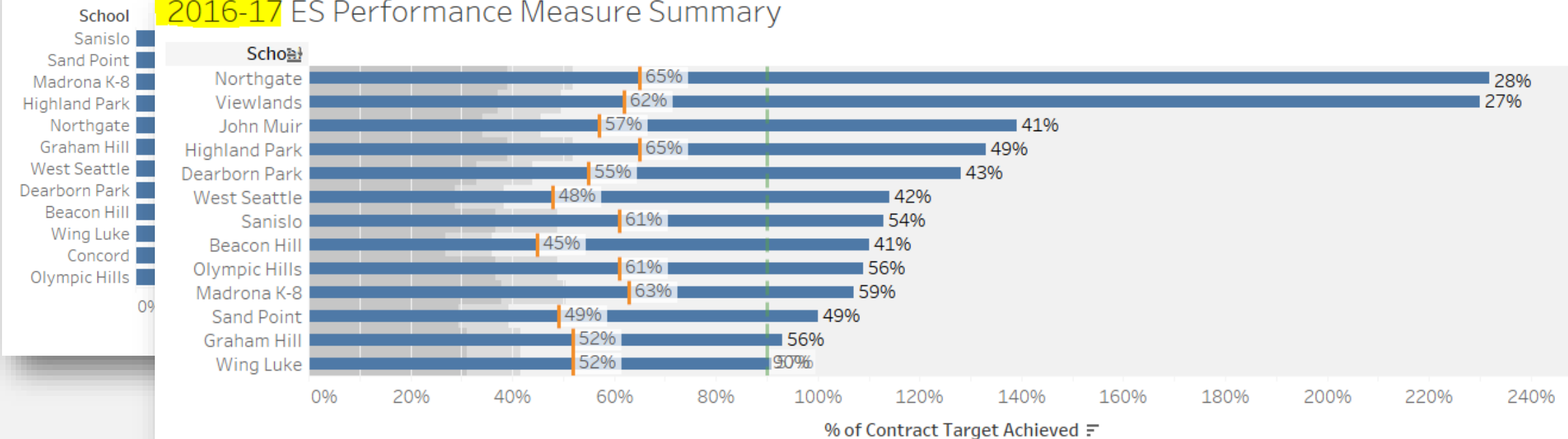
Performance Measure	2015-16 Targets Met 90% or ↑	2016-17 Targets Met 90% or ↑
MAP-Reading	1 of 12	13 of 13
MAP-Math	1 of 8	8 of 12

Example: MAP-Reading Outcomes

2015-16 ES Performance Measure Summary

2016-17 ES Performance Measure Summary

2015-16 MIDDLE SCHOOL INVESTMENT PERFORMANCE

Performance Measure	Targets Met 90% or ↑
Attendance	12 of 27
Passing Core Courses	15 of 15
English Language Proficiency	Data not available
Typical Growth: Reading	2 of 2
Typical Growth: Math	10 of 14
Academic: Reading	6 of 7
Academic: Math	12 of 16
Total	57 of 81

First semester attendance rates were stronger than second semester
- *S1: 61% of targets met at 90%↑*
- *S2: 23% of targets met at 90%↑*

SBHC is an effective strategy to combat attendance
- SBHC met 95% of performance target

Significant improvements from prior year in both math and reading
- *All four Innovation Schools **surpassed** reading targets; on average, achieving 129% of reading contract target*
- *Nearly 40% increase in academic math targets met at 90%↑*

MIDDLE SCHOOL INNOVATION & LINKAGE CONTINUED SUPPORT

1. Multiple strategies underway to support middle school **attendance.**
   - Attendance Matters Workshops focused on practical attendance strategies
   - Collaborate with SPS Attendance Manager to provide targeted attendance support to schools
   - Align attendance efforts between schools and SBHC.

2. Partnership with the UW Center for Educational Leadership (CEL) to **strengthen the impact of schools' professional development efforts**.

3. Continue **math instruction support** through an ongoing partnership with the UW and SPS to facilitate a math coach PLC for the four Innovation Schools and continue the 6th grade Empowerment Math Project (EMP) across multiple schools.

4. Provide professional development and support for schools to analyze and enhance their **College and Career Readiness** plans.

2015-16 HIGH SCHOOL INVESTMENT PERFORMANCE

Performance Measure	Targets Met 90% or ↑
On-Time Promotion	4 of 5
Attendance	8 of 13
Passing Core Courses	9 of 13
Case Management: Passing Core Courses with "C or Better"	3 of 10
English Language Proficiency	*Data not available*
Typical Growth: Math	*Data not available*
Meeting Standard: Math	*Data not available*
Total	21 of 37

New 'Gap Closing' Measures: Schools have been successful in achieving targets, but large opportunity gaps persist by race. In SY16-17, we are implementing more rigorous performance measures to help close these gaps over time.

**Health achieved targets:** Success with passing core courses, attendance (3 of 4).

Case Management: Last year, piloted a more rigorous Passing Core Courses metric of "C or Better" for case managed students (College Bound Scholars).

EOC Math:
The state no longer requires the End of Course (EOC) Math exam for graduation. As a result, the district did not administer the assessment in 2015-16.

HIGH SCHOOL INNOVATION CONTINUED SUPPORTS

1. **Professional development opportunities** offered to teachers and school leaders:
   - Standards-based grading and assessment practices
   - Literacy strategies
   - Mental health supports

2. **Professional learning communities (PLCs)** for Levy coordinators and CBS case managers to share best practices and strategies.

