



Seattle Department of Education & Early Learning

Presentation to City Council Gender Equity, Safe Communities,
New Americans, and Education Committee

2011 Families and Education Levy: K12 Investment Briefing

March 28, 2018

2011 Families and Education Levy Goals

All of Seattle's children will...

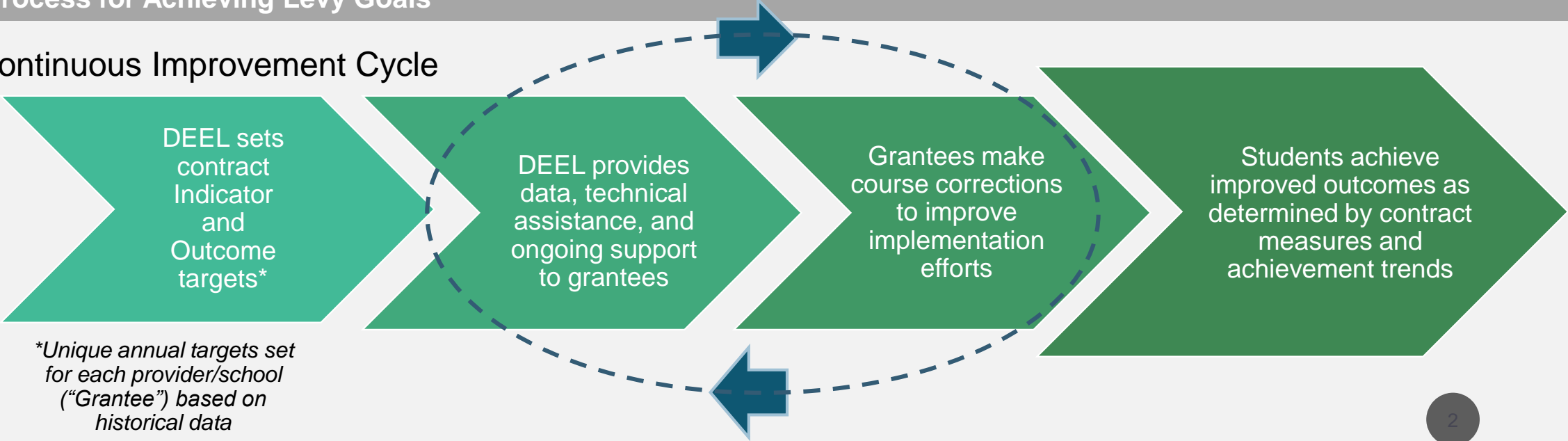
Enter kindergarten prepared to succeed

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



**Unique annual targets set for each provider/school ("Grantee") based on historical data*

2011 FEL K12 INVESTMENTS BY THE NUMBERS

CURRENT PROGRAM INVESTMENTS INCLUDE:

