

FEPP Levy

School Based Investment Case Studies



February 2025

Conducted by the Seattle Department of Education and Early Learning

Authors

Rosa Ammon-Ciaglo, MPA | Evaluation Manager
City of Seattle Department of Education and Early Learning (DEEL)
Rosa.ammon-ciaglo@seattle.gov

Isabel Emery | Evaluation Planning and Development Specialist
City of Seattle Department of Education and Early Learning (DEEL)
Isabel.emery@seattle.gov

Acknowledgements

Special thanks to the school leadership and staff at featured schools for their participation in this case study, and for their ongoing work to support Seattle youth with FEPP Levy funds. In addition, we would like to acknowledge the following individuals for their contributions to this report:

Ciera Graham, K-12 Manager, DEEL
Theresa D'Agostino, K-12 Strategic Advisor, DEEL
Laura Jones, K-12 Strategic Advisor, DEEL
Colin Pierce, K-12 Strategic Advisor, DEEL
Kendall Fujioka, UW Community Fellow, DEEL
Hoang Ngo, K-12 Data and Evaluation Advisor, DEEL

Contents

Executive Summary 3

Study Overview..... 5

Variation in SBI School Outcomes..... 6

Implementation Trends 7

Successes & Challenges Supporting Student Outcomes 9

APPENDIX I: 5-Year Academic Outcome Trends at SBI Schools 12

APPENDIX II: Case Study School Profiles..... 14

APPENDIX III: Organizational Practices Coding Rubric..... 33

Executive Summary

The Families, Education, Preschool, and Promise (FEPP) Levy K-12 School Based Investments (SBI) provide intensive, supplemental support for 30 select schools within Seattle Public Schools (SPS) that have high concentrations of historically underserved populations and students not yet meeting grade-level learning standards. Administered by the Seattle Department of Education and Early Learning (DEEL), SBI is part of a multi-pronged K-12 investment strategy to reduce opportunity and achievement gaps for K-12 students and increase the number of students graduating from high school prepared for a college or career path of their choice. Focused outcomes include proficiency in reading and math measured by state assessments and on-time high school graduation.

This briefing contains the results of a case study conducted by DEEL to improve understanding of how schools operate school-based investments to support student outcomes. Key study objectives were to:

- Summarize variation in academic outcomes among Levy-funded schools over a five-year period.
- Provide a holistic view of how select schools have implemented Levy funding, using case studies of schools representing different grade levels and academic performance.
- Identify strategies, school characteristics, and contextual factors that may have supported or hindered the effectiveness of Levy-funded student supports.

Six SBI schools (see Table E1) were selected for case studies using a stratified random sampling method: at each grade level (elementary, middle, and high school), one school demonstrating high outcome growth¹ and one demonstrating low or negative outcome growth was randomly selected. For each school, DEEL reviewed quantitative and qualitative data about Levy funded strategies, student demographics and outcomes, and conducted key informant interviews with school staff and leadership.

Table E1: Case Study Schools Overview

School #	Grade Level	School Size (# of students)	5-Year Outcome Growth (SBA % Met Standard)	% SOCFEJ*	% Low Income**
1	Elementary	< 500	+21% ELA, +5% Math	72%	71%
2	Elementary	500-750	-9% ELA, -4% Math	55%	43%
3	Middle	750-1,000	+2% ELA, -4% Math	77%	62%
4	Middle	500-750	-22% ELA, -29% Math	69%	61%
5	High	1,000+	+5% HS graduation	72%	56%
6	High	750-1,000	-1% HS graduation	90%	80%

*Students of color furthest from educational justice **Eligible for free or reduced-price lunch

Key findings

Patterns in school performance

- **Addressing chronic absenteeism:** The three higher-performing schools in the case study showed an uptick in rates of regular attendance after pandemic-era attendance declines mirroring district and nationwide trends. Attendance at the remaining three schools continued to decline through SY 2023-24, suggesting that addressing chronic absenteeism along with other academic supports may have been a factor in stronger SBI school performance.

¹ Elementary and middle school: change in school-level percent meeting grade level standards on Smarter Balanced Assessments (SBA) in math and reading over five-year period from 2019-2024. High school: change in percent of student population graduating in four years over five-year period from 2018 to 2023.

- **Presence of Highly Capable cohorts:** The two lower-performing elementary and middle schools studied had Highly Capable cohorts (an advanced learning program), with Levy funds supporting the general education population. While overall rates of students meeting grade-level standards declined at these schools, median 1-year growth in assessment scores increased.
- **Supporting practices:** High performing schools were more likely to demonstrate strengths in data-driven practice, staff capacity (including skills, coordination, and buy-in), and school leadership engagement in levy strategy implementation than lower-performing schools.

SBI implementation trends

- **School outcome goals:** Case study schools demonstrated use of customized performance improvement goals in line with Levy outcomes and their district Continuous School Improvement Plans to address the specific needs or achievement gaps of their student body.
- **Setting and staff:** All case study schools used Levy funding to provide expanded learning and enrichment opportunities both during the instructional day and out-of-school time (OST) using a combination of school-employed staff and partnerships with external organizations. In interviews, school leaders discussed various considerations that informed decisions about the staffing and setting of Levy-funded supports, which included expertise and cultural alignment of partner organizations and logistics of ensuring participation of highest-need students.
- **Interventions:** Common interventions observed across the case study schools included evidence based academic supports such as double-dose math courses, small group and 1-1 tutoring using the school district's SIPPS early reading curriculum, and use of the i-Ready platform to provide students with formative assessments and individualized math and reading curriculum. High schools focused interventions on college and career readiness through access to advanced coursework and college application and preparation supports.
- **Monitoring:** All case study schools had processes in place for monitoring student performance and data-driven practice, though the frequency and intensity of these activities varied.

School-reported successes and challenges

School staff and leadership who participated in interviews were asked to discuss successes and challenges supporting student outcomes. The following key themes emerged across multiple schools:

Success factors	Challenges
<ul style="list-style-type: none"> • Embedded relationships with partner organizations and school intervention staff supported service coordination and continuous improvement efforts • Stacking multiple interventions to address a single outcome for highest-need students • Student-centered design and cultural responsiveness of enrichment and wraparound supports to improve student and family engagement in Levy-funded programs • Flexibility to adapt levy strategy to shifting needs (e.g., rise in chronic absenteeism) 	<ul style="list-style-type: none"> • Shifting school demographics introducing larger populations of students with academic and wraparound support needs • Rising mental health and behavioral concerns following the pandemic • Financial constraints (including rising staff costs, inflation, and adjusted school district funding) led several schools to reduce or adjust their levy-funded interventions • Staff burnout and turnover, both among school staff and partner organizations, affecting intervention quality and consistency

Introduction

The Families, Education, Preschool, and Promise (FEPP) Levy K-12 School Based Investments (SBI) provide intensive, supplemental support for 30 select schools within Seattle Public Schools (SPS) that have high concentrations of historically underserved populations and students not yet meeting grade-level learning standards. Administered by the Seattle Department of Education and Early Learning (DEEL), SBI is part of a multi-pronged K-12 investment strategy to reduce opportunity and achievement gaps for K-12 students and increase the overall number of students graduating from high school prepared for a college or career path of their choice. Focused outcomes include proficiency in English language arts and math measured by state assessments and on-time high school graduation.

This briefing contains the results of a case study conducted by DEEL to improve understanding of how schools operate school-based investments to support student outcomes.

Study Overview

This study has the following objectives:

- Analyze variation in academic outcomes among Levy-funded schools over a five-year period.
- Provide a holistic view of how select schools have implemented Levy funding, using case studies of schools that represent different grade levels and academic performance.
- Explore how differing strategies, school characteristics, and contextual factors may have supported or hindered the effectiveness of Levy-funded student supports.

Six SBI schools were selected for case studies using a stratified random sampling method: at each grade level (elementary, middle, and high school), one school demonstrating high outcome growth and one demonstrating low or negative outcome growth was randomly selected.

For each case study school, DEEL analyzed the following qualitative and quantitative data:

- Seattle Public Schools (SPS) administrative data: Student interventions, participation trends, and school-level outcomes between SY 2021-22 and SY 2023-24
- School Request for Investment (RFI) application documents
- Performance monitoring data: school-level strategies, goals, and qualitative progress monitoring provided by school levy coordination staff and leadership
- Key informant interviews: DEEL strategic advisors and 1-2 school staff (school Principal and/or Levy Coordinator) responsible for implementing Levy funding

While case studies provide a depth of information that is useful for transparency and continuous quality improvement purposes, themes observed across the six schools in this study may not be representative of all 30 Levy-funded schools. In addition, the analysis cannot be used to draw definitive conclusions about the relative effectiveness or impact of individual interventions. Observed changes in school-level outcomes during the Levy period do not account for differences in demographic characteristics or other confounding variables that may influence outcomes.

Variation in SBI School Outcomes

Five-year Growth in Assessment Performance and On-Time Graduation

To assess changes in academic performance across the 30 Levy-funded schools, we compared school-level outcomes over the five-year period since the year prior to Levy implementation (SY 2018-19). Performance growth for elementary and middle schools was calculated using a composite score of the percent of students who met grade level standards on English Language Arts (ELA) and math Smarter Balanced Assessments (SBA).² High school outcome growth was calculated using the percent change in on-time high school graduation rates.

Between spring 2019 and spring 2024, average math and ELA performance (the share of students meeting grade-level standards) dropped by six percentage points across all Seattle Public Schools. During this period, 13 of the 25 SBI elementary and middle schools performed better than the district average. Among these schools, 6 improved their performance by between 1% and 19%. All Levy-funded high schools except one saw graduation rates rise less than the district average of 6%. These trends describe school level averages and do not account for differences in student demographics and other school characteristics and context that may have influenced outcomes. Longitudinal performance trends for each Levy-funded school are provided in Appendix I.

