PUBLIC Education Enrichment Fund (PEEF) - Prop H
10 YEARS: 2005-2015

Provides Critical Funding to Improve the Quality of Education for the Youth of SF
Shared by San Francisco First 5 and SFUSD

San Francisco First Five

Universal Pre-K

San Francisco Unified School District

Sports
- Physical Education
- Athletics

Libraries
- Library Services

Arts
- Visual and Performing Arts

Music

Other General Educational Uses

The Third-Third (2010-11 Programs)
- Learning Support Professionals
- Wellness Centers
- Peer Resources
- Restorative Justice
- Career Technical Education
- Formative Assessments
- Translation & Interpretation
- Custodial Support
- Teacher Academies & Recruitment
- General Infrastructure
- Reserve Fund
- In-Kind Services

ONE THIRD
Allocation is overseen by SF First Five

ONE THIRD
Allocation is fixed for above purposes

ONE THIRD
Allocation is discretionary
Programs Over $1 million 2009-10

- Physical Education
- Athletics
- Libraries
- Visual and Performing Arts
- Student Support Professionals
Sports, Libraries, Arts and Music (SLAM)
Total: $15,000,000

- Physical Education, $2,600,000
- Athletics, $2,400,000
- Libraries, $5,000,000
- Visual and Performing Arts, $5,000,000
General Educational Uses (The Third-Third)
Total: $15,000,000

- Teacher Recruitment, $203,515
- Formative Assessments, $335,000
- Career Tech-Education, $78,959
- Academic Coaches, $603,500
- Wellness Centers, $853,591
- Violence Prevention, $911,294
- Learning Support Professionals, $4,043,373
- Peer Resources, $623,295
- Custodians, $808,845
- General Infrastructure, $379,361
- Translation and Interpretation, $604,000
- Reserve Funds for school sites, goes to WSF, $3,227,767
- In-kind Support - CARE, Truancy, Initiative, SF Promise, Salad Bars, Green Schools, $2,327,500
- Reserve Funds for school sites, goes to WSF, $3,227,767
- Public Education Enrichment Fund
Evaluation Format

THEORETICAL PERSPECTIVE  DESCRIPTIVE  QUALITATIVE  QUANTITATIVE

Current State

2009-10 Evaluation

2010-11 Evaluation

Looking Forward

PUBLIC EDUCATION ENRICHMENT FUND
### INVESTMENT

- **Human Capital:** Teachers, librarians, coaches, coordinators, translators, custodians, and support staff.
- **Materials and Supplies:** Equipment, books, instruments etc.
- **Professional development and capacity building:** Workshops, ECPLCs, and professional presentations, etc.

### GOALS

- **District Goal 1 - Access and Equity:** Serving/reaching all students/sites, review access criteria for each program to ensure equity.
- **District Goal 2 - Student Achievement:** Ensure student learning and prepare citizens of tomorrow, measure impact on academic and behavioral indicators.
- **District Goal 3 - Accountability:** Communication and transparency with the public.

### PERFORMANCE MEASURES

- **Quantitative**
  - **District-Level Data:** Formative and summative assessments, GPA, attendance rates, dropouts and graduation rates, suspensions.
  - **Program-Level Data:** Services/programs/personnel, students/sites/parents served, attendance and participation at events and professional development.

- **Qualitative**
  - Surveys — safety, engagement, increased access, school climate
  - Observations/site visits
  - Interviews/Testimonials
  - Pictures/Videos

### RESEARCH DESIGN

- Pre-Post PEEF
- Comparison Group
- Longitudinal Trend
- Case Study Analysis
- Comparison to a norm
- Data by subgroups
Progress of Evaluation Framework

Internal Updates
- 2009-10 Program Evaluation Report Finalized
- Final Submission of Report for Controller’s Office

CAC Presentation
February 16, 2011
- Presented preliminary 2009-10 Evaluation Report
- Received CAC member input
- Established Feedback Loop on evaluation process