42

Seattle Public Schools elementary, middle and high school partners in 2017-18

50

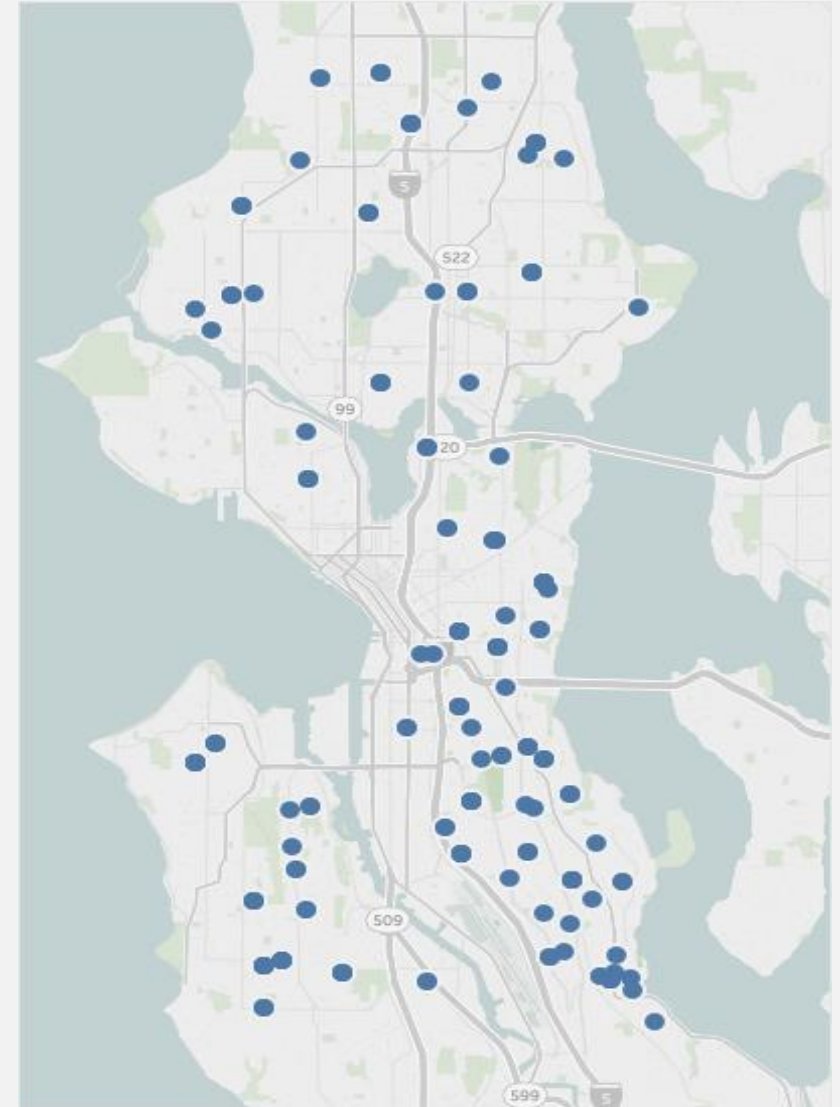
Partnerships with Community Based Organizations

45

Summer Learning sites serving nearly 2,500 students in 2017

25

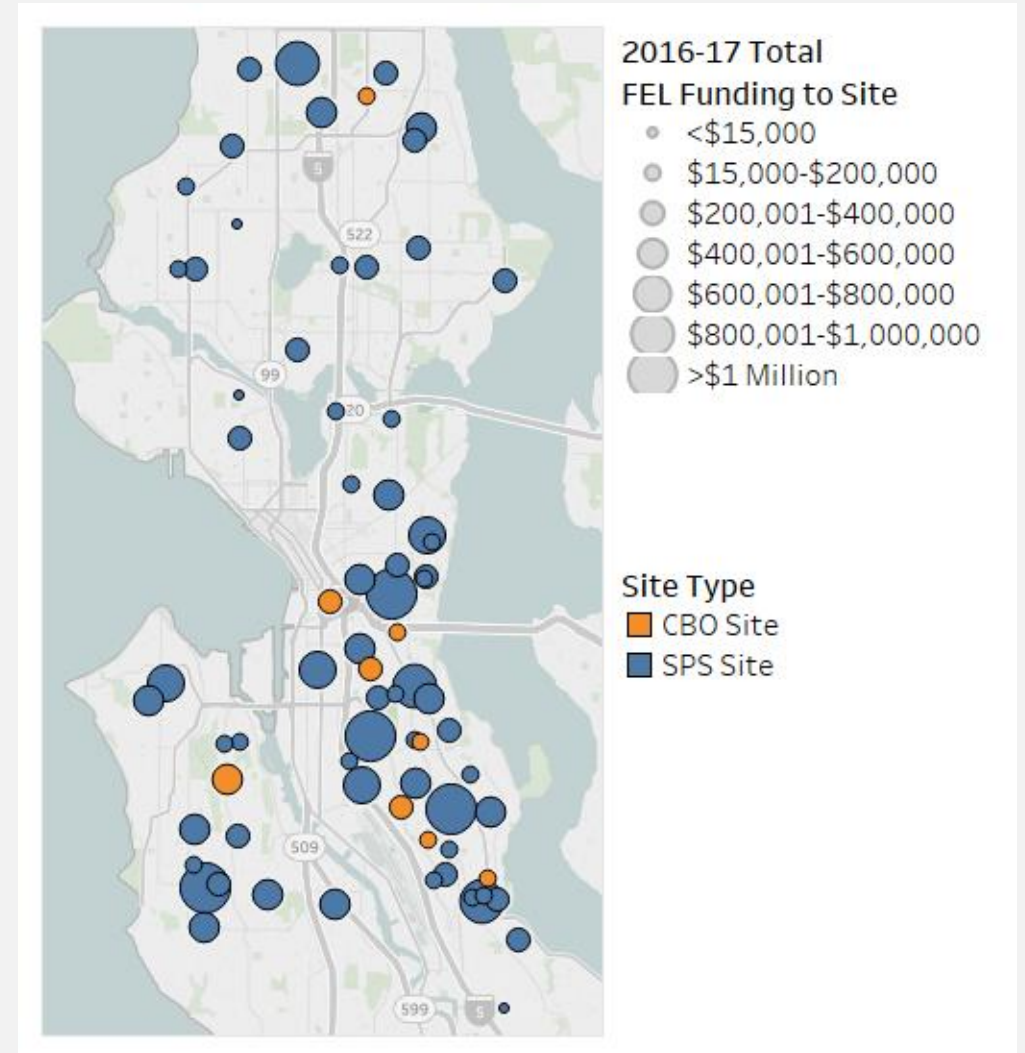
School Based Health Centers and Health Support Services at partner SPS schools