Case Study Schools

Within each grade level strata, we ranked schools by their academic performance growth rate since Levy baseline (2018-2019 school year) and randomly selected schools within the top and bottom 50%. High level characteristics of the six selected schools are outlined in the table below:

Table 1: Case Study Schools Overview

School #	Grade Level	School Size (# of students)	5-Year Outcome Growth (SBA % Met Standard)	% SOCFEJ*	% Low Income**
1	Elementary	< 500	+21% ELA, +5% Math	72%	71%
2	Elementary	500-750	-9% ELA, -4% Math	55%	43%
3	Middle	750-1,000	+2% ELA, -4% Math	77%	62%
4	Middle	500-750	-22% ELA, -29% Math	69%	61%
5	High	1,000+	+5% HS graduation	72%	56%
6	High	750-1,000	-1% HS graduation	90%	80%

*Students of color furthest from educational justice **Eligible for free or reduced-price lunch

High performing schools' academic performance either stayed relatively constant during the pandemic or increased despite pandemic-period learning loss trends in Seattle and nationwide. The lower-performing elementary and middle schools selected for the case study, which showed average decreases of 7 and 26 percentage points in school-wide SBA performance, respectively, both had Highly Capable cohorts³ in their student body. Both schools' baseline rate of meeting SBA standards were 20 – 27 percentage points higher than the average Levy-funded school (see Appendix I). Levy investments were focused on supporting academic progress of “general education” students whose need for academic

² Smarter Balanced Assessments (SBA) sort student scores into quartiles (L1-4), with scores in the bottom two quartiles indicating performance below expected grade level benchmarks.

³ An SPS advanced learner service. Learn more: <https://www.seattleschools.org/departments/advanced-learning/services-and-programs/>

support is masked by school-wide trends. To better understand outcomes in this context, we examined changes in median student growth percentile (SGP), which captures fall-to-spring growth in assessment scores. Each school with a highly capable cohort showed slight improvements in SGP since the Levy baseline (Appendix I).

Implementation Trends

The section below provides a summary of implementation trends observed across case study schools. Detailed profiles of each case study school, including outcome trends, interventions, and themes from school staff interviews, are available for reference in Appendix II.

Levy-funded schools were awarded grants based on a competitive funding process where schools demonstrated need, strategies, and implementation plans to pursue long-term improvements in academic outcomes. While schools are required to collectively work toward FEPP levy priority outcomes, schools use Levy funding for interventions that meet the specific achievement gaps or needs of their student body within these parameters. Levy strategies are implemented under the guidance of the school principal and a full-time Levy Coordinator (a DEEL-funded school staff member). DEEL advisors provide intensive strategic guidance to school leaders and Levy coordinators, including the following: structured annual goal setting and contract development, monthly performance monitoring, and technical assistance related to data-driven practice and strategy implementation.

Levy-Funded Strategies

Goals and Interventions

- **Establishing goals:** In their funding applications and interviews, case study schools demonstrated explicit alignment between Levy-funded strategies and their Continuous School Improvement Plan (CSIP)⁴ goals set with the district.
- **Common strategic structure:** all case study schools leveraged Levy funds for a combination of a) targeted academic and wraparound interventions to support high-need students, b) school-wide interventions such as screening and enrichment programming to support school climate, attendance, and college/career readiness, and c) coordination and professional development activities to support data-informed practice and overall school effectiveness.
- **Targeted student interventions:** all case schools applied the Multi-Tiered Systems of Support (MTSS)⁵ framework to assign students to Levy-funded interventions. Depending on the intensity of support needed, students are engaged in small-group or 1-1 activities, typically related to either academics or attendance. Targeted interventions are provided by either certified interventionists employed by the school or through service agreements with partner organizations like City Year, Reading Partners, and Seattle Parks and Recreation.
- **School-wide strategies:** Under guidance from DEEL, schools have focused on advancing five aspects of school organizational practices that research links to improved school performance: cultivating positive climate & culture, family engagement, teacher collaboration and professional learning communities, high quality instructional practices, and effective leadership.⁶

⁴ For more information about CSIP: <https://www.seattleschools.org/about/continuous-school-improvement-plans/>

⁵ MTSS is a framework for educators to engage in data-based decision making to provide students with holistic academic, social-emotional, and behavioral supports at varying degrees of intensity according to student need. Learn more: [MTSS Components and Resources](#)

⁶ [5Essentials](#) | [UChicago Impact](#)

- **Blended funding:** In nearly all cases, schools combined Levy resources with other supplemental funding such as Learning Assistance Program (LAP)⁷ and Title 1⁸ to support a holistic strategy for student supports. For example, multiple fund sources may be required to fund a full staff position (e.g., case manager or reading interventionist) or to expand access to an existing program or supplemental instructional opportunities. Five of the six case study schools received at least one other DEEL investment, such as school-based health centers, funding for family support workers, or Restorative Justice and Mental Health pilot council budget actions. Several school leaders asserted that these investments often fund overlapping interventions and support the same long-term outcomes, making it challenging to differentiate between the impact of individual fund sources.

Intervention Examples

While some interventions observed in the case studies were unique to a school or partner organization, several similar or identical interventions were implemented across multiple schools. Examples include the following:

- **Supplemental (“double dose”) courses⁹:** Operated by a certified teacher or interventionist¹⁰, double dose courses provide students who are below grade level with an opportunity to enroll in a second, non-credit bearing ELA or math class, doubling their instructional time in the focus subject. Double dose courses are not included in a standard school budget and are typically supported through funding for an additional specialized staff position.
- **Small-group and 1-1 reading/math supports:** small-group and 1-1 interventions are a common strategy to help students develop foundational reading and math skills in elementary and middle school. These interventions employ evidence-based instructional methods that align with SPS curriculum (e.g., SIPPS¹¹) and engage students multiple times per week. These targeted supports are implemented by either certified teachers (e.g., “reading interventionists”) or by trained volunteer tutors through partnerships with organizations like City Year and Reading Partners.
- **i-Ready:** the i-Ready Diagnostic Assessments and Personalized learning program provides evidence-based¹² screening, interventions, and progress assessments in reading and math for elementary and middle school students. Three case study schools used Levy funds to access i-Ready and/or leveraged i-Ready screening to assign participants to levy-funded reading and math interventions.
- **Care management:** A holistic 1-1 case management approach designed to support attendance and academic progress of high need students. Typically implemented by non-teaching staff such as student family advocates (either school FTE or CBO), supports can include mentoring, family engagement, referral management to basic needs and other attendance barriers, social-emotional learning support, and academic goal setting and progress monitoring.

⁷ <https://ospi.k12.wa.us/student-success/support-programs/learning-assistance-program-lap>

⁸ <https://www.seattleschools.org/departments/grants/title-i/>

⁹ See WSIPP benefit-cost analysis: <https://www.wsipp.wa.gov/BenefitCost/Program/525>

¹⁰ An educational professional specializing in targeted supports for students experiencing academic challenges

¹¹ Systematic Instruction in Phonological Awareness, Phonics, and Sight Words is a foundational skills reading curriculum designed to help both new and struggling readers in grades K–12.

<https://www.evidenceforessa.org/program/sipps-systematic-instruction-in-phonological-awareness-phonics-and-sight-words-2/>

¹² The i-Ready platform is highly rated by the National Center on Intensive Intervention (NCII) as meeting standards of technical rigor and effectiveness in academic screening, intervention, and progress monitoring for math and reading. <https://cdn.bflidr.com/LS6J0F7/at/cnjb995nsjtrti9fm5n8bj8/iready-NCII-ratings-flyer.pdf>

Implementation setting

All case study schools used at least a portion of their levy funding to bolster instructional day supports for students who were not meeting proficiency through standard core instruction alone. Several schools also leveraged levy-funded staff positions and/or contracts with community-based organizations to offer enrichment or care management services during the instructional day. In interviews, school leaders discussed the following considerations driving decisions about the timing and setting of interventions:

- **Student engagement:** schools noted that during the instructional day, students are a “captive audience,” eliminating the logistical considerations of encouraging student and family participation. For high school students, providing academic supports after school could conflict with enrichment opportunities or athletic programs that students benefit from. For this reason, schools often sought ways to provide supports to high-need students during the instructional day when feasible.
- **Equity:** students who need the most support with attendance, academics, or social-emotional/behavioral concerns are often the least likely to engage in out-of-school time programs. Top reasons included transportation logistics (for elementary school students), and competing responsibilities such as caring for younger siblings and employment (for high school students).

Performance Monitoring

All case study schools had processes in place for monitoring student performance and data-driven practice, though the frequency and intensity of these activities varied. The most common approach was bi-weekly or monthly professional learning communities (PLCs) focused on reviewing multiple sources of student level data (e.g., assessments, climate, qualitative data) and targeted action planning for students with academic, attendance, and social-emotional support needs. Other strategies included leadership and teaching team observations or classroom walkthroughs to assess the quality of instructional practices or out-of-school-time programs, and student and family focus groups or surveys to inform program development. Several staff interviewed credited Levy funding for school coordination staff and interventionists as a key resource for effectively implementing the MTSS framework. Coordinating targeted small-group and individual student interventions is most effective when supported by frequent monitoring of student-level data and often requires collaboration and planning across multiple intervention staff and community partners. Schools also described benefiting from ongoing technical assistance from DEEL related to data-driven practice.

Successes & Challenges Supporting Student Outcomes

Addressing Chronic Absenteeism

Implementation of school-based investments were scheduled to begin in the 2020-21 school year, with the 2019-20 school year serving as a transitional period. The impact of the COVID-19 pandemic and the transition to remote learning during this time introduced rising chronic absenteeism nationwide.¹³

In light of this context, we analyzed trends in regular attendance as a supporting indicator for academic progress of the case study schools. Regular attendance is defined as attending at least 90% of school days in a year, where students attending below this benchmark are considered chronically absent. The three higher-performing schools showed an uptick in attendance after the pandemic-era attendance

¹³ Annie E. Casey Foundation. (2024). *Kids Count Data Book: State Trends in Child Well-Being*. [aecf-2024kidscountdatabook-2024.pdf](https://www.aecf.org/2024kidscountdatabook-2024.pdf)

decline, while attendance at the remaining three schools continued to decline through SY 2023-24 (see Case Study Profiles Appendix II). This suggests that successfully reducing chronic absenteeism along with other academic supports may have been an important factor in stronger SBI school performance.

Organizational Practices and Capacity

Alongside student-facing interventions, case study analysis aimed to identify any differences in organizational practices and capacity between schools that demonstrated high versus low outcome growth. Based on feedback from school staff and key informant interviews about best practices supporting effectiveness of Levy-funded interventions, we evaluated schools' document and interview data in the following four areas using a qualitative coding rubric (see Appendix III):

- **Strategic consistency:** Well-defined and consistent goals guiding Levy-funded strategies. Strategic consistency was mixed across schools of different performance levels, as some schools pursued significant pivots in strategy in response to the pandemic.
- **Leadership support:** School staff and key informants interviewed attributed school capacity and strategic effectiveness to significant school leadership involvement in Levy implementation. Two of the three lower performing schools described challenges with leadership turnover or limited buy-in as significant barriers to prioritizing Levy goals and strategies.
- **Data-driven practice:** high-performing schools described frequent, collaborative review of student-level data with teams across intervention areas and development of strategies to address individualized student support needs.
- **Staffing & capacity:** includes strong partnerships, sufficient coordination staff, positive staff climate, and engagement-level of staff responsible for implementing levy interventions.