14 Program Manager Meetings
Feb – Mar 2011
- Presented preliminary 2009-10 Evaluation Report
- Updated Logic Model for 2010-11
- Detailed review of performance measures with a focus on student impact
- Identified data sources maintained at program level
- Drafted Program Evaluation design for 2011-12
PEEF
Libraries
2009-10 & 2010-11
Theoretical Perspective - Quality School Library Programs Impact Student Achievement

**Most Important:**
- Full-time, certified school librarians
- Appropriate support staff

*Incremental increases in the following can result in incremental gains in student learning:*
- Increased hours of access for both individual student visits and group visits by classes
- Larger collections of print and electronic resources with access at school and from home
- Up-to-date technology with connectivity to databases and automated collections
- Instruction implemented in collaboration with teachers that is integrated with classroom curriculum and includes problem-solving, critical thinking and communication of ideas and information
- Increased student usage of school library services
- Higher total library expenditures
- Leadership activities by the librarian in providing professional development for teachers, serving on key committees, and meeting regularly with the principal

*Kachel, Debra E., and Graduate Students of LSC 5530 School Library Advocacy. School library research*
Libraries
2009-10 PEEF Evaluation

Descriptive:

- Teacher Librarians hired, supplied library materials and resources, professional development.
- 5 School libraries were renovated: SOTA, Carver, Burton, El Dorado, & Everett.
- Implementation of the Destiny on-line catalog as a tracking system.
- On display at the City Library is an example of a third grade unit titled: San Francisco. This is an example of student work, librarian collaborating with teachers on a student project.
- Professional development sessions occur monthly and there is one-on-one coaching. Attendance logs for PD sessions are maintained.
- Schools have access to powerful subscription resources such as NetTrekker, Teaching Books, AP Images, Ferguson’s and Wilson’s Web.
- Teacher Librarians at three sites (ISA, Balboa, Chavez) made web presence via School Loop.
Qualitative: Testimony at PEEF – CAC community forums

1. Creating a safe space.
   “The library is a place that they can go and be safe, and it’s been helpful.” – Parent

2. Learning practical life skills
   “I am really happy with libraries for many reasons. They teach me to go online on the computer.” – 1st grade student

3. “My daughter was a slow reader. And she struggled with reading, but the librarian suggested poetry as a way for her to learn.” – Parent

   “All my teachers stay with their classes during library time. It has made for some great collaborative projects and they all know what their students are doing.” – Teacher Librarian
Qualitative Continued…

2010-11 Criteria for Teacher Librarian Allocation to K-12 Schools

**Elementary Schools**
- Schools Less than 200 = .3 FTE
- Schools btw. 201 - 315 = .4 FTE
- Schools btw. 316 – 400 = .5 FTE
- Schools over 400 = .6 FTE

**Middle Schools**
- Schools less than 349 = .4 FTE
- Schools 350 - 1000 = .6 FTE
- Schools over 1000 = .6 FTE

**High Schools**
- 1.0 FTE Librarian to support 5 county, small, and alternative high schools.
- Large high school partial staffing support of $25,000 per site for 12 large high schools.
Quantitative:

- Number of certified teacher librarians: From 6 (Pre PEEF) to 42 (Current PEEF).
- Accessibility of library services to students with a certified teacher librarian – 50,170 (95%).
- School libraries were opened at an average of 21 hrs/week.
- Average Monthly Book Circulation – 16,757 (Pre PEEF) to 26,248 (Current PEEF) books in the last 3 years.
- Number of libraries that have technology access and use online subscription resources (library research/reference database). Increased from 47 (Pre PEEF) to 105 (Current PEEF).
Quantitative Continued...