2011 FAMILIES AND EDUCATION LEVY 2016-17 IMPACT AT-A-GLANCE

Last school year, over half of SPS students attended a Levy-funded school.

Through Innovation Awards, School-Based Health Centers (SBHC), Summer Learning, and family and community support services, K-12 investments supported
27 partners at 76 unique sites.



2011 FAMILIES AND EDUCATION LEVY 2016-17 DEMOGRAPHICS

Students Served Through School and Summer Investments

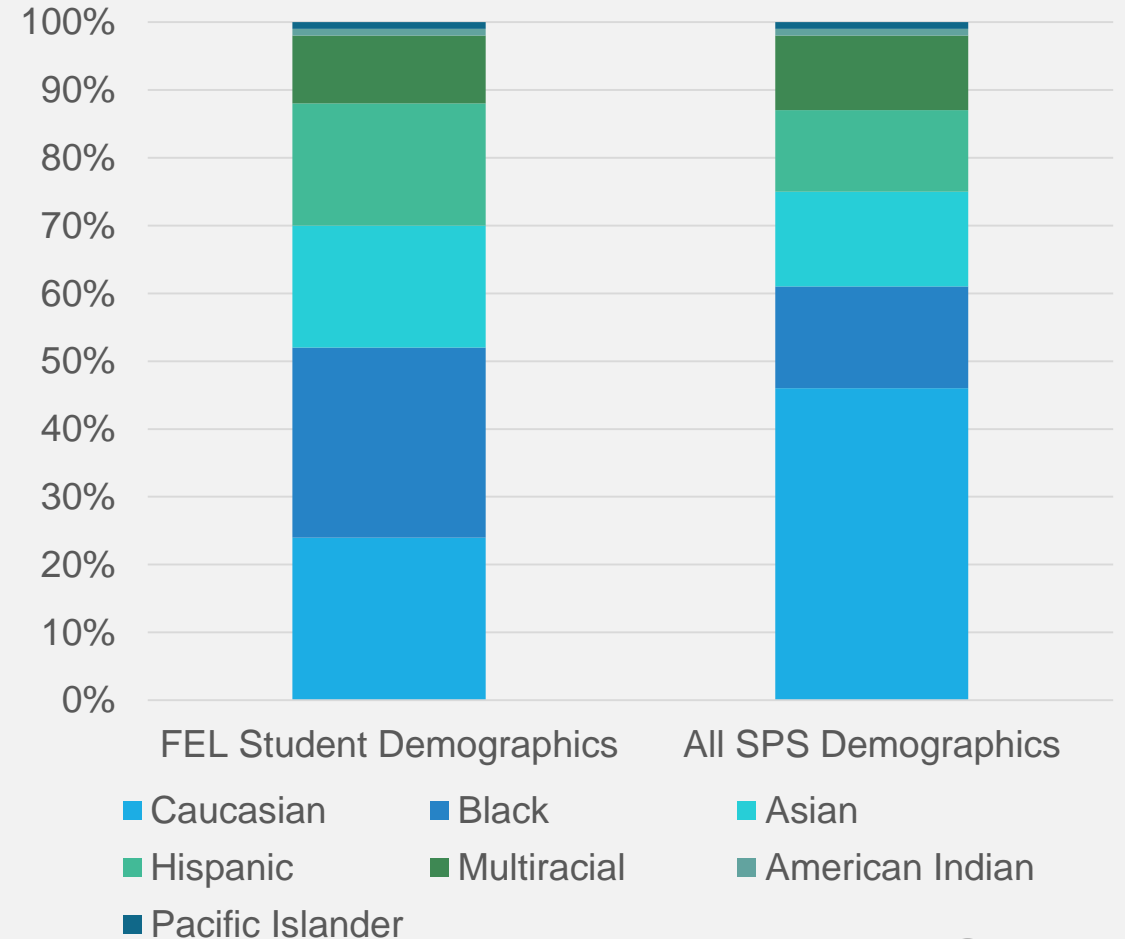
6,888 
Elementary Innovation

6,129 
Middle School Linkage and Innovation

1,248 
High School Innovation

2,467 
Summer Programming

Note: Student counts include all students at innovation elementary schools, all students at innovation middle schools, targeted students at linkage middle schools, all 9th grade students at innovation high schools, all students enrolled in levy-funded summer programs



2011 FAMILIES AND EDUCATION LEVY K-12 INVESTMENTS

FEL investments focus on:

Students with the highest level of academic need

Schools with large numbers of academically struggling students

Culturally and linguistically diverse communities

Committed community-based organizations and families

College and career readiness

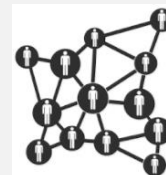
Integrated Medical and Mental Health Services for students

Early Learning & Kindergarten readiness for low-income students

**Goals are
achieved through
strategic
investments in...**



***Innovation and
Linkage Schools***



***Community Based
Organizations providing
Summer Learning and
Student/Family Support***



***School Based Health
Centers and other
investments in mental, oral,
and general health***

K-12 SCHOOL BASED INVESTMENTS

Innovation and Linkage Schools



- Strategic investment approach focused on closing gaps and driven by equity
- Targets students performing, or at risk of performing, below standard academically