Case school scores from low to high across organizational practice areas are detailed in table 2, below. High performing schools were more likely to score highly in multiple organizational practice areas than low performing schools (reflected in the cumulative numeric rating).

Table 2: Organizational Practices Quality Assessment¹⁴

School	Relative Performance Growth	Strategic Consistency	Data-Driven Practice	Leadership Support	Staffing & Capacity	Cumulative Numeric Rating*
1	High	High	High	High	High	12
2	Low	High	Medium	High	Medium	10
3	High	Medium	High	High	High	11
4	Low	Medium	Medium	Low	Low	7
5	High	Medium	High	High	High	11
6	Low	High	High	Low	Medium	9

*Low = 1 Medium = 2 High = 3

School Self-Reflection: Challenges and Success Factors Supporting Student Outcomes

School staff who participated in interviews were asked to discuss successes and challenges supporting student outcomes. The following key themes emerged across multiple schools, regardless of

¹⁴ These ratings were produced based on thematic analysis of qualitative data, including information shared in key informant interviews. These results represent a small selection of schools and cannot be used to draw causal conclusions about school performance.

performance. Additional successes and challenges specific to individual schools are included in case study profiles.

Successes

- **Embedded relationships with partner organizations or school intervention staff:** most of the school staff interviewed asserted that school staff or organizations implementing Levy-funded interventions were most effective when they were a culture fit with the school community, were able to establish relationships with students in multiple settings during the instructional day and out of school time, and were involved in coordination and planning with school staff and leadership to be responsive to student needs. City Year and Seattle Parks Community Learning Center partnerships were cited as particularly effective partnerships.
- **Stacked interventions to address a single outcome goal:** Multiple schools attributed their success to addressing a single outcome – such as attendance or reading proficiency – with multiple strategies that worked together. One school, for example, supported student reading proficiency by combining small group support during the instructional day with 1-1 after-school tutoring for high-need students. They supplemented the targeted interventions with professional development and coaching focused on improving the quality of ELA instructional practices across the school.
- **Student-driven and culturally responsive programming:** Particularly for enrichment activities and case management to address attendance barriers, schools felt that programs were most effective when designed in response to student and family feedback, creating a sense of ownership and relevance for participants.
- **Flexibility to adapt to changing needs:** most schools interviewed discussed the benefits of flexibility to leverage staff, partners, and effective data/monitoring systems to shift strategies to meet emerging needs while working toward consistent long-term goals. Examples included introducing new interventions to address chronic absenteeism following the pandemic and changing community partnerships or staffing models to increase intervention participation by high-need students.

Challenges

- **Changing demographics:** Some schools cited shifting student demographics as a challenge for providing academic supports. For example, supporting a rising population of English Language Learners and children with IEPs was described as a barrier when existing staff and interventions lacked specialization for these populations. Notably, at the three lower performing schools, SPS administrative data (analyzed by DEEL) shows that the share of students of color, low-income, and ELL increased significantly since the beginning of the levy, while high-performing schools showed either a reduction in these populations or a smaller shift.
- **Rising mental health and behavioral concerns:** Middle and high schools in particular pointed out increased mental health and social-emotional/behavioral concerns coming out of the pandemic, associated with chronic absenteeism and school engagement.
- **Financial constraints:** Some schools noted that rising costs (general inflation and increased staffing costs) without proportional increases in Levy funding had been a concern, leading them to cut staff positions or programs. Additional financial constraints included reductions in Title 1 funding when schools demonstrate outcome improvement, and reductions in SPS budget allocations for staffing impacting their ability to fully fund and retain intervention staff.
- **Staff burnout and turnover:** Frequent staff changes and staff burnout disrupted program continuity and implementation, making it difficult to sustain momentum in interventions. Turnover was cited as a challenge both with school staff and with community-based providers.

APPENDIX I

5-Year Changes in School-wide Academic Performance across 30 Schools receiving School-Based Investments

Elementary Schools

ID	Spring 2019 ELA/Math Met Standard	Spring 2024 ELA/Math Met Standard	Change in % Met Standard (2019-2024)	Spring 2019 ELA/Math Median SGP ¹⁵ Score	Spring 2024 ELA/Math Median SGP Score	Change in Median Growth Score (2019-2024)
1	42%	60%	18%	42	61	19
*2	35%	48%	13%	57	63	6
3	28%	34%	6%	54	60.5	6.5
4	45%	50%	4%	70.5	55	-15.5
5	50%	51%	1%	67	60	-7
6	56%	56%	1%	59.5	58.5	-1
7	33%	31%	-2%	60.5	46.5	-14
8	44%	41%	-3%	55	57	2
9	29%	26%	-4%	36.5	56.5	20
10	66%	61%	-5%	57	73	16
11	49%	43%	-6%	41.5	53	11.5
*12	77%	70%	-7%	55.5	57.5	2
13	56%	49%	-7%	46.5	72	25.5
14	25%	17%	-9%	39.5	34.5	-5
15	47%	38%	-9%	44.5	48	3.5
16	56%	46%	-11%	46	67.5	21.5
17	67%	56%	-11%	52.5	59.5	7
18	49%	35%	-14%	45	51	6
19	49%	32%	-17%	32.5	40.5	8
20	62%	38%	-24%	63	34.5	-28.5
<i>SBI K-8 Avg</i>	<i>51%</i>	<i>45%</i>	<i>-6%</i>	<i>55.5</i>	<i>55.5</i>	<i>0</i>
<i>SPS K-8 Avg</i>	<i>66%</i>	<i>60%</i>	<i>-6%</i>	<i>55.5</i>	<i>56</i>	<i>0.5</i>

**Case study school*

¹⁵ Student growth percentile (SGP) captures fall-to-spring growth in Smarter Balanced Assessment (SBA) scores.

Middle Schools

ID	Spring 2019 ELA/Math Met Standard	Spring 2024 ELA/Math Met Standard	Change in % Met Standard (2019-2024)	Spring 2019 ELA/Math Median SGP Score	Spring 2024 ELA/Math Median SGP Score	Change in Median Growth Score (2019- 2024)
21	72%	71%	-1%	N/A	64	N/A
*22	44%	43%	-1%	55.5	56	0.5
23	50%	39%	-11%	59.5	49	-10.5
24	67%	52%	-15%	66	54.5	-11.5
*25	71%	46%	-26%	46	52.5	6.5
<i>SBI K-8 Avg</i>	51%	45%	-6%	55.5	55.5	0
<i>SPS K-8 Avg</i>	66%	60%	-6%	55.5	56	0.5

**Case study school*

High Schools

School Anonymous ID	Spring 2018 On-Time HS Graduation	Spring 2023 On-Time HS Graduation	5-Year Growth
26	18%	40%	22%
27	81%	86%	5%
*28	87%	92%	5%
29	96%	100%	4%
*30	89%	88%	-1%
<i>District Average</i>	82%	88%	6%

**Case study school*

APPENDIX II: Case Study School Profiles

Case study content is informed by the following data:

- School's funding application
- Annual monitoring and strategic goal-setting documentation provided by schools as part of performance-based contracting
- Interviews with key school staff responsible for management of Levy funds
- Qualitative data about targeted programs and interventions funded by the levy (provided to DEEL by the District through data sharing agreement)
- Student demographic and academic data (provided to DEEL by the District through data sharing agreement)

Reference: Key Terms and Acronyms

Students Furthest from Educational Justice	Shorthand used for Students of Color Furthest from Educational Justice (American Indian/Alaska Native, Black/African American, Hispanic/Latinx, Native Hawaiian/Pacific Islander)
Priority Outcomes	Summary of the primary focus areas of the school's individual investment strategy, determined based on Levy funding application, annual progress monitoring documents, and interventions
School-Wide Strategies	Refers to a) strategies and programs that support the entire student body rather than a targeted group, and b) coordination and professional development activities to support overall school effectiveness.
Targeted Interventions	Classified as Tier 2/Tier 3 supports within the Multi-Tiered Systems of Support (MTSS) ¹⁶ framework, targeted interventions refer to cohort-based, small-group or 1-1 activities designed to support high-need students.
Multi-Disciplinary Enrichment	Non-academic programing focused on social-emotional learning, 21 st century skills, or other cross-curricular skills
Care Management	A holistic 1-1 case management approach designed to support both attendance and academic progress of high need students. Supports can include mentoring, family engagement, referral management to basic needs, social-emotional learning support, and academic goal setting.
ID	Instructional Day, referring to activities taking place during regular school hours
OST	Out of School Time, referring to activities taking place before or after regular school hours
ELA	English Language Arts

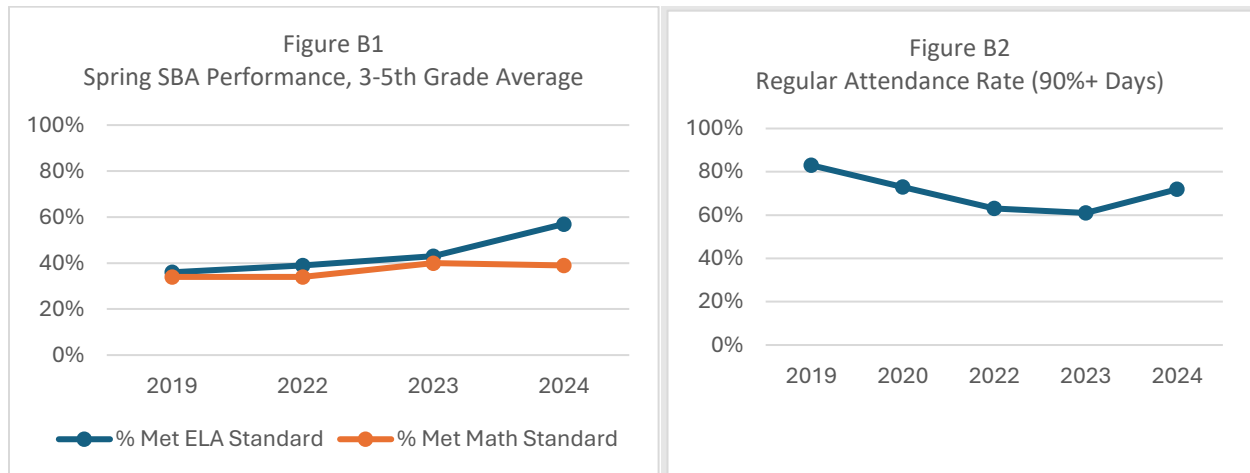
¹⁶ MTSS is a framework for educators to engage in data-based decision making to provide students with holistic academic, social-emotional, and behavioral supports at varying degrees of intensity according to student need. Learn more: [MTSS Components and Resources](#)

