
Mission Promise Neighborhood

End of Year Report

Progress on Results & Indicators

Reporting Period:

January 1, 2016 – December 31, 2016



Executive Summary

Mission Promise Neighborhood (MPN) completes its 4th year of U.S Department of Education funding, the initiative has seen impressive improvements in most of the 10 results and 15 indicators. These population-level results are visible at MPN's target schools, among early learning programs, and with community partners. Notably, target school 3rd and 5th graders had double digit gains in English Language Arts on the statewide assessment. 8th grade proficiency remained one of the highest in the district among middle schools. There has also been increasing trend of high school students applying to and attending four-year colleges.

MPN remains focused on four key priority areas: 1) Preparing kids to be kindergarten ready and ensuring they are reading at grade-level by 3rd grade; 2) increasing high school graduation and college completion, 3) integrating family support/asset-building services for families with school-age children, and 4) strengthening parent engagement.

The MPN pipeline has served 2,508 parents and children since 2014, with 430 active families receiving coaching through MPN Family Success Coaches (FSC). Overall, FSC's have served over 750 families since inception. Given community critical needs families have been connected to housing, immigration, workforce, and child care services. Referral volume has greatly increased this year with 846 referrals made by community partners and FSC's, a 142% increase from 2015. 63% of the referrals led to a service rendered. 71 families had a positive change in their debt, income, savings or credit.

Results

Children enter kindergarten ready to learn.

Students are proficient in core academic subjects.

Students successfully transition from middle school to high school.

Youth graduate from high school on time.

High school graduates obtain a postsecondary degree, certification or credential.

Students are healthy.

Students feel safe at school and in their community.

Students live in stable communities.

Families and community members support learning in Promise Neighborhood Schools.

Students have access to 21st century learning tools.



Over the 2016 year, notable achievements include:

- 53% of parents report that their children are in a formal center-based or home-based early learning program.
- MPN network includes approximately 900 children 0-5 served by an early learning partner, with 24% of those children meeting benchmarks for all developmental domains after a year of programming.
- 5th grade English Language proficiency increased by 14% at Chavez Elementary and 19% at Bryant Elementary schools, the greatest gains in the Mission and Bryant was the most improved school in San Francisco Unified School District.
- 68% of all seniors at the target high school submitted 4 year college application and 88% submitted community college applications, the highest for John O'Connell High School since MPN inception.
- 85% of high school seniors completed their FAFSA.

Since the MPN's director's acceptance to the Annie E. Casey Children and Families Fellowship, there has been a stronger integration of Results Based Accountability and Facilitation into the network. This has meant that quarterly partner meetings have focused on reviewing data and developing factor analysis to get to how we can do our work better together. The Early Learning Action Team has used the tools to prioritize collective work and begin to develop team performance measures, beyond individual program performance measures. Next year we will be working with partners to develop new targets for areas that have exceeded original targets or because new assessments need to target-set again. The evaluation and program team will also be working closer with partners to review each other's performance measures and identify collective contributions to results.

MPN partnered with John Gardner Center in the development and implementation of qualitative assessment of the impact of Mission Promise Neighborhood's presence at the four target schools. This assessment included interviews and focus groups with school staff, partner staff and families. Main findings of this report support the continued need



and effort of the Mission Promise Neighborhood, citing that the direct supplemental supports for students and teachers provided by MPN partners expanded learning time for students and supported teachers in their role as educators. The complete report will be available upon its completion. In 2016, Mission Promise also implemented the second Neighborhood Survey, and succeeded in capturing a larger respondent pool through targeted sampling. This survey has provided a wealth of information for both MPN and partner agencies, across many domains of family life. It has helped develop a comprehensive understanding of the families living in the Mission Promise Neighborhood.

MPN is also pivoting to address systemic and policy barriers to improving outcomes for children and families. In November a cross-sector coalition of leaders were successful in getting a voter initiative that now allows non-citizen public school parents to vote in local school board elections. MPN parent council members will be active leaders on the steering committee and we will be working to ensure our families know of the new policy for the 2018 election. The Early Learning Action Team will focus on ways to increase infant/toddler slots in the Mission. And, a new K12 action team will be convening this year to address educational disparities, which includes the low, 8%, English reclassification rate among Latino students. Much of this work is being infused with leadership from the MPN Parent Council. The Council had 8-10 members last year and recently began a new cohort with 16 members.

In the coming year MPN will be focused on sharing initiative results with the broader community of stakeholders and bringing in new funds for the next five years. We have worked with the Glen Price Group to complete a sustainability plan that identifies MPN progress and areas for support to continue to achieve important results for children and families. The plan was developed with community partners and will be part of the MPN forum planned for mid-March. It is extremely important to increase city and private philanthropic investments and we will prioritize doing this over the next year.