- Correlation between the total hours in an average week the library is opened for students and the circulation statistics:
  \[ r = 0.62, \ p < 0.05, \ n = 38 \]
- Correlation between the number of students served and the circulation statistics:
  \[ r = 0.73, \ p < 0.05, \ n = 37 \]
- Correlation between the Instructional Partner: Coordination and the circulation statistics:
  \[ r = 0.31, \ p > 0.05, \ n = 38 \]
Libraries 2010-11

Goals

Increase student access to fully staffed libraries

Improve quality of instruction through partnership between Teacher Librarians and Classroom Teachers

Increase Student Achievement

Performance Measures and Research Design

• **Performance Measures**
  • Number of hours library is open at school sites
  • Number of students with access to a library with a Teacher Librarian
  • New materials and books
  • Number of sites with data bases and updated technology
  • Criteria for selection of schools

• **Research Design**
  • Longitudinal trend disaggregated by site/area/subgroup

• **Performance Measures**
  • Number of ES classroom teachers formally collaborating with Teacher Librarian on research projects
  • PD logs and on attendance and impact

• **Research Design**
  • Longitudinal trend disaggregated by site/area/subgroup
  • Case Study

• **Performance Measures**
  • Number of library books circulated
  • Strength and scope of implementation

• **Research Design**
  • Longitudinal trend disaggregated by site/area/subgroup
  • Correlation with CST ELA
PEEF Athletics 2009-10 & 2010-11
Theoretical Perspective

Based on research findings across multiple fields, it is the National Association of Sport and Physical Education’s current position that:

- Participating regularly in a variety of sports and physical activities yields many documented physical, psychological and social benefits related to both short- and long-term development and to future participation in both recreational and competitive sports.

- Positive development is most likely when young people have diverse opportunities to explore and develop a range of physical, psychological and social abilities across multiple activities and sports: some competitive and others focused on adventure and self-mastery under different social and environmental conditions.


Other Findings:

- In a national sample, a positive correlation has been found between sports participation and academic achievement for African American high school students. *Journal of Negro Education, Vol. 68, No. 1 (Winter 1999).*
Athletics
2009-10 PEEF Evaluation

Descriptive:

- Over 6000 middle & high school students are served annually.
- 286 athletic contests received security support.
- Distribution of funding for equipment and supplies is based on the number of teams and the type of sport in middle and high school.
- Balboa and Washington fields have been upgraded to allow play during all weather conditions. Fields are utilized by physical education classes and surrounding middle schools.
- Since 2006, PEEF has provided funding to renovate athletic facilities at 4 high schools and 2 middle schools with renovation pending at 2 high schools for 2010-11.
- Student athletes receive transportation to and from athletic contests which increases safety and time spent in class.
Qualitative: Testimony at PEEF – CAC Community Forums

Emerging themes:

- **Motivated at school** - “Make them work and do their best. Not just on the field, but to never give up in life because everything is possible in life.” – HS student

- **Less destructive behavior** - “For some of them, sports/athletics is the only thing they have, and the only reason they are willing to go to school and further their education. It’s because they do well in them & they could have a release.” – Athletic Director at a HS.

- **Building teamwork skills and a community** - “Team sports promotes bonding” – Parent

- Other themes that emerged from testimony at the Community Forums: Creating a safe space and Developing friendships.
Athletics
2009-10 PEEF Evaluation

Quantitative:

Research Question: Is there a significant difference of middle school students GPA between students who participated in athletics and students who did not?

GPAs of Athletes and Non-Athletes (Middle School, 2008-09 & 2009-10)
Athletics
2009-10 PEEF Evaluation

GPAs of Athletes and Non-Athletes (High School, 2008-09 & 2009-10)

- Non-Athletes
- Athletes
Research Question: Is there a significant difference of middle school students attendance rates between students who participated in athletics and students who did not?

**Attendance of Athletes and Non-Athletes (Middle School, 2008-09 & 2009-10)**
Athletics
2009-10 PEEF Evaluation

Quantitative continued…

Research Question: Is there a significant difference of high school students attendance rates between students who participated in athletics and students who did not?