School 1 (Elementary)

School Size: <500 students

72% Students Furthest from Educational Justice 71% Low-Income (Free/Reduced Price Lunch Eligible)

Outcome Trends



Source: SPS administrative data, analyzed by DEEL

Strategic Focus for SBI Funds

Priority Outcomes

- **Literacy** (indicator: students meeting grade level standards in state assessments)
- **Social-Emotional & 21st Century Skills** (long-term indicator: students graduate HS on time)
- **School Climate** (indicator: increasing student joy of learning on school climate survey¹⁷)

School-wide Strategies

- **School climate & engagement:** fostering student joy of learning through teacher collaboration, equitable & inclusionary teaching practices, and student leadership opportunities
- **Family involvement:** academic parent/teacher team family engagement nights, with emphasis on reaching families of students receiving special education or multi-lingual supports
- **Teacher collaboration:** Bi-weekly professional learning communities (PLCs) focused on data analysis and targeted action planning supportive of ELA and math achievement (includes both main-lesson and supplementary teaching staff like interventionists and special education teachers). Teacher team classroom walkthroughs to assess culturally responsive practices using rubric
- **Instructional Practices:** early learning literacy instructional coaching to refine teaching practices through guided reflection

¹⁷ Climate survey is administered by the Seattle school district at elementary, middle, and high schools in the fall and spring and measures a school's learning environment across several dimensions. Learn more: <https://www.seattleschools.org/departments/rea/district-surveys/>

Targeted Student Supports (Interventions)

Over three years, Levy funded interventions at this elementary school focused on academic support, enrichment opportunities, and social-emotional learning, with a strong emphasis on individualized and small-group reading instruction. Academic support included targeted ELA and math interventions through small-group and one-on-one tutoring, both in-school and after-school, using structured curriculum like SIPPS.¹⁸ Enrichment efforts emphasized expanded learning, including coding and technology, career exploration programs, and leadership development through a student leadership council. Social-emotional learning was integrated through small group activities using RULER and Caring Schools curriculum. These interventions were delivered in partnership with City Year, Reading Partners, and Team Read.

Table B1: Levy-Funded Student Supports

	SY 21-22	SY 22-23	SY 23-24
School-Based Investments (Targeted Interventions) *			
Academic Support	<ul style="list-style-type: none"> • Small group reading instruction (ID) • Reading Partners 1-1 ELA tutoring (ID) • City Year after-school tutoring 	<ul style="list-style-type: none"> • Small group reading instruction (ID) • Reading Partners 1-1 ELA tutoring (ID) • Small group math enVision curriculum (ID) • City-Year after-school tutoring 	<ul style="list-style-type: none"> • Small group reading instruction (ID) • Reading Partners 1-1 ELA tutoring (ID) • Team Read 1-1 ELA tutoring (OST) • Small group math enVision curriculum (ID) • City-Year after-school tutoring
Multi-Disciplinary Enrichment	<ul style="list-style-type: none"> • City Year Career exploration program (OST) • Small group coding & technology tutoring (OST) • Small-group social-emotional learning curriculum (ID) 	<ul style="list-style-type: none"> • Student leadership council • City Year Career exploration program (OST) 	<ul style="list-style-type: none"> • Student leadership council
Partners	City Year, Reading Partners	City Year, Reading Partners	City Year, Reading Partners, Team Read
Other DEEL Funding			
School-Based Health Centers	X	X	X
Family Support Services	X	X	X

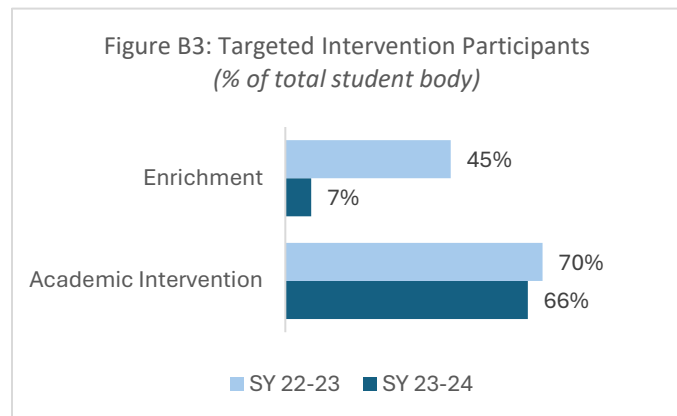
Source: SPS administrative data, analyzed by DEEL. *Tier 1 (school-wide) student supports are not tracked in this dataset.

¹⁸ Systematic Instruction in Phonological Awareness (SIPPS) is a reading intervention required by SPS that complements the core curriculum and builds foundational reading skills.

Intervention Participants

In SY 2023-24, two thirds (66%) of students were engaged in a targeted intervention, the vast majority of which received an academic support, and a small number of students participated in the leadership council. 77% of students receiving an academic support identified as students of color furthest from educational justice, and 60% were multi-lingual learners.

In the previous year (SY 22-23), nearly 50% of students also participated in a City Year enrichment program.



SY 21-22 is excluded due to participation data quality concerns.

School Reflection: Success Factors and Challenges

Successes

- **Data-driven and flexible instruction to support ELA:**
 - Using the i-Ready¹⁹ Diagnostic Assessments and Personalized Learning program provides evidence-based programs and individualized student literacy support, especially for children who are multiple grade levels behind. *“We rely on i-Ready to provide individualized learning paths for students, helping them practice skills at their specific level. It gives us the ability to pinpoint exactly where students are struggling and provide targeted support to address those gaps.”*
 - Targeted intervention blocks supported by levy-funded reading interventionist provides the flexibility to provide added small group supports to students during the instructional day. *“Levy funding allows us to pivot when core curriculum like SIPPS isn’t effective for all students.”*
- **Stacking small-group and 1-1 interventions** through Reading Partners: *“Reading Partners supplements our efforts by working one-on-one with students to build fluency, vocabulary, and comprehension. This tailored approach helps students develop their reading skills while building confidence and motivation.”*

Challenges

- **High-need student population and shifting student enrollment:** School cited rising special education and multi-lingual learner populations as an ongoing challenge to meeting standardized benchmarks year over year. The school also noted new enrollments of students with IEPs or behavior challenges throughout the year requires ongoing adjustments and family engagement.
- **Sustaining funding as school performance improves:** *“Losing Title I funds after making progress felt like we were being penalized for success.”*

¹⁹ The i-Ready platform is highly rated by the National Center on Intensive Intervention (NCII) as meeting standards of technical rigor and effectiveness in academic screening, intervention, and progress monitoring for math and reading. <https://cdn.bflidr.com/LS6J0F7/at/cnjb995nsjtrti9fm5n8bj8/iready-NCII-ratings-flyer.pdf>

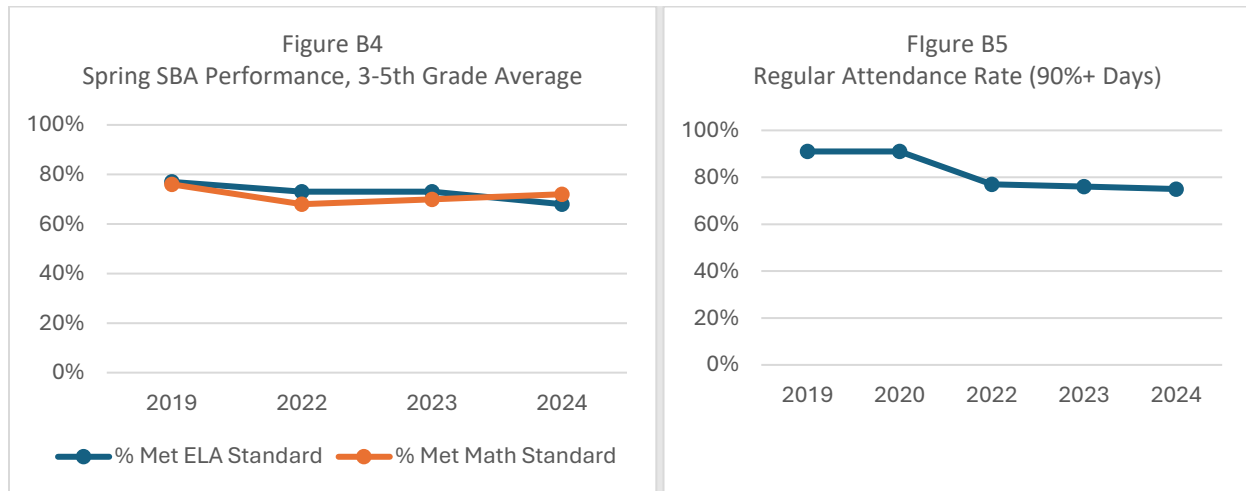
School 2 (Elementary)

School Size: 500-750 students

55% Students Furthest from Educational Justice 43% Low-Income (Free/Reduced Price Lunch Eligible)

Student population includes a Highly Capable²⁰ Cohort

Outcome Trends



Source: SPS administrative data, analyzed by DEEL

Strategic Focus for SBI Funds

Priority Outcomes

- **Literacy and Math** (closing achievement gaps between Highly Capable cohort and general education student population in meeting grade-level standards on state assessments)
- **School Climate** (increasing student belonging and learning engagement on school climate survey)

School-wide Strategies

- **Math instruction:** Levy support of a half-time math interventionist allows for additional sections of math and reduced student-teacher ratios to increase supports for students
- **School climate & engagement:** inclusion & integration of student population between highly capable cohort and general education population and fostering adult-student connections at school
- **Teacher collaboration:** Professional Learning Community (PLC), and focus on morale, integration, and collaboration between teachers who supported the two different student populations
- **Family engagement:** parent-teacher nights and activities focused on fostering relationships between families and engaging families in student learning
- **Leadership development:** engagement in instructional leadership institutes and collaboration with leadership of peer schools to hone observation and feedback skills

²⁰ An SPS advanced learner service. Learn more: <https://www.seattleschools.org/departments/advanced-learning/services-and-programs/>

Targeted Student Supports (Interventions)

Over three years, Levy funded interventions at this elementary school focused on academic support, family engagement, and enrichment to support students in the general education cohort. Academic interventions included small-group instruction in reading and math, with targeted tutoring for multilingual learners and students not meeting grade-level standards, supported by programs like Team Read and Invest in Youth. Enrichment opportunities included a research skills class, a speech writing class to enhance English Language Arts, and philosophical inquiry class. Family engagement efforts included a Family Connector dedicated to supporting African American male students and their families and a Family Support Worker providing access to basic needs and resources.