- Allows school leaders flexibility in strategy selection to achieve defined outcomes
- Strategies are tailored to school context and student need

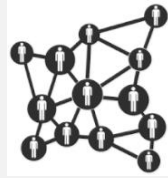
Innovation and Linkage Schools Implement Strategies Addressing:

- Extended in-school learning time
- Expanded Learning Opportunities (out of school time and summer)
- Social, Emotional, Behavioral Health & Family Support
- Professional development for educators
- Family Engagement and School Climate/Culture
- College and career planning
- Transition support



K-12 INVESTMENTS IN THE COMMUNITY

Community Based Organizations



- Strategies are tailored to program context and student need and provide:
 - Summer Learning
 - Student/Family Support Services
 - Extended Day Programming

Summer and Community Based Programming Sites Are Unique and Implement Strategies Such As:

- Culturally responsive programming and practice
- Expanded learning opportunities
- Case management and support through school transitions
- Academic learning coupled with and enrichment experiences



K-12 HEALTH SERVICES INVESTMENTS

School-Based Health Centers and Services



Student health investments within the 2011 Families and Education Levy provide are designed to increase access to health care and other services and promote early identification and treatment of health-related barriers to learning.

Investments in student health services provide:

- 25 school based health centers at elementary, middle and high schools offering comprehensive medical and mental health care
- Early learning health services that promote physical, social, and psychological well-being of children
- Mobile and/or school-based dental services and immunization assistance



MEASURING PROGRESS & PERFORMANCE

To achieve Levy goals, investments are implemented through an outcomes based framework and a commitment to data analysis and continuous improvement.