Attendance of Athletes and Non-Athletes (High School, 2008-09 & 2009-10)
<table>
<thead>
<tr>
<th>Goals</th>
<th>Performance Measures and Research Design</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide accessible athletic opportunities to middle and high school students</strong></td>
<td>• <strong>Performance Measures</strong>&lt;br&gt;- Number of middle school and high school student athletes&lt;br&gt;- Number of bus trips provided for student athletes&lt;br&gt;- Criteria to distribute funding for equipment and supplies at school sites will be delineated.&lt;br&gt;• <strong>Research Design</strong>&lt;br&gt;- Longitudinal trends by school level</td>
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<tr>
<td><strong>Ensure well equipped and supported athletic programs with increased safety at middle and high schools.</strong></td>
<td>• <strong>Performance Measures</strong>&lt;br&gt;- Number of field renovations&lt;br&gt;- Number of student athletes receiving preventative or injury treatment from athletic trainers&lt;br&gt;- Number of athletic events with security support&lt;br&gt;• <strong>Research Design</strong>&lt;br&gt;- Longitudinal trends by school level</td>
</tr>
<tr>
<td><strong>Improve student achievement and increase student attendance through student engagement in Athletics</strong></td>
<td>• <strong>Performance Measures</strong>&lt;br&gt;- Case studies of influence of sports on students' lives&lt;br&gt;- Number of athletic scholarships received by student athletes&lt;br&gt;- Impact on attendance and suspension rates&lt;br&gt;- Impact on GPA &amp; CAHSEE&lt;br&gt;- Team success stories&lt;br&gt;• <strong>Research Design</strong>&lt;br&gt;- Longitudinal trends by school level&lt;br&gt;- Case Study&lt;br&gt;- Comparison groups</td>
</tr>
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PEEF
Visual and Performing Arts
2009-10 & 2010-11
Visual and Performing Arts
2009-10 PEEF Evaluation

Theoretical Perspective

Quality Arts and Music Program Components:

- Credentialed art teachers, dedicated arts classrooms, appropriately equipped arts classrooms, arts and cultural partnerships, external funds to support the arts, coursework in the arts, access to multiyear arts sequence, school sponsorship of student arts participation, and school sponsorship of arts field trips. Israel, D. (2009). Staying in school: Arts education and New York City high school graduation rates. The center for arts education (p. 10).

- Principals must foster the development of the arts program’s goals in relation to the school’s mission and goals; they must empower—and expect—arts educators to deliver a program that works to meet those goals; and they must work with the arts educators to evaluate and improve the arts programs. Seidel, K. (1994). Developing successful arts program evaluation. NASSP Bulletin (p. 11).
Visual and Performing Arts
2009-10 PEEF Evaluation

Descriptive:

• Provides full time art teachers: From 13 (Pre PEEF) to 43 (Current PEEF).

• Provides Arts coordinators: Funds coordinator for every school.

• Provides many and new Visual and Performing arts classes. Number of students served 11,328 (Pre PEEF) to 21,102 (Current PEEF).

• 23 Professional development workshops were delivered to principals, credentialed arts teachers, and arts coordinators.

• Provides additional support for K-12 Young at Art Festival.

• K-12 arts activities: Artists in Residence, field trips and assemblies.
Visual and Performing Arts
2009-10 PEEF Evaluation

Qualitative: Testimony at PEEF – CAC community forums

• Building school connections

“We just had our first art night where our art coordinator, art teacher and the whole school community worked on. We had over 350 people there and historically at our school, we don’t get a lot of turn out for events. It was amazing.”— Elementary Principal.

• Relieves stress

“It kinda calms me down, the music and sounds, and we have a lot of laughs and sometimes we have some jokes.”— 5th grade student.
Visual and Performing Arts
2009-10 PEEF Evaluation

Charles Drew Elementary Mural Project 2009-10
Redding fifth graders worked all year long learning songs and dances for their spring musical performed for parents and community members in April.
Quantitative:

• Research Question: Is there a significant difference of middle school students’ fall 2008 attendance rates between students who enrolled in at least one art class and students who did not?

Results: Significantly higher rates of attendance was seen among students who enrolled in at least one or more art class:

  • African Americans enrolled in at least one art class attendance rate was 92.5% (n=506) as compared to 90.6% (n=640) attendance rate for African American not enrolled in an art class.

  • Latinos enrolled in at least one art class attendance rate 96% (n=1,258) as compared to 94.4% (1,011) attendance rate for Latino not enrolled in an art class.