3. **Ongoing technical support** for school-based reporting, data visualization, and budget reconciliation.

4. **Public Health** used student data as part of integrated treatment planning, ran school-based campaigns for HPV vaccine, and improved performance reporting processes.

15

GAP CLOSING MEASURES:
NEW FOR 2016-17
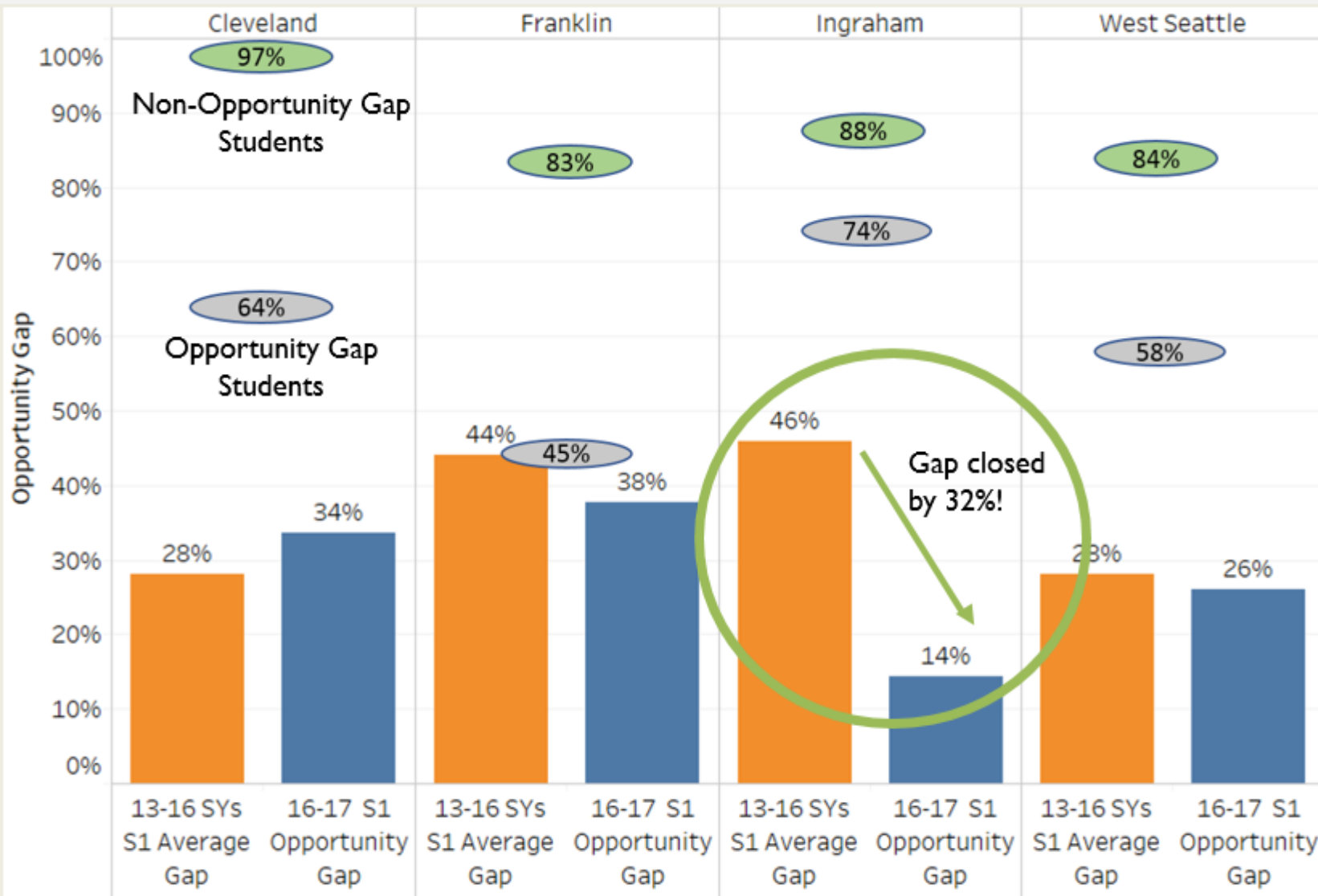
Prior year RSJI analysis revealed
large opportunity gaps by race.

For 2016-17, the focus was
placed on **closing gaps in
passing core courses (with
"C or better")**, a predictor of
HS graduation.

In 2016-17, we began implementing
more rigorous performance
measures for 9th grade students at all
of our comprehensive high school
investment sites.

Positive impact shown in 1st
Semester of 2016-17 school
year.

close opportunity gaps over time in
attendance, earned credits & on-time
promotion, and passing core courses
with "C or better."

From SPS District Scorecard
● *Opportunity Gap Students:* African-American, Hispanic/Latino,
Native American, Pacific Islander
● *Non-Opportunity Gap Students:* White, Asian-American
*(Note: Does not include students who identify as Multi-racial or
Other.)*

16

Seattle Department of Education & Early Learning

QUESTIONS, COMMENTS & CLOSING

The Families and Education Levy intends to achieve ambitious goals through a variety of strategic investments in academic, health and social/emotional supports from early learning through high school and is committed to continuous improvement, data-driven decision making, and improved outcomes for Seattle's students and families.