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

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:
 - Changes in state and district assessments
 - Turnover in staff
 - Changing demographics

2011 FEL OUTCOMES AND CRITICAL MILESTONES

All outcomes	Critical Milestones
Children meeting age level expectations on WaKIDS	Kindergarten readiness
3 rd graders meeting state reading standard	3rd grade reading
4 th graders meeting state math standard	
5 th graders meeting state science standard	
6 th graders meeting state reading standard	
7 th graders meeting state math standard	7th grade math
8 th graders meeting state science standard	
9 th graders promoting on time to 10 th grade	Promotion to 10th grade
Students graduating on time	HS Graduation
Students graduating with HECB requirements for entry into college	
Students completing CTE course of study before graduation	
SPS graduates enrolling in post-secondary education	
SPS graduates taking remedial courses in college	
SPS graduates continuously enrolled in college	

2011 FEL MILESTONE TARGETS AND RESULTS

Milestone	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Children meeting age level expectations on WaKIDS	65%	41%	69%	47%	72%	48%	75%	52%	79%	67%**
3 rd graders meeting MSP reading standard	79%	80%	79%	80%	80%	66%*	81%	68%	82%	66%
7 th graders meeting MSP math standard	67%	73%	69%	71%	71%	64%*	73%	67%	75%	66%
9 th graders promoting on time to 10th grade	89%	88%	90%	86%	91%	90%	92%	89%	92%	90%
Students graduating on time	75%	73%	78%	76%	80%	77%	82%	78%	85%	

*2014-15 represents the statewide change from using the Measures of Academic Progress (MSP) to the new Smarter Balanced Assessment. 3rd and 7th grade students results dropped statewide.

** First year all SPS kindergarteners were assessed using WaKIDS

RESULTS: K – 8 COHORT ANALYSES

Longitudinal Cohort Studies:

- Study 1: Kindergarten Readiness and Third Grade Proficiency
- Study 2: Third Grade through Fifth Grade Proficiency
- Study 3: Sixth Grade Readiness and Eighth Grade Proficiency

Key things to note about cohort analyses:

- Track a single cohort of students, selected because it has the most recent and the most consistent state assessment data available within the FEL timeframe
- Limitations resulted in low sample sizes

RESULTS: K – 8 COHORT ANALYSES

Study 1: Kindergarten Readiness and Third Grade Proficiency

- The majority of opportunity gap students do not meet Kindergarten Readiness expectations
- Kindergarten readiness predicts 3rd grade proficiency in math and ELA. Kindergarteners who met all six WaKIDS domains (“Kindergarten Ready”) were three times more likely to meet 3rd grade ELA proficiency and four times more likely to meet 3rd grade math proficiency compared to students “Not Kindergarten Ready.”
- FEL Innovation Elementary Schools did a better job of getting students that entered “Not Kindergarten Ready” to proficiency in math by 3rd grade. Study found no statistical differences in attainment of 3rd grade ELA proficiency.

RESULTS: K – 8 COHORT ANALYSES

Study 2: Third Grade through Fifth Grade Proficiency

- Third grade math continues to be a challenge for SPS students. 48% of students at FEL Elementary Innovation Schools did not achieve math proficiency in 3rd grade compared to 46% of students at SPS Comparison Schools.
- FEL Elementary Innovation Schools were more likely to serve diverse students. A greater percentage (62%) of students attending FEL Elementary Innovation schools were opportunity gap students, English language learners (43%), and/or students identified for Special Education services (16%) than the student population served by the SPS Comparison Schools (49%, 30%, and 11%).
- This study found signs, though not conclusive, that FEL Elementary Innovation Schools helped improve 4th grade math outcomes. There were no statistical differences in achievement of 5th grade math proficiency for 3rd grade students below standard.

RESULTS: K – 8 COHORT ANALYSES

Study 3: Sixth Grade Readiness and Eighth Grade Proficiency

- FEL Innovation Middle Schools were more likely to serve students entering 6th grade below standard in math.
- FEL Innovation Middle Schools were more likely to serve opportunity gap students. At FEL Middle Innovation Schools, 45% of opportunity gap students entered the 6th grade compared to 15% at SPS Comparison Schools.
- Students entering 6th grade performing below standard in math were more likely to achieve proficiency by 8th grade at FEL Innovation Middle Schools. Students were three times more likely to attain math proficiency by the end of 8th grade if they attended a FEL Innovation Middle School when controlling for student background characteristics.