• Participation in Young at Art Festival increased from 7,200 (Pre PEEF) to 11,500 (Current PEEF).
Quantitative Continued…

Comparing Race/Ethnicity of Visual Art Contributors at Spring 2010 Young at Art with All SFUSD Students

Data sources: File “SFUSD Schools Young at Art_Info_wFall2010GPA.xls” provided by VAPA managers in March 2011 and 2010 CBEDs Report (RPA).
(N=617 YAA Visual Art contributors).
Visual and Performing Arts
2009-10 PEEF Evaluation

Quantitative Continued…

Comparing Demographics of Visual Art Contributors at Spring 2010 Young at Art with All SFUSD Students

Data sources: File “SFUSD Schools Young at Art_Info_wFall2010GPA.xls” provided by VAPA managers in March 2011 and 2010 CBEDs Report (RPA).
(N=617 YAA Visual Art contributors).
Visual and Performing Arts 2010-11

Goals

Increase access and equity in Visual and Performing Arts Education

Improve quality of instruction in Visual and Performing Arts

Increase student attendance through student engagement in Visual Performing Arts

Performance Measures and Research Design

• Performance Measures
  • Criteria for selection of schools/students
  • Number of Arts classes offered
  • Number of students participating in Young at Arts Festival
  • Number of students enrolled in arts classes

• Research Design
  • Longitudinal trends

• Performance Measures
  • Number of Professional Development Workshops offered
  • Surveys

• Research Design
  • Longitudinal trends
  • Case Study

• Performance Measures
  • Average daily attendance
  • Surveys

• Research Design
  • Longitudinal trends
PEEF
Physical Education
2009-10 & 2010-11
Theoretical Perspective

Components of a Quality Physical Education Program

Research Brief: Principals’ Partnership, Dr. Karen Walker, Lebanon Valley College, 10-31-05.

• Program should have a high priority in the schedule and be counted in the GPA and class rank. It should also have the same enrollment numbers as classes in other fields.

• Program should be taught by a highly qualified and well-trained teacher who is certified in physical education.

• The curriculum should be aligned and coordinated with a high quality health curriculum.

• The activities should be sequential and move from moderate to vigorous.

• On-going staff development should be provided for all staff on the importance of physical activity and for physical education teachers to continue to develop their skills.

• All students, including those who are on I.E.P.s, should take a daily physical education class for at least 225 minutes a week during their entire K-12 years.

• Adequate and appropriate equipment and materials should be provided and maintained.

• The stakeholders should be educated about the importance of physical education and physical activity.

• The school and community agencies should work together to design, develop and implement programs that encourage participation in physical activities outside of school and with family members.

• Fitness tests should be developed to keep track of students’ growth and the data used to inform and design appropriate curriculum.
Physical Education
2009-10 PEEF Evaluation

Descriptive:

- New equipment, professional development, instructional materials and technology.
- Two Elementary Implementation PE Specialists, two secondary PE content specialist, one program administrator, one administrative assistant provide district wide support.
- 15 credentialed elementary PE teachers provide instruction for approximately 10,000 students at 31 schools.
- Three options were available for elementary program support. In order to be selected for a specific option, sites agreed to program assurances.
- Development of middle school PE curriculum
- Professional development conducted at three levels:
  - Elementary classroom teachers to build capacity to provide PE instruction
  - K-12 PE teachers
  - Teachers administering the California Physical Fitness Test for safe, consistent implementation of testing guidelines in order to ensure validity and reliability of results.
Physical Education  
2009-10 PEEF Evaluation

Qualitative:

- Learning practical life skill: Testimony at PEEF – CAC community forums
  
  “We have a better program in place to help our students and teach them a healthier physically active life style.” – PE Specialist

- Middle (n>2,000) and High School (n>1,800) Student Physical Education Survey Spring 2010 Results Summary.
  
  The following statements have a response rate of approximately 90%:
  
  - I “Agree” or “strongly agree” that participating in PE improved their fitness.
  - I have learned new games or skills in P.E. class this year.