Table B2: Levy-Funded Student Supports

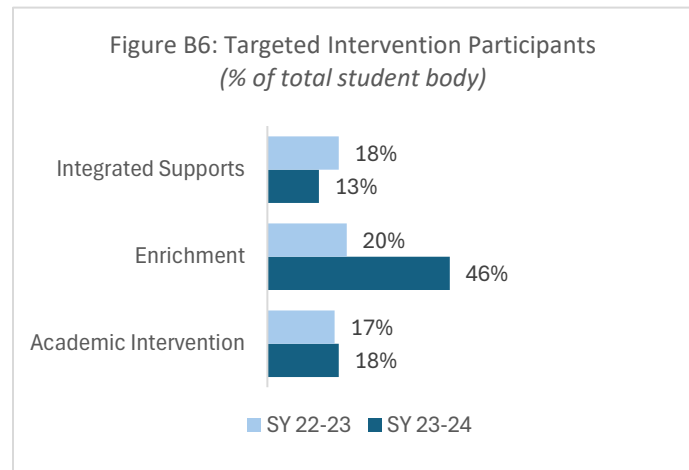
	SY 21-22	SY 22-23	SY 23-24
School-Based Investments (Targeted Interventions) *			
Academic Support	<ul style="list-style-type: none"> • Small group reading instruction (ID) • English language learner small group academic support (ID) • Small group academic tutoring (ID) • Team Read 1-1 ELA tutoring (OST) 	<ul style="list-style-type: none"> • Invest in Youth ELA/Math tutoring (OST) • English language learner small group academic support (ID) • Team Read 1-1 ELA tutoring (OST) 	<ul style="list-style-type: none"> • Invest in Youth ELA/Math tutoring (OST) • English language learner small group academic support (ID)
Multi-Disciplinary Enrichment	<ul style="list-style-type: none"> • Research skills library class • Philosophy inquiry class • Schoolwide enrichment program • Social-emotional learning curriculum 	<ul style="list-style-type: none"> • Philosophy inquiry class²¹ 	<ul style="list-style-type: none"> • Speech writing class • Philosophy inquiry class
Integrated Supports	<ul style="list-style-type: none"> • Family support worker • Parent learning opportunities • Family connector for African American male students 	<ul style="list-style-type: none"> • Family support worker • Family connector for African American male students 	<ul style="list-style-type: none"> • Family support worker • Family connector for African American male students
Partners	Team Read, UW	Team Read, Invest in Youth	UW, Invest in Youth, Speak with Purpose

Source: SPS administrative data, analyzed by DEEL. *Tier 1 (school-wide) student supports are not tracked in this dataset.

²¹ Student-level data is missing for this intervention in SY 22-23 due to administrative error in transition to new intervention monitoring platform. Enrichment participation visualized Figure B6 below are based on budgeted projections and in line with SY 23-24 program participation.

Intervention Participants

In SY 2023-24, nearly two thirds (61%) of students were engaged in one or more targeted interventions. The largest share (46%) participated in enrichment programming, with 18% of students receiving academic supports. 95% of students receiving an academic support identified as students of color furthest from educational justice, 91% were multi-lingual learners, and 80-90% were below grade level in reading and math assessments. Enrichment program participation increased between SY 23-24 due to the addition of a new program.



SY 21-22 is excluded due to participation data quality concerns.

School Reflection: Success Factors and Challenges

Successes

- **Supporting improved math outcomes:** Interviewed school staff cited the presence of a levy-funded dedicated math interventionist as a key success factor to supporting student math achievement. The math interventionist efforts have included increased tier 1 instruction to smaller class sizes and school-wide initiative to efforts to math identity development through a hands-on “math museum.” *“Third graders were asked, ‘Where do you see math in your life?’ They drew pictures, helped paint a mural, and showcased their ideas in the museum...It’s changed the culture of the school—kids don’t say, ‘I’m not a math person,’ anymore.”*
- **Teacher collaboration and staff climate:** school leadership reflected on progress in collaboration and relationships between teachers from general education and highly capable cohort classrooms as a result. This included growth in positive staff sentiments on staff climate survey regarding culturally responsive and anti-racist work environment (from 57% to 83%).

Challenges

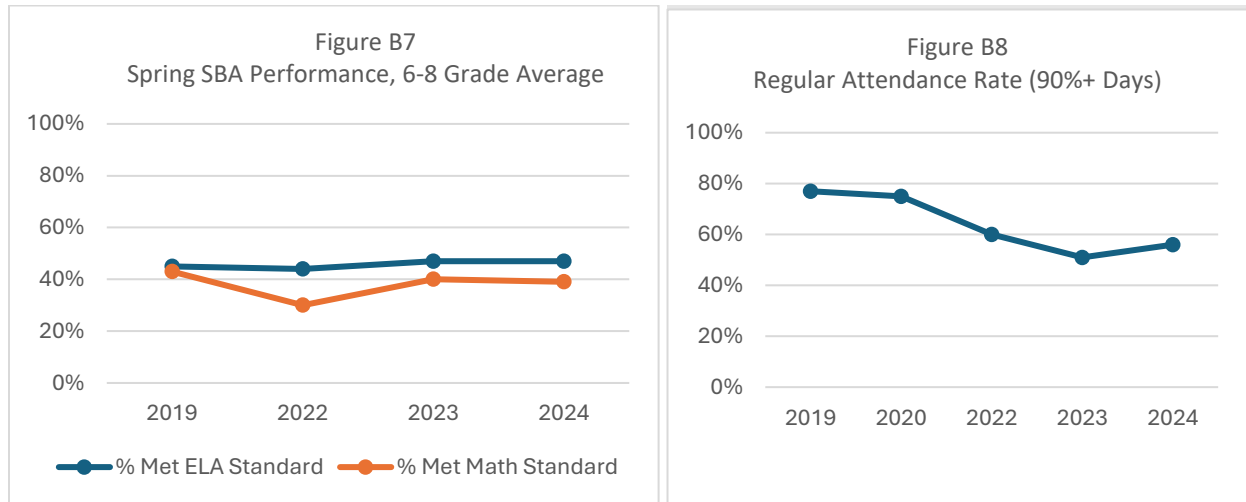
- **Ongoing shift from historically segregated student population due to highly capable cohort.** Strong school-level academic performance of highly capable cohort students masks the stark differences in academic support needs for the general education population.
- **Rising student social-emotional needs coming out of the pandemic**
- **Shifting student demographics:** The school has faced challenges in supporting an increasingly diverse student population, particularly non-English speakers. Limited staff training and resources for multilingual students have made it difficult to provide equitable support. *“We’ve had an influx of students coming to our school that don’t speak any English and serving them appropriately has been tough with limited staff and training.”*
- **Resource limitations:** rising staffing costs and inflation, with limited funding support aside from the levy, have led the school to make tradeoffs between wraparound supports and academic support, cutting their family support worker position in SY 24-25. The school has found that demand for wraparound supports such as transportation and basic needs continues to outpace the school’s resources.

School 3 (Middle School)

School size: 750-1,000 students

77% Students Furthest from Educational Justice 62% Low-Income (Free/Reduced Price Lunch Eligible)

Outcome Trends



Source: SPS administrative data, analyzed by DEEL

Strategic Focus for SBI Funds

Priority Outcomes

- **Math achievement** (emphasis on state assessment proficiency among Black students)
- **Attendance** (students attending school 90% of days)
- **School climate** (access to trusted adults, belonging, behavior & safety on school climate survey)

School-wide Strategies

- **Instructional practices:** staff and leadership instructional walkthroughs and incorporation of observational data into teaching staff reflection and professional learning communities
- **Supportive school climate** through coordinated support of social-emotional skills, restorative practices, and access to mental health resources
- **Family engagement:** Family co-design efforts, including listening sessions, to better involve families in student academic progress and school community building

Targeted Student Supports (Interventions)

This school's levy-funded interventions have focused on academic support, culturally responsive enrichment opportunities, and wraparound supports to address the needs of students furthest from educational justice, with an emphasis on out-of-school time supports facilitated by partnership with Parks Community Learning Center. Academic initiatives targeted math and ELA support through small-group and one-on-one tutoring during school hours, extended day math classes, and Saturday Academy sessions. Interventions also included a culturally responsive math cohort program designed to enhance access to advanced math pathways for Black/African American male students. Additional culturally responsive programming included My Brother's Keeper/My Sister's Keeper offering mentorship, leadership development, and culturally relevant workshops for Black and Latinx students. Integrated

supports emphasized small-group and one-on-one case management for students with high attendance risk factors, restorative practices to build social-emotional skills, and attendance initiatives to promote consistent engagement. This school's enrichment and wraparound offerings are supported by partnerships with City Year and Communities in Schools.