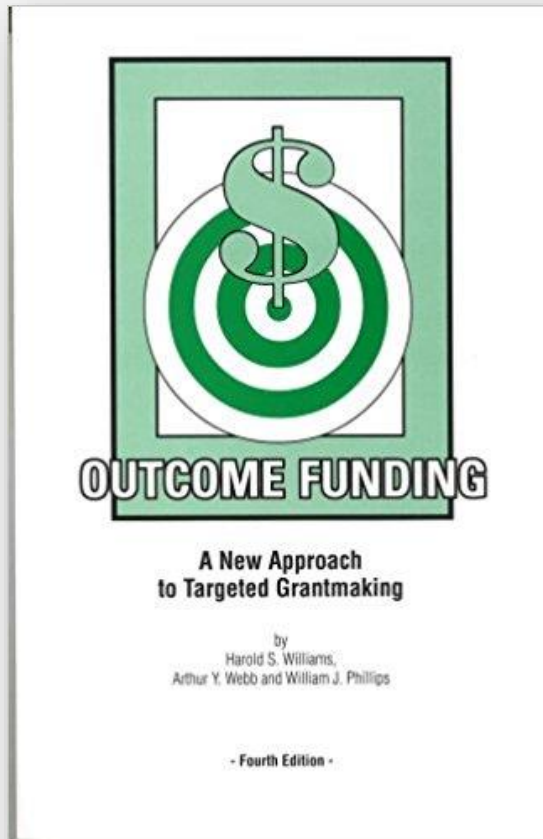
WORKING TO CLOSE OPPORTUNITY GAPS

FEL Investments are guided by a theory of action that pushes continuous improvement and data informed decision making. Data analysis of multiple measures has shown large, persistent achievement gaps by race and English language proficiency. In response, DEEL has begun piloting new strategies designed to improve outcomes.

Examples include:

1. An **English language learner professional development series** designed to strengthen the instructional practices of classroom teachers to be increasingly linguistically responsive to the needs of their emergent bilingual and multilingual students.
2. More **rigorous academic expectations** and performance measures for passing core courses

CONTINUED COMMITMENT TO OUTCOMES BASED APPROACH AND EVIDENCE BASED PRACTICES



- DEEL's investments continue to be guided by research and focused on continuous improvement
- DEEL is committed to implementing evidence-based practices to improve outcomes for students and families