  The following statements have a response rate of at or over two thirds:
  
  - I participate in physical activity outside of school time.
  - I want to go to school more when I can participate in PE activities.

- All Middle and High School Teachers surveyed (n=45, Physical Education Survey Spring 2010) agreed that the equipment and the instruction has improved as a result of PEEF funding.
Physical Education
2009-10 PEEF Evaluation

Quantitative:

- From 2005-06 to 2009-10 the number of elementary schools receiving instruction from a credentialed physical education teachers increased from 0 to 31.

- From 2005-06 to 2009-10 the percentage of ninth graders passing the California Physical Fitness Test increased from 56% to 65% (passing = 5/6 or 6/6 fitness standards).

- From 2005-06 to 2009-10 an additional 21 PE teachers were hired impacting 10,000 students.

- SFUSD students have shown slight improvement in individual fitness areas over the past couple of years in grades 5, 7 and 9 despite an increased emphasis on rigor in the administration of the assessments. Further, based on state standards for fitness (5 or more standards met) overall fitness results have remained stable. As students progress from grades 5 (51% met) to 7 (61% met) to 9 (65% met) they are meeting the standards in increasing numbers.
Quantitative Continued…

Physical Fitness of Grade 5 Students by Years with PE Specialist

Elementary Schools Specialist Beginning 2007-08: Jefferson, Key, New Traditions and Visitacion Valley
Elementary Schools Specialist Beginning 2008-09: Bryant, Garfield, Lawton, McCoppin, Spring Valley, Webster and Yu
Physical Education
2009-10 PEEF Evaluation

Elementary Schools Program Support Beginning 2008-09: McKinley, Grattan, Milk, Ortega, Redding, Rooftop, Serra, and Sheridan
## Physical Education 2010-11

### Goals

<table>
<thead>
<tr>
<th>Increase access and equity in Physical Education</th>
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<tr>
<td>Build school capacity in PE by providing curriculum, professional development and equipment to improve instructional quality</td>
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<tr>
<td>Increase physical fitness of K-12 students</td>
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### Performance Measures and Research Design

#### Performance Measures

- Number of elementary students receiving Physical Education instruction from a credentialed PE teacher.
- Number of K-12 sites receiving Physical Education equipment and supplies.
- Outline criteria for site selection to allocate PEEF resources.

#### Research Design

- Longitudinal trend disaggregated by site/area/subgroups.

<table>
<thead>
<tr>
<th>Performance Measures</th>
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<tbody>
<tr>
<td>Number of professional development workshops for physical education teachers</td>
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<td>Number of professional development workshop for classroom teachers.</td>
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<tr>
<td>Development of middle school PE curriculum</td>
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<tr>
<td>Survey Results</td>
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#### Research Design

- Longitudinal trend disaggregated by site/area/subgroups.
- Case Study.

<table>
<thead>
<tr>
<th>Performance Measures</th>
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<tr>
<td>Percentage of fifth, seventh and ninth grade students passing the California Fitness Test</td>
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<td>Percentage of 5th grade students at program support sites passing the California Fitness Test</td>
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<td>UCSF pilot study using So-fit Results</td>
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#### Research Design

- Disaggregate fitness results longitudinally by standards and subgroups.
- Relationship between level of program implementation and fitness results.
PEEF
Learning Support Professionals
2009-10 & 2010-11
Mission
The mission of SFUSD Student Support Services Department is to ensure a coordinated system of supports and resources that, in partnership with family and communities, foster safe and caring learning environments where all students flourish.

Role
Learning Support Professionals play a key role in addressing the social and emotional barriers to student achievement. Research demonstrates that effective student support services improve academic performance.

Approach
We achieve our mission through direct youth and family services, district-wide professional development, coordination of services, building of site and district leadership, and evaluation.
We help provide a focal point, climate, and curriculum for efforts to reduce risky youth behaviors and improve the health status of youth.
Learning Support Professionals  
2009-10 PEEF Evaluation

Descriptive:

Funding supports 35.5 FTEs onsite LSPs and 1.5 FTE site-based nurses. 37 total FTEs serving a total of 74 school sites.