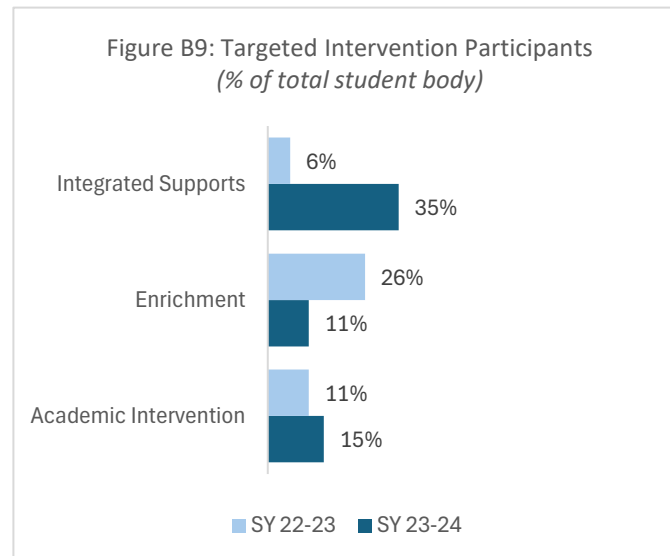
Table B3: Levy-Funded Student Supports

	SY 21-22	SY 22-23	SY 23-24
School-Based Investments (Targeted Interventions) *			
Academic Support	<ul style="list-style-type: none"> City Year small group reading instruction (ID & OST) Reading interventionist small group & 1-1 (ID) City Year small-group math support (ID & OST) Black Male Algebra Cohort: mentorship and support for advanced math coursework (ID) 	<ul style="list-style-type: none"> City Year Math/ELA tutoring (ID & OST) Black Male Algebra Cohort: mentorship and support for advanced math coursework (ID) 	<ul style="list-style-type: none"> City Year Math/ELA tutoring (ID & OST) Extended day math classes for students below grade level Culturally responsive Saturday Academy Math workshops
Multi-Disciplinary Enrichment	<ul style="list-style-type: none"> Culturally responsive mentoring: My Brother's/Sister's keeper Social-emotional learning curriculum 	<ul style="list-style-type: none"> Culturally responsive mentoring: My Brother's/Sister's keeper Social-emotional learning curriculum 	<ul style="list-style-type: none"> Culturally responsive mentoring: My Brother's/Sister's keeper
Integrated Supports	<ul style="list-style-type: none"> Communities in Schools attendance case management 	<ul style="list-style-type: none"> Communities in Schools attendance case management 	<ul style="list-style-type: none"> Communities in Schools attendance case management Attendance supports (SBIRT)
Partners	City Year, Communities in Schools, Seattle Parks	City Year, Communities in Schools, Seattle Parks	City Year, Communities in Schools, Seattle Parks
Other DEEL Funding			
School-Based Health Center	X	X	X
Culturally Specific & Responsive: Kingmakers	X	X	X
Restorative Justice	X	X	X
Mental Health Pilot		X	X

Source: SPS administrative data, analyzed by DEEL. *Tier 1 (school-wide) student supports are not tracked in this dataset.

Intervention Participants

In SY 2023-24, 57% of students were engaged in one or more targeted interventions. The largest share (35%) participated in attendance screening & case management (integrated supports), with 15% of students receiving academic supports and 11% engaged in enrichment programming. 95% and 100% of students receiving academic and enrichment supports, respectively, identified as students of color furthest from educational justice, a greater rate than the overall student population. 75-90% of participants were below grade level in reading and math assessments, indicating that students with higher academic support needs are being served by interventions.



SY 21-22 is excluded due to participation data quality concerns.

School Reflection: Success Factors and Challenges

Success Factors

- **Engaging and embedded out-of-school time (OST) programming:** efforts to engage and recruit students to participate in OST programs have been strengthened through presence of Parks and City Year staff both during instructional day and out-of-school time.
- **Strong partnerships and staff collaboration:** the partnership with Parks Community Learning Center was cited as a central success factor, with staff from both sides of the partnership attributing success of their student supports to cross-partnership collaboration and data-driven, student-centered design of enrichment activities and academic support interventions. *"We use MAP data, climate surveys, and progress monitoring to reverse engineer interventions, focusing on students [according] to their needs rather than a one-size-fits-all approach."*
- **School climate improvements supporting student attendance:** identity-based programming fostering connections with trusted adults, and equity/anti-racism efforts have been central to this school's efforts to improve school climate. School climate survey reflects the emphasis on climate, with an overall increase of 6% in positive student sentiments regarding inclusionary practices, social-emotional learning, equity/anti-racism categories between Spring 2023 and Spring 2024.
- **Additional funding:** interviewed staff attributed additional fund sources such as restorative justice and mental health funding, and a long-standing private grant, that allowed them to further enhance school college/career readiness, climate, and academic supports beyond SBI funding.

Challenges

- **Supporting student academic achievement through targeted supports.** The school noticed that students experience stigma from being involved in a special academic intervention, which impedes their progress, finding it more successful to focus on school-wide supports and enrichment efforts to engage students in learning.
- **Rising student mental health and climate concerns** coming out of the pandemic

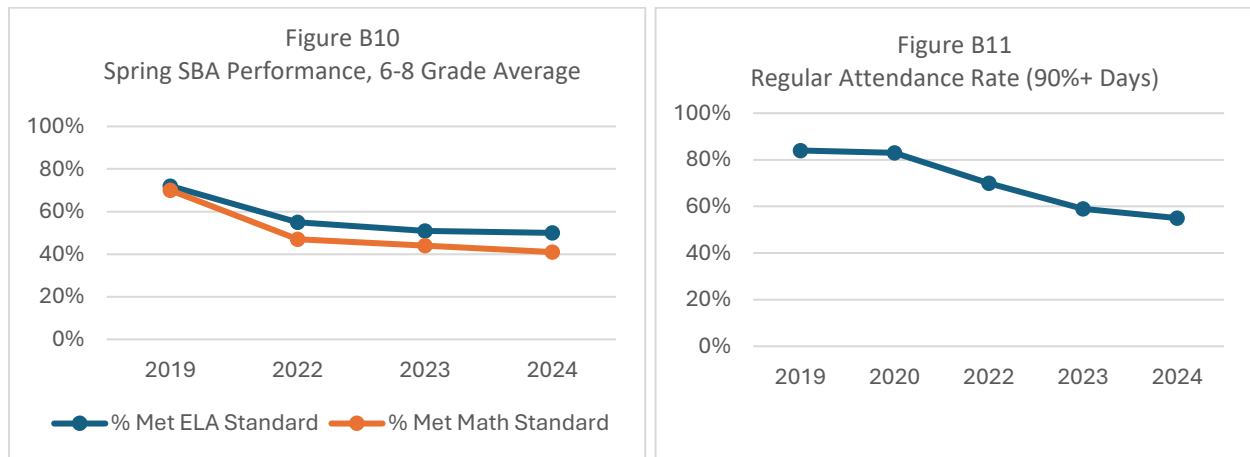
School 4 (Middle School)

School size: 500-750 students

69% Students Furthest from Educational Justice 61% Low-Income (Free/Reduced Price Lunch Eligible)

Student population includes a Highly Capable Cohort

High-level outcome trends



Source: SPS administrative data, analyzed by DEEL

Strategic Focus for SBI Funds

Priority Outcomes

- **Math and Reading** (closing achievement gaps for general education student population in meeting grade-level standards on state assessments)
- **School climate** (inclusion and social-emotional learning)

School-wide Strategies

- **Supportive school climate:** Staff-led affinity groups, restorative practices such as community circles, and student engagement events to promote integration and inclusion across students and staff in the highly capable and general education cohorts
- **Instructional practices:** levy coordinator focus in initial years included instructional leadership and support for teacher capacity-building and professional learning communities
- **Family engagement:** increased surveying and event feedback with families, particularly families of students furthest from educational justice

Targeted Student Supports (Interventions)

Between the 21-22 School year and the 23-24 school year, this middle school focused on improving academic outcomes for students not participating in the highly capable cohort, fostering social-emotional well-being, and strengthening family and community connections to improve school climate and attendance. Interventions included provision of additional math and reading classes for students not meeting standards, project-based enrichment to support 21st Century Skills, mentorship and care management to address social-emotional needs, and mentorship to support student transitions to high

school. Family engagement was emphasized through events like student-led conferences, while partnerships with Seattle Parks expanded access to out of school enrichment and learning opportunities.

Table B4: Levy-Funded Student Supports

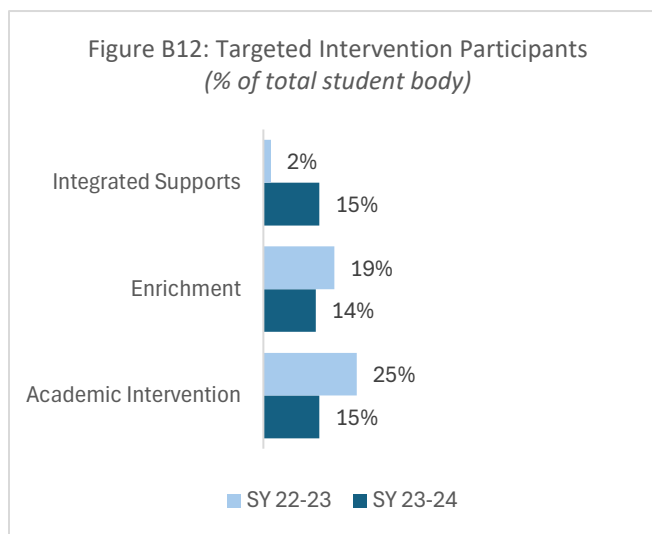
	SY 21-22	SY 22-23	SY 23-24
School-Based Investments (Targeted Interventions) *			
Academic Support	<ul style="list-style-type: none"> Supplemental (“double dose”) math & reading classes for students not meeting standard (ID) Midwinter & summer break camps focused on academics 	<ul style="list-style-type: none"> Supplemental (“double dose”) math & reading classes for students below grade-level (ID) Midwinter break camp focused on academics 	<ul style="list-style-type: none"> Supplemental (“double dose”) math & reading classes for students below grade-level (ID)
Multi-Disciplinary Enrichment	<ul style="list-style-type: none"> Project based learning program (In-School and OST) Parks school break enrichment program 	<ul style="list-style-type: none"> Project based learning program (In-School and OST) Parks OST enrichment program 	<ul style="list-style-type: none"> Parks OST enrichment program
Integrated Supports	<ul style="list-style-type: none"> 1 on 1 advising & care management Family & student engagement event 	<ul style="list-style-type: none"> Mentorship program to help transition to high school 	<ul style="list-style-type: none"> 1 on 1 advising & care management
College & Career Transition	<ul style="list-style-type: none"> College/career goals curriculum 		
Partners	Seattle Parks	Seattle Parks	Seattle Parks
Other DEEL Funding			
School-Based Health Centers	X	X	X

Source: SPS administrative data, analyzed by DEEL. *Tier 1 (school-wide) student supports are not tracked in this dataset.

Intervention Participants

In SY 2023-24, 27% of students were engaged in one or more targeted interventions, approximately half receiving an academic intervention and half receiving integrated supports. 89% of students receiving an academic intervention identified as students of color furthest from educational justice, and 78-91% were below grade level in reading and math assessments, rates nearly twice as high as the general student population.

Between SY 23-24 and the year prior, the overall share of students receiving an intervention decreased by 14%, and supports shifted away from enrichment to engage more students in integrated supports.