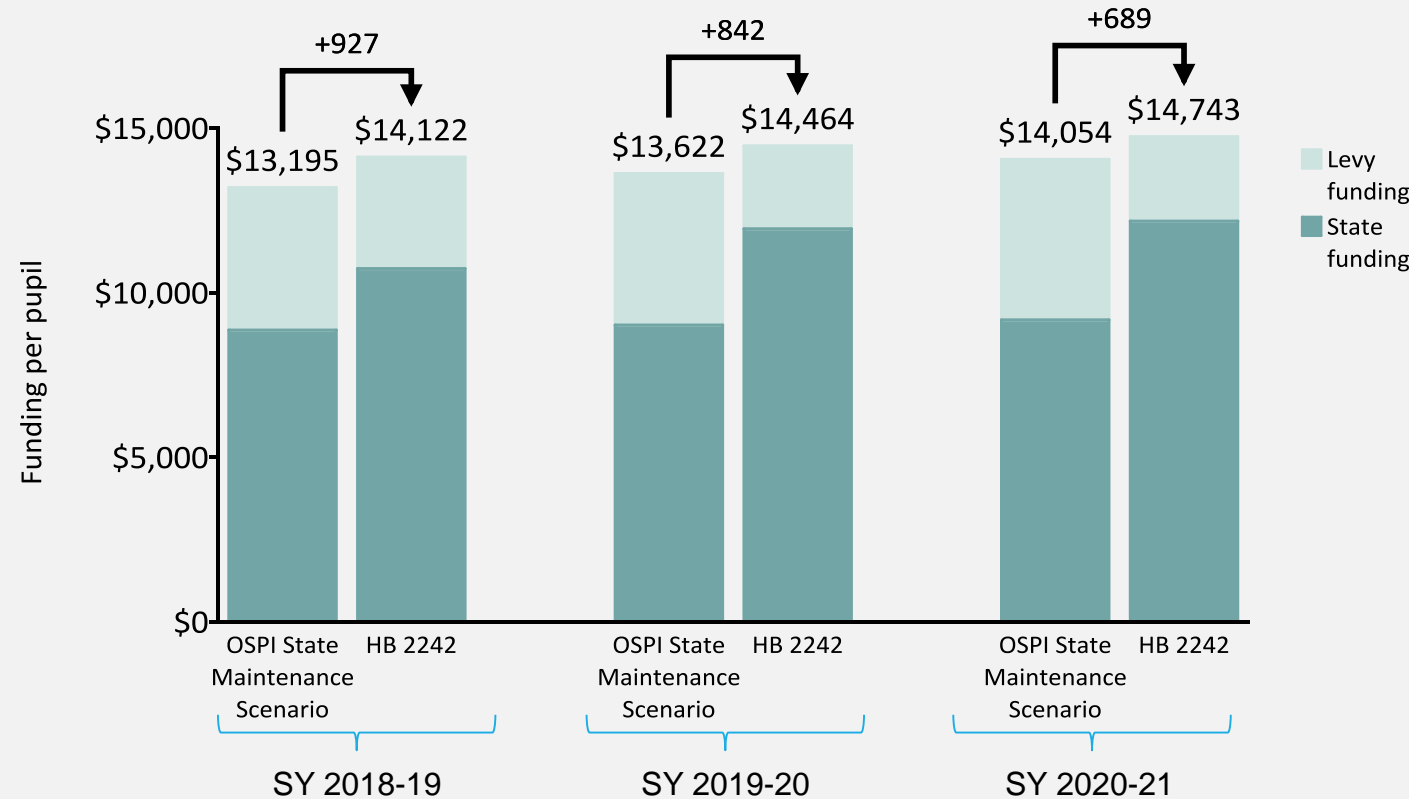
KEY PREDICTORS OF ACADEMIC SUCCESS

Grade	Indicator	Implication
Kindergarten	Entering Kindergarten prepared to succeed	Children who enter kindergarten with elementary mathematics and reading skills are the most likely to experience later academic success -- whether or not they have social or emotional problems.
3rd Grade	Reading proficiency	Low achievement in literacy impacts likelihood of on-time high school graduation and can be predictive of behavior in grade 5.
6th Grade	Absent fewer than 10% of school days	Students who do not exceed the critical threshold of 10 percent absences per year display a lower rate of core course failure and grade retention in the middle grades.
9th Grade	Passing all courses	Passing courses dramatically decreases a student's likelihood of dropping out of high school
High School	Completing algebra II before graduation	Students who complete Algebra II before graduation are more likely to enroll in post-secondary and are more likely to complete a degree.
High School	Enrollment in an AP or IB course	Students who took an Advanced Placement or International Baccalaureate course were found to be 17% more likely to persist in four-year colleges and 30% more likely to persist in two-year colleges.
12th Grade	On-time	On-time graduation rates are correlated to postsecondary enrollment. Training improves

SPS MCCLEARY IMPACT

IMPACT TO CLASSROOMS

- K-3 class size reduction to 17 students per class
- Increased funding for English Language Learner (ELL) students
 - 61% of SPS ELL students are in grades K-5
- Increase in per pupil special education funding
- High-Poverty Learning Assistance Program for schools with more than 50% free/reduced price lunch
- Increase in Highly Capable funding



Note calculation is total state apportionment funding for SPS divided by SPS student enrollment. Sources: Additional state dollars - OSPI multi-year tool, enrollment held constant at January, 2016 apportionment enrollment total. Decrease in Levy capacity - Seattle Public Schools Revenue Analysis of Status Quo compared to Enacted Budget, enrollment held constant at 17-18 apportionment level. All per pupil SPS local levy amounts assume a SPS reported enrollment of 54,604 (Provided by Seattle Public Schools on November 8, 2017)

QUESTIONS OR COMMENTS?



Seattle Department of
Education & Early Learning

Appendix

Seattle Public Schools



53,380 Students Enrolled



150 Countries of Origin



103 Schools



154 Languages/Dialects



33.9% Free &
Reduced Lunch



3,244 Educators



11.7% Bilingual Served
21.7% Non-English speaking
background



\$857.7 Million Budget



2,888 Students experiencing
homelessness



79% Four Year
Graduation Rate
(class of 2017)