Learning Support Professionals bring a mental health perspective to school sites and implement a wide variety of interventions to address barriers to learning and promote the healthy development of all students. Learning Support Professionals:

- Build and facilitate effective student support structures, including the Student Assistance Program (SAP) and Student Success Team (SST)
- Provide classroom and student behavior support to teachers
- Help schools develop/enhance a positive school climate
- Provide mental health and crisis services to students and families
- Provide families with information and referral to a broad range of community organizations and resources
- Coordinate school-wide health awareness activities and events in collaboration with school staff
- Provide professional development to teachers, staff, and parents on topics including personal wellness, youth development, and substance abuse prevention
- Case manage students receiving mental health services as a part of their Individualized Education Plan
- Supervise graduate interns in mental health or counseling internships who provide therapeutic and social work services to students
- Assess student and school site needs and develop innovative programs to address identified needs (i.e. mentoring programs, Gay Straight Alliance, etc.)
Learning Support Professionals
2009-10 PEEF Evaluation

Qualitative: Testimony at PEEF – CAC community forums

Emerging themes:

- Preventing or decreasing destructive behavior - “During middle school I had a tough time in my life. I didn’t have many people to talk to because I was not the type of person who likes to share my feelings. I got involved with gangs and Ms. W. really helped me out. She helped me see life in a different way. I was wasting my life and I did not want to live that way.” Middle School student on LSP

- Increase student attendance and attachment to school - “She helped me out a lot and helped me stay in school because honestly I felt really like dropping out in the 8th grade and I’m a pretty good soccer player and I felt like quitting soccer too.” Middle School Student on LSP

Other themes that emerged from testimony at the Community Forums:

- Developing friendships and caring relationships.
- Increase student access to health & mental health services.
- Increase teachers’ capacity to support students in the classroom.
- Increase student knowledge of health behaviors.
Learning Support Professionals
2009-10 PEEF Evaluation

Quantitative:

- Ratio of Learning Support Professionals to students at elementary and K-8: Improved from 1/1,207 (pre-PEEF) to 1/896 (Current PEEF).
- Ratio of Student Support Professionals to students at middle schools: Improved from 0/10,881 (pre-PEEF) to 1/1,411 (Current PEEF).
- Number of Consultations with Teachers regarding Students increased from 6,563 (Pre PEEF) to 11,492 (Current PEEF).

2009-2010 PEEF Funded LSP and Nurse Log Data

- Number of Students/Families Referred to CBOs for Services: 2,166
- Number of Classroom Presentations on Health/Mental Health: 661
- Number of Consultations with Teachers regarding Students: 11,492
- Number of Student Behavior Plans Developed with Teachers: 2,695
- Number of Students Referred to SAP or SST: 2,591
- Number of Outreach Calls and Visits to Parents: 6,024
### Learning Support Professionals 2010-11

#### Goals

| Increase access of students receiving individual and/or group health/mental health services |
| Improve the social and emotional learning of students |
| Improve student attendance, achievement and pro-social behavior |

#### Performance Measures and Research Design

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<td>Ratio of PEEF funded Learning Support Professionals to students</td>
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<td>Number of students receiving mental health/health services</td>
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<td>Number of school presentations related to health and mental health</td>
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<td>Number of students referred to the Student Intervention Team for mental health services</td>
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<tr>
<td>Number of students referred to Student Assistance Program, Student Success Team and Student Attendance Review Team</td>
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<td>CHKS and YRBS survey results</td>
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<td>Attendance</td>
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Highlights from Other PEEF Programs
2009-10 PEEF Evaluation

**Wellness Centers:** Number of student contacts increased from 9,817 (pre PEEF) to 19,163 (Current PEEF).

**Peer Resources:** Number of students participating in peer mentoring, peer tutoring, and peer support groups (direct services) increased from 932 (pre PEEF) to 1,631 (Current PEEF).