SY 21-22 is excluded due to participation data quality concerns.

School Reflection: Success Factors and Challenges

Successes

- **Improvements in data infrastructure and practices** for data-informed decision-making and student referrals into targeted math and ELA supports. *“This is a school that was not historically very data-driven, because our student outcomes were relatively high with the highly capable cohort...a legacy of the levy work was that suddenly teachers were looking at data...teachers started to feel empowered to respond to data for lower-performing students.”*
- **Increased PD and reflective practices among teachers** to improve instructional practices and climate, supported by the added capacity and expertise of the Levy coordinator position
- **Individualized ELA and math supports** facilitated through i-Ready and IXL²² platforms. These tools provided more actionable assessments of students’ learning needs relative to grade level standards along with individualized instructional resources to address gaps.
- **Reading interventionist:** With the support of Levy funding, the school was able to hire a reading interventionist to provide supports to students needing elementary reading supports that middle school teachers are not typically trained for. *“...we realized that we have some students who are [performing] far below grade level. We needed to support students with basic phonics... but middle and high school teachers are not trained in the foundational science of reading, which is a focus in elementary school.”*

Challenges

- **Engaging students in OST** enrichment opportunities and individualized support programming. *“Often the kids you want to be in the programs you are offering are the ones who don’t show up to [after-school programs]. One of the goals we were working on is trying to offer some of the programs Parks and Rec would provide but offer them during the school day...for students who need to be in these programs. For example, if they need to be in a pull-out section for more reading time. Maybe those students would have usually gone home and been like “I’m not doing that.” That’s okay, we’re going to bring it to you.”*
- **Staff turnover and burnout**
- **Inconsistent leadership support**
- **CBO partnerships:** some CBO partnerships weren’t meeting goals for student engagement, or the individuals hired to run the programs weren’t a good fit for the school community, so moved away from some interventions over time.
- **Continued room for growth in data infrastructure and practices** for data-informed decision-making and student referrals into targeted math and ELA supports.

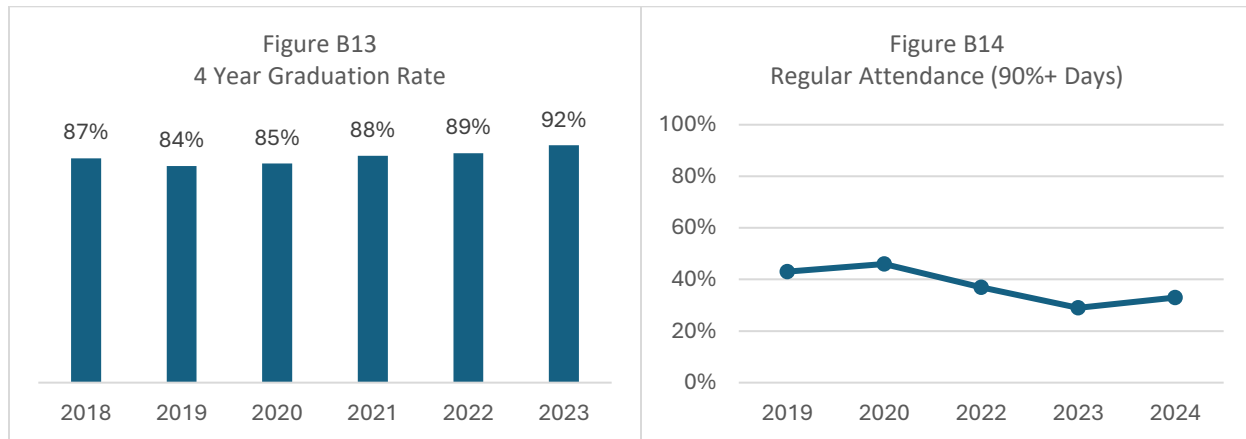
²² The [IXL platform](#) provides individualized online instructional resources, which can be used for self-guided learning or with the support of a teacher or tutor.

School 5 (High School)

School size: 1,000+ students

72% Students Furthest from Educational Justice 56% Low-Income (Free/Reduced Price Lunch Eligible)

High-level outcome trends



Source: SPS administrative data, analyzed by DEEL

Strategic Focus for SBI Funds

Priority Outcomes

- **On-track credit accumulation** (passing core courses)
- **College/Career Readiness** (college matriculation)
- **Attendance** (students attend 90% of school days)
- **School climate** (inclusive practices, equity & anti-racism, belonging on school climate survey)

School-Wide Strategies

- **Teacher collaboration and instructional practices:**
 - PD focus on equitable grading policies, improving formative assessments and feedback for students, and collecting student feedback about challenges/barriers to students of color participating in advanced courses
 - Learning walks by administrators, staff and students to improve instructional practices
- **Supportive school climate:** use of restorative practices to address conflict between students, help students to process challenging events and experiences, support students with re-entry to school, and uplift student leaders as restorative practitioners; development of a small-group behavioral intervention to address early behavioral concerns before they escalate into discipline issues
- **Family involvement:** collaborative planning between teachers, staff, and students to host cultural heritage celebrations with families, and emphasizing culturally specific and responsive approaches, particularly around engaging families in college and career preparation and planning

Targeted Student Supports (Interventions)

Over three years, Levy funded interventions at this high school focused on academic support, college and career readiness, and integrated supports to address student achievement and post-secondary success. Academic initiatives included in-school and after-school tutoring for ELA and math, credit retrieval opportunities through online classes, and Saturday Academy for additional support. College and career readiness efforts provided small-group and one-on-one guidance for FAFSA/WASFA completion, college application workshops, and Seattle Promise Scholarship advising, with mentorship programs supporting students in navigating post-secondary pathways. Integrated supports emphasized family engagement to ensure students stayed on track for graduation, care management for chronically absent students, and restorative practices to foster a positive and safe school climate.

Table B5: Levy-Funded Student Supports

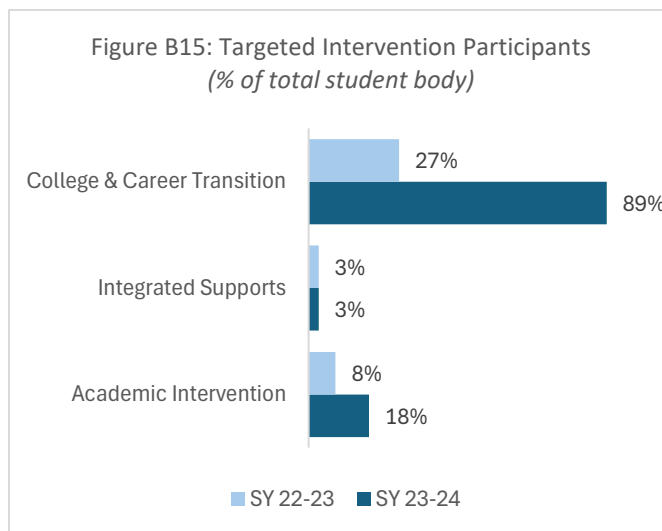
	SY 21-22	SY 22-23	SY 23-24
School-Based Investments (Targeted Interventions) *			
Academic Support	<ul style="list-style-type: none"> City Year ELA and Math tutoring (OST and ID) Saturday School ELA Tutoring 	<ul style="list-style-type: none"> ELA tutoring (OST) Math online credit retrieval class 	<ul style="list-style-type: none"> ELA tutoring (OST) Math online credit retrieval class
Multi-Disciplinary Enrichment	<ul style="list-style-type: none"> Affinity group mentoring (social-emotional support and college/career exploration) 		
Integrated Supports	<ul style="list-style-type: none"> Family engagement for students not on track for graduation 	<ul style="list-style-type: none"> 1-1 care management 	<ul style="list-style-type: none"> Re-entry specialist for chronically absent students
College & Career Transition	<ul style="list-style-type: none"> College preparation workshops (ID & OST) Financial Aid (FAFSA/WASFA) Workshops 	<ul style="list-style-type: none"> College preparation workshops (ID and OST) Financial Aid (FAFSA/WASFA) Workshops Seattle Promise Application workshops College/Career Mentoring (ID) 	<ul style="list-style-type: none"> Financial Aid (FAFSA/WASFA) Workshops Seattle Promise application workshops Naviance Career Inventory & Self Assessment
Partners	City Year, Ambition is Priceless, Boys & Girls Club's Be Great - Graduate	College Possible	
Other DEEL Funding			
School-Based Health Centers	X	X	X
Restorative Justice	X	X	X
Mental Health Pilot		X	X

Source: SPS administrative data, analyzed by DEEL. *Tier 1 (school-wide) student supports are not tracked in this dataset.

Intervention Participants

In SY 2023-24, 89% of students were engaged in one or more targeted interventions, with the vast majority participating in college & career transition and 18% participating in an integrated support. 73% of students receiving an academic intervention identified as students of color furthest from educational justice, and 42% did not pass one or more core courses in the previous year.

Between SY 23-24 and the year prior, the overall share of students engaged in college and career transition supports increased significantly, from 22% to 89% of students. More students also participated in levy-funded academic supports.



SY 21-22 is excluded due to participation data quality concerns.

School Reflection: Success Factors and Challenges

Successes

- **Multiple avenues of support for attendance, engagement, and school climate and safety** (including additional City funding)
- **Embedded staff capacity:** to support data-driven decision-making and flexibility in addressing changing student support needs. In particular, the school noted that full-time staff positions funded by Levy resources were critical for consistent student support, especially with chronic absenteeism and complex basic needs affecting students coming out of COVID. *"Having full-time staff funded by the Levy has been a game-changer. It ensures that when students need support, there's always someone here who knows them, understands their needs, and can provide consistent interventions. The trust built through these relationships is invaluable."*
- **College/career readiness coordination:** Having a full-time college/career readiness coordinator allowed the school to achieve high FAFSA/WASFA completion rates (among the highest in the district) and improve student awareness of college/career opportunities through multiple events, career fairs, and opportunities to hear about career pathways from BIPOC professionals in various fields. In its narrative reporting, the school cited an increase from 80% to 95% in FAFSA/WASFA completion rates between Sy 21-22 to SY 22-23, the year the CCR coordinator position was created. School climate data also supports this: Student responses to the question "I got helpful information at this school about career paths, internships, and job programs" has increased from 82% to 88% between Spring 2022 and 2024.

