



City of Seattle

Office for Education

Families and Education Levy

Executive Summary

Annual Report on 2005-06 School Year

January 2007



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This report describes the first-year outcomes for the 2004 City of Seattle Families and Education Levy. As part of the Levy passed by Seattle voters in 2004, the City established three overarching outcomes for the Levy, directly tied to success in school: school readiness; academic achievement; and dropout prevention. The City made a strong commitment in the new Levy to set rigorous targets, report annually on outcomes and continuously use data to make course-corrections when necessary. This document marks the first Annual Report, showing what the Levy achieved compared to what the City intended for it to achieve.

In its first year, the Levy helped 1,555 Seattle children and youth meet the outcomes of kindergarten readiness, academic achievement or not dropping out of school. Through the Levy's investments in early learning, 77 children entered kindergarten ready to succeed. Through Family Involvement, Family Support, Community Learning Centers, Middle School Support, Support for High-Risk Youth, and Student Health, 1,159 students achieved academically. As a result of the Levy's high-risk youth dropout prevention program, 319 students, who would have dropped out, stayed in school.

In addition to the academic outcomes, more than 4,900 middle and high school students accessed the Levy's School-Based Health Centers, 2,360 of whom received assistance managing chronic health conditions such as asthma or depression. An additional 4,918 children were immunized against disease.

This program management report identifies lessons the City has learned from the first year of implementation of the new, outcomes-based 2004 Levy, and recommends areas for improvement. Although the report shows data from only the first year of implementation of the new Levy, the data reveal concerning program performance in some areas. The Office for Education believes the City must address these concerns immediately in order for the Levy to maximize its impact on student academic outcomes. In addition, the report concludes the performance targets set in the first year of the Levy were far too low and should be increased dramatically. The report also notes some students served in the first year were not those in the most need of academic help, and recommends more specifically identifying and serving students who need academic help.

In order to track the Levy's impact on the achievement gap, outcomes in this report are disaggregated by race, income level and English language ability. This allows the City to determine whether its investments are reducing achievement gaps between groups of students by race, income level and language ability. Unfortunately, the first year of Levy data show no demonstrable impact on the achievement gap—the gap persists by students' race, income level and English language proficiency.

Another lesson learned from the data in this report is the need for Levy programs to determine up-front how often and for how long students should participate in programs, and how participation impacts academic outcomes.

Finally, based on the data, this report strongly recommends the City examine whether the Levy is investing in the most effective programs to achieve the desired results for students.

The Office for Education will present the 2005-06 Annual Report to the Levy Oversight Committee (LOC) in January 2007. The report will guide the City and LOC in determining the areas in which to make course-corrections in 2007-08. In spring 2007, the Office for Education will write a Mid-Year Report on first semester indicators from the 2006-07 school year. The Mid-Year Report will recommend specific course-corrections based on the Annual Report and Mid-Year Report data.