Elementary Investment Areas

2016-17

Investment Sites/Programs	What It Looks Like in Schools
<ul style="list-style-type: none">• 19 Elementary Innovation Schools• 8 School-Based Health Centers• 20 PreK-5 Summer Learning Sites• 3 Community-Based Family Support Programs• 6 School-Based Family Support Program Sites	<ul style="list-style-type: none">• Extended in school learning: Certificated staff providing additional instruction and supplemental learning opportunities during the school day• Enhanced out of school time: Extended day, break camps, summer programs, and early start build on lessons learned during the school day and year• Social-Emotional and Family Support: School-wide and small group services to support students social-emotional skill development; specific staff dedicated to case management and direct wrap-around supports to students and their families

Middle School Investment Areas 2016-17

Investment Sites/Programs	What It Looks Like in Schools
<ul style="list-style-type: none"> • 4 Innovation Middle Schools <ul style="list-style-type: none"> • Aki Kurose Middle School • Denny Middle School • Mercer Middle School • Washington Middle School • 13 Linkage Middle Schools • 5 Middle-School-Based Health Centers • 8 Summer Learning Sites 	<ul style="list-style-type: none"> • Extended learning time: Additional time provided to students struggling in math and/or English language arts • Out-of-School time activities: A diverse range of academic and enrichment activities are open to all students. Schools work with community partners to target students that are struggling academically or socially • Wraparound services: Programs aid in connecting students to their school community including case management, restorative circles, and attendance campaigns • College and career planning

High School Investment Areas 2016-17

Investment Sites/Programs	What It Looks Like in Schools
<ul style="list-style-type: none">• 5 Innovation High Schools (9th Grade Focus)<ul style="list-style-type: none">• Cleveland• Franklin• Ingraham• Interagency Academy• West Seattle• 12 School-Based Health Centers• 7 Summer Learning Sites	<ul style="list-style-type: none">• Tutoring Centers: Before, during and after-school tutoring staffed by community partners and SPS employees• Academic Case Management: Monitoring academic progress and helping students overcome personal & classroom challenges• Student-led Conferences: Students own and lead traditional parent-teacher conferences• Attendance Specialists: Part of family support team to strengthen relationships and engagement, troubleshoot attendance challenges

Improved Outcomes: Major Successes in 2016-17



Elementary School

Major improvements in Elementary primary MAP-Reading and Math outcomes

	2015-16	2016-17
	Targets Met 90%+	Targets Met 90%+
MAP-Reading	1 of 12	13 of 13
MAP-Math	1 of 8	8 of 12

Middle School

Although some schools did not meet their attendance targets, 72% of schools improved or maintained their S2 attendance performance from the previous year

Health

Expanded youth engagement efforts through expanded peer-to-peer HPV vaccine education and promotion leading to two-fold increase in HPV vaccine series completion in some schools

Improved Outcomes: Reducing the Opportunity Gap



- Ingraham High School **reduced the opportunity gap** evident in core course pass rates by 85%
- **Restorative Justice Practices:** School-wide effort to improve attendance, discipline, and school climate at Cleveland High School
- **Math improvements:** Middle School Levy investments are improving the outcomes for the most struggling students
 - In 2016-17, 40% of incoming L2 students at Innovation Middle Schools met standard by the end of the year
 - Cohort analysis of academic performance at Innovation Middle Schools demonstrates they are increasing the number of students meeting grade level standards

	6 th Grade	8 th Grade
	% Students Meeting Math Standard	% Students Meeting Math Standard
Class of 2021	52.5%	60%

Ongoing Improvements and Systems Change



Partnerships for Professional Learning

- DEEL program staff and school partners share a strong desire to improve outcomes for **English language learners**
- We have spent this year analyzing data, researching best practices, gathering input from school leaders, and developing partnerships with local experts to design an **ongoing professional learning series**
- It will strengthen the instructional practices of classroom teachers and increase their ability to be **linguistically responsive** to the needs of their emergent bilingual and multilingual students

Mental Health Enhancement

- Public Health is **building off a quantitative analysis** of mental health services and coding practices in SBHCs with a qualitative analysis that was completed at the end of the 16-17 School Year. The focus is on **better understanding the range of tier 2 services** provided by school-based mental health providers and how they complement tier 1 services in schools.
- Middle and HS providers are now actively receiving **weekly data** about the students on their caseload. The data supports outreach, progress monitoring, and tailored student services and collaboration with school staff to **influence health and academic outcomes**