**Custodial Services:** Testimonial form CAC Forums -“Since you added the additional custodians, our school is cleaner and safer than it has ever been.” – Elementary school Principal

**Translation and Interpretation:** Testimonial form CAC Forums -“I definitely think that the Translation department helps the parents participate more and there’s an increase in parent participation because when we have translation it allows our parent liaison to work with the parents instead of only translating and not being able to participate.” Elementary Principal

**Formative Assessment:** Number of teachers and staff using DataDirector increased from 750 (pre PEEF) to 2,891 (Current PEEF).
Program Highlights
2009-10 PEEF Evaluation

**Career Technical Education:** Number of high school student enrolled in Career Tech. Ed./Career Academy programs increased from 737 (Pre PEEF) to 1,701 (Current PEEF).

**Teacher Academy:** At Lincoln High School, 60% of Teacher Academy students graduated with 6 college units.

**Teacher Recruitment:** Number of vacancies on the first day of school decreased from 46 (Pre PEEF) to 2 (Current PEEF).

**Restorative Justice (began in 2010-11):** Between December 2010 and March 2011 trained over 300 centralized and site-based student support staff members, selected teachers, administrators, and community partners in a day-long introduction to restorative practices with International Institute for Restorative Practices.
# New Evaluation Model 2010-11

<table>
<thead>
<tr>
<th>Program goals</th>
<th>Investment: $ 4.8 million</th>
<th>Outputs/Strategic action</th>
<th>Measures of impact</th>
<th>Impact</th>
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<tbody>
<tr>
<td>• 1. Increase access to fully staffed libraries</td>
<td>• What we invest in:</td>
<td>• What we do:</td>
<td>• Performance Measures (Spring 2011)</td>
<td>• What are the Impacts</td>
</tr>
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<td></td>
<td>• Human Capital</td>
<td>• 1. Provide every school in SFUSD with a credentialed Teacher Librarian.</td>
<td>• Number of schools with a Teacher Librarian</td>
<td>• Every student in SFUSD has access to a library at their site, staffed with a Teacher Librarian as measured by number of schools with a teacher librarian</td>
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<td>• 46.0 FTE Teacher Librarians at school sites, 3.5 FTE Central Office administration.</td>
<td>• 2. Develop and facilitate collaborations between Teacher Librarians and classroom teachers.</td>
<td>• Number of hours library is open at school sites with a Teacher Librarian present</td>
<td>• Criteria for allocations of FTEs to schools will be reviewed with a lens of equity</td>
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<td>• Materials and Supplies:</td>
<td>• 3. Capacity building through frequent professional development workshops for Teacher Librarians.</td>
<td>• Number of students total with access to a library with a Teacher Librarian</td>
<td>• Level of implementation will be correlated with CST/ELA scores</td>
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<td>• Books, materials, and supplies</td>
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<td>• New materials and books</td>
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<td></td>
<td>• Online Subscription Resources</td>
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<td>• Number of sites with data bases and updated technology</td>
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Accountability

- PEEF evaluation reports are available on RPA website for public review.
- All logic models have been updated as of March 2011.
- Establish communication of monthly evaluation/progress reports to the PEEF Community Advisory Committee.
- All evaluations will be informed by input from the PEEF CAC, conversations with the program managers, and Controller’s Office.
- Conversations are proceeding with external partners and universities to explore additional evaluation support.
Approach for 2011-12

Internal and External Accountability

**Purpose**
- Meet legal requirements
- Address District concerns and needs

**Audience**
- Superintendent
- Board of Education
- Program Managers
- Community Advisory Committee
- City and County of SF (Controller)

**Providers**
- RPA
- Program Administrator
- Additional Support as needed
Approach for 2011-12

Internal and External Accountability

Outside Evaluation

Communication of the Value
Approach for 2011-12

Internal and External Accountability
- Continue to serve the same stakeholders
- Increased role emphasis of the CAC

Outsider Evaluation
- Provides fresh perspective
- Offers credibility and validity

Communication Consultant Plan
- Recognizes the need for outreach
- Integrates data and evidence with the message
- Represents initial planning and review
Approach for 2011-12

Budgeting

- Internal / External Accountability - $60,000 - $100,000
- External Evaluation - $50,000
- Communication - $20,000 to $35,000