Challenges

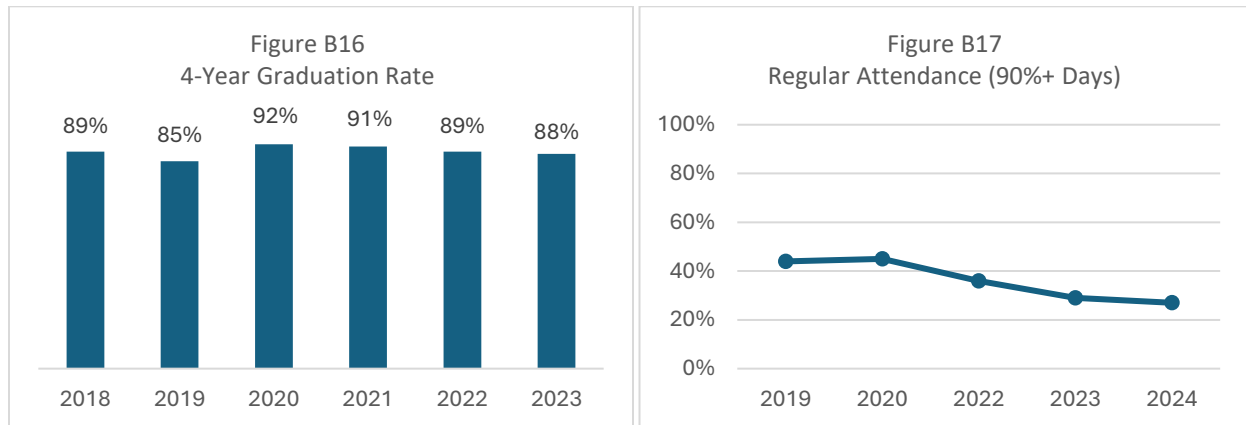
- **Rising mental health and substance use/abuse concerns** in recent years, which has led to the school dedicating more supports to addressing student basic needs, with the support of separate city investments
- **Chronic absenteeism** coming out of COVID, especially among Latinx students

School 6 (High School)

School size: 750 – 1,000 students

90% Students Furthest from Educational Justice 80% Low-Income (Free/Reduced Price Lunch Eligible)

Outcome Trends



Source: SPS administrative data, analyzed by DEEL

Strategic Focus for SBI Funds

Priority Outcomes

- **On-track credit accumulation** (passing core courses)
- **College/Career Readiness** (reduced race-based disproportionality in advanced coursework completion)

School-Wide Strategies

- **International Baccalaureate (IB)²³ program:** This high school leverages Levy funding to strengthen the quality and accessibility of their IB program with the goal of reducing race-based disproportionality in advanced coursework participation.
- **Teacher professional development and collaboration:** Levy funding supports coordination and staffing for a 7-period day (1 period more than district standard), with added weekly planning periods for teachers to engage in professional development, course planning, and data reflection to support students. The 7-period day also provides students with additional credit earning opportunities to support on-time graduation.

Targeted Student Supports (Interventions)

Levy-funded programs and interventions focused on academic support, culturally responsive programming, and wraparound supports to promote on-track credit accumulation and college and career readiness. Academic interventions included supplemental (“double dose”) math courses for students below grade level standards to promote on-track credit accumulation, Saturday Academy and summer school for additional academic support and credit recovery. Culturally responsive programs

²³ IB courses are advanced, college-credit bearing courses. Learn more at <https://www.seattleschools.org/departments/high-school-college-career/advanced-level-and-alternative-courses/ib/>

included affinity group advisories for African American and Latinx students to build cultural identity and foster leadership, as well as African American Female Advisory classes for personal and academic development. Integrated supports emphasized restorative practices, case management for chronically absent students, and family engagement through advisory outreach and community events. College and career readiness programs provided opportunities for career exploration, post-secondary planning, and financial aid guidance through targeted lessons, panels, and workshops.

Table B6: Levy-Funded Student Supports

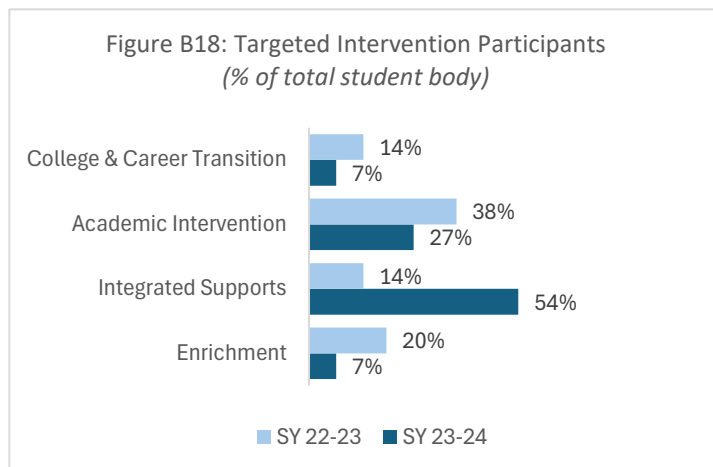
	SY 21-22	SY 22-23	SY 23-24
School-Based Investments (Targeted Interventions) *			
Academic Support	<ul style="list-style-type: none"> General academic tutoring Advanced coursework counseling Additional math classes for below standard 9th graders Additional IB Social Studies Course (to expand access) Summer school for 11th-12th graders failing classes Small-Group ELA Interventionist 	<ul style="list-style-type: none"> Advanced coursework counseling Supplemental math classes for 9th graders below grade level 	<ul style="list-style-type: none"> Supplemental math classes for below standard 9th graders Summer School for 11th-12th graders failing classes Saturday Academy (general academic support)
Multi-Disciplinary Enrichment	<ul style="list-style-type: none"> Social-emotional learning lessons African American Female Advisory classes Culturally responsive affinity groups 	<ul style="list-style-type: none"> Culturally responsive affinity groups 	<ul style="list-style-type: none"> Culturally responsive affinity groups
Integrated Supports	<ul style="list-style-type: none"> Care Management Family engagement Restorative Practices 	<ul style="list-style-type: none"> Care Management 	<ul style="list-style-type: none"> Summer School transition program Attendance case management
College & Career Transition	<ul style="list-style-type: none"> College/Career Preparation Class College/Career Advising Career exploration panels FAFSA/WAFSA nights 	<ul style="list-style-type: none"> College/Career Preparation Class 	<ul style="list-style-type: none"> College/Career Preparation Class
Partners	WA-BLOC, Young Queens		
Other DEEL Funding			
School-Based Health Centers	X	X	X
Culturally Specific & Responsive: Project Mister	X	X	X
Family Support Services	X	X	X
Restorative Justice	X	X	X
Mental Health Pilot			X
Upward Bound	X	X	X

Source: SPS administrative data, analyzed by DEEL. *Tier 1 (school-wide) student supports are not tracked in this dataset.

Intervention Participants

In SY 23-24 64% of students participated in one or more targeted interventions. 90-100% of students engaged in a Levy-funded program were students of color furthest from educational justice, and participants in academic supports were more likely to be English language learners and less likely to attend school regularly than the rest of the student body.

Between SY 23-24 and the year prior, interventions shifted away from enrichment toward integrated supports, specifically attendance case management.



SY 21-22 is excluded due to participation data quality concerns.

School Reflection: Success Factors and Challenges

Successes

- **Maintaining a 7-period day** (1 extra period than standard) through leveraging multiple funding sources, including the Levy. The school credited this structure with providing embedded staff capacity and time in the day to engage in data-reflection, professional learning communities, and instructional continuous quality improvement. This structure has supported the quality of both Levy-funded interventions and other bodies of work across the school. *"That extra planning period twice a week allowed teams to meet... onboarding teachers, shifting pedagogy, and sharing lesson planning."*
- **Pedagogy-driven coaching and teacher collaboration:** Existing capacity and expertise of teachers to support pedagogy-driven coaching of colleagues to improve the quality of the IB program. This included backwards-designed instructional practices to align 9th and 10th-grade curricula with IB skills and better prepare students to participate and excel in advanced courses. *"[A beneficial strategy was the] backwards design that teachers did in professional development where we look at the IB assessments and then drill down to [identify] what are these skills? And then how do we weave those more strongly into our 9th and 10th-grade pre-scripted math and science curriculums?"*

Challenges

- **Rising mental health concerns and socioeconomic support needs:** Mental health became a critical priority post COVID, as did the need to support basic needs of students to keep them attending and engaged in school. The school has leveraged a variety of fund sources to provide in-building supports to meet these needs. However, chronic absences have remained high.
- **Engaging high-need students out-of-school time supports:** *"Our after-school homework centers ended up being a lot of play places. The kids who were staying were B students wanting an A—not the ones failing."* In addition, some students have competing priorities such as athletics programs or employment, which made it challenging to offer academic support programming out of school hours.
- **Limited engagement and support from school leadership** during some years of implementation was cited by interviewed staff as a barrier to effectively pursuing Levy goals and strategies.

APPENDIX III

Organizational practices qualitative data coding rubric

	High	Medium	Low
Monitoring & Evaluation	Clearly defined outcomes, focus on monitoring and data-driven instructional decision-making, and evidence of tracking & engaging with results; school mentions data-driven strategies independently of being prompted to discuss data. Frequent (more than monthly) and wide-ranging engagement with data by leadership and intervention staff.	Mixed. For example, clearly defined outcomes and metrics but with limited data capacity and knowledge, or use of data but inconsistent or changing goals. Engagement with data may be a focus but occurs less frequently (monthly or less).	Basic or limited evidence that the school prioritizes monitoring and evaluation, or school does not proactively mention that it is central to their strategy.
Strategy	Well-defined goals, consistency of goals and strategy over time, intentional about target population, clear alignment of school and Levy funding goals	Mixed. For example, clear strategy and alignment with levy funding goals, but frequent changes in strategy.	Little or no consistency or lack of clarity in strategy. Not intentional about target population.
Leadership	Consistent leadership and strong involvement/vision of school leader(s) in Levy implementation.	Mixed.	High turnover or inconsistent/disengaged leadership
Staffing & Capacity	Evidence of consistent coordination and intervention staff, collaboration and buy-in of staff around Levy interventions and goals, and evidence of staff skills/capacity that supports levy work (e.g., data skills, capacity for pedagogical coaching/subject matter expertise related to Levy focus areas)	Some staff turnover, but evidence of cohesion and engagement among staff. Or, consistent staff with evidence that staff lack capacity or expertise in some areas.	High staffing and/or levy coordinator turnover; evidence of lack of buy in or conflict among staff responsible for implementation and/or in the school overall; not enough staff or limited skills/expertise needed to implement levy interventions & strategic support.