Result 1: Children Enter Kindergarten Ready to Learn

Indicator 1: Children ages 0-5 have a medical home

GPRA Definition: Number and percent of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

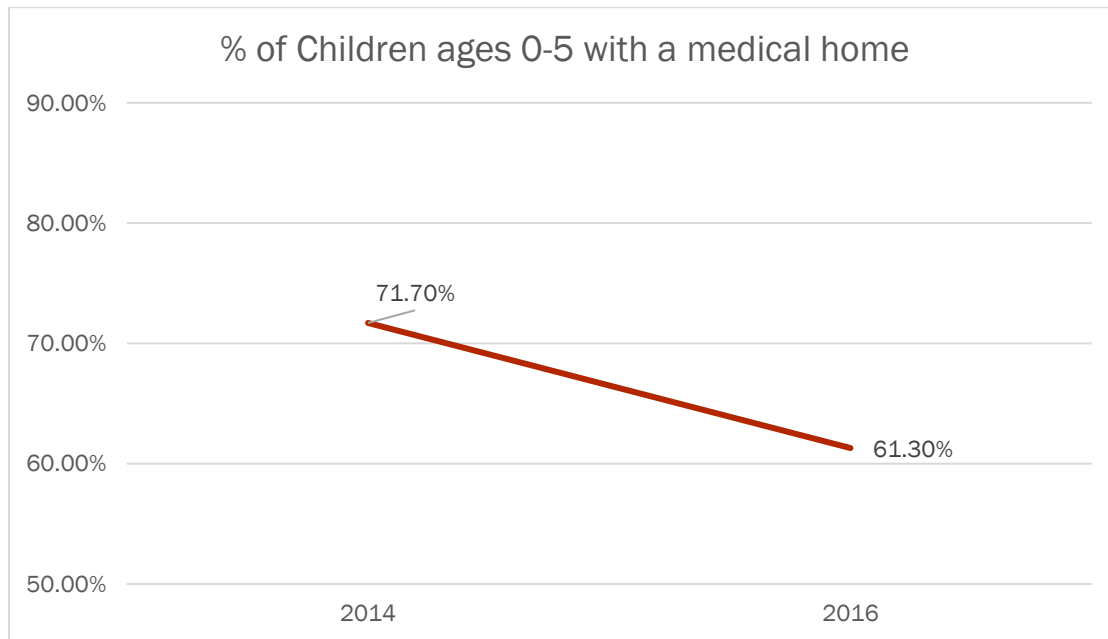
Solutions

- Pediatric Outreach Worker through MNHC
- Prenatal Care through UCSF Nurse Midwives
- Family Support Services through Mission Neighborhood Centers (MNC)
- Family Support Services through Early Learning Family Success Coach

Explanation of Progress



Figure 1: The 2016 Neighborhood Survey revealed a decrease in the number of children with a medical home since the last assessment in 2014.



Longitudinal trends for GPRA 1 show gains in access to emergency medical services and decreases in access to a medical home. As previously reported, the 2016 Neighborhood Survey revealed a decrease in the number of children with a medical home (61%) since the last assessment (71%) in 2014. This is significantly lower than the trends seen across San Francisco, which has a high rate of insurance and medical provision for children under the age of 18. In San Francisco 98.5% of children in 2015 had Medical Insurance (American Community Survey, 2015), and in 2012 96% of children in San Francisco under the age of 5 had insurance (Integrated Public Use Microdata Series, 2007-2012). However, it is important to distinguish between insurance and a Medical Home. In our sample, 97% of children have medical insurance which is consistent with what is seen across San Francisco. However, the decrease in proportion with a Medical Home may be in large part due to data measurement challenges described above.

The Mission Neighborhood Health Center (MNHC) continues to be currently the primary care medical home for children under the age of 5 years living in the Mission District.



Through MPN funding, MNCH has expanded their outreach capacity through the outreach and referral efforts of a Pediatric Outreach Worker. The Pediatric Outreach Worker has become more engaged in the quarterly Referral Network meetings. As a result, MNHC provided 52 client referrals in 2016. This has helped MNHC develop relationships with partners across the MPN network, which has resulted in greater understanding of the medical home strategy and where to refer families that are looking for medical care.

Ongoing demographic shifts may explain or contribute to the change in Medical Home Rate but Medical Home continues to remain high. The Mission Neighborhood Health Center continues to experience a loss of families receiving care at their facilities. They recently closed and relocated their Valencia Clinic which was at the border of the MPN footprint and served many families with young children. They will now be seeing all of their pediatric families at their Shotwell facility.

Other solutions that contribute to Medical Home include the Nurse Midwives, Family Support Services at Mission Neighborhood Centers, and the Early Learning Family Success Coach. The Nurse Midwives provide prenatal care for pregnant mothers and provide a variety of programs and services to help pregnant women create community and decrease stress. They provide their services at the Mission Neighborhood Health Center, allowing for direct referrals for medical home, once a child is born.

The Mission Neighborhood Centers Early Head Start/Head Start family support staff case-manage families and ensure that families are connected to a medical home, that children have their vaccinations on time, and are receiving regular health check-ups. During the 2015-2016 program year, 100% of MNC children had a medical home. The Early Learning Family Success Coach is integrated at four Early Learning partner sites, ensuring that families get connected to a variety of services, including medical services. In addition, all of the Family Success Coaches working with families at the four MPN schools are able to refer families with a young child to the Mission Neighborhood Health Center for medical services, or to the Nurse Midwives for prenatal care.

Data Source & Measurement Challenges

Data for GPRA 1 was collected in the 2016 Neighborhood Survey. It will be collected again in 2017, and will be reported in July 2017. Language for questions used to capture GPRA 1 were obtained through the Department of Education's guidance document. Participants struggled with these questions, which lacked cultural relevancy and were difficult to ensure respondent comprehension of the terms. For example "hospital outpatient department" was difficult to distinguish from "Doctor's Office" as a large medical provider in San Francisco houses both clinics and hospital outpatient in the same facilities. In addition, the nomenclature of San Francisco is such that individuals refer to the Medical Provider agency (i.e. Kaiser Permanente) or Location (San Francisco General Hospital) when asked where their child receives health care, and it was difficult for both the respondent and interviews to disambiguate responses.

Indicator 2: Children ages 3 and children at Kinder demonstrate age-appropriate functioning

GPRA Definition: Number and percent of three-year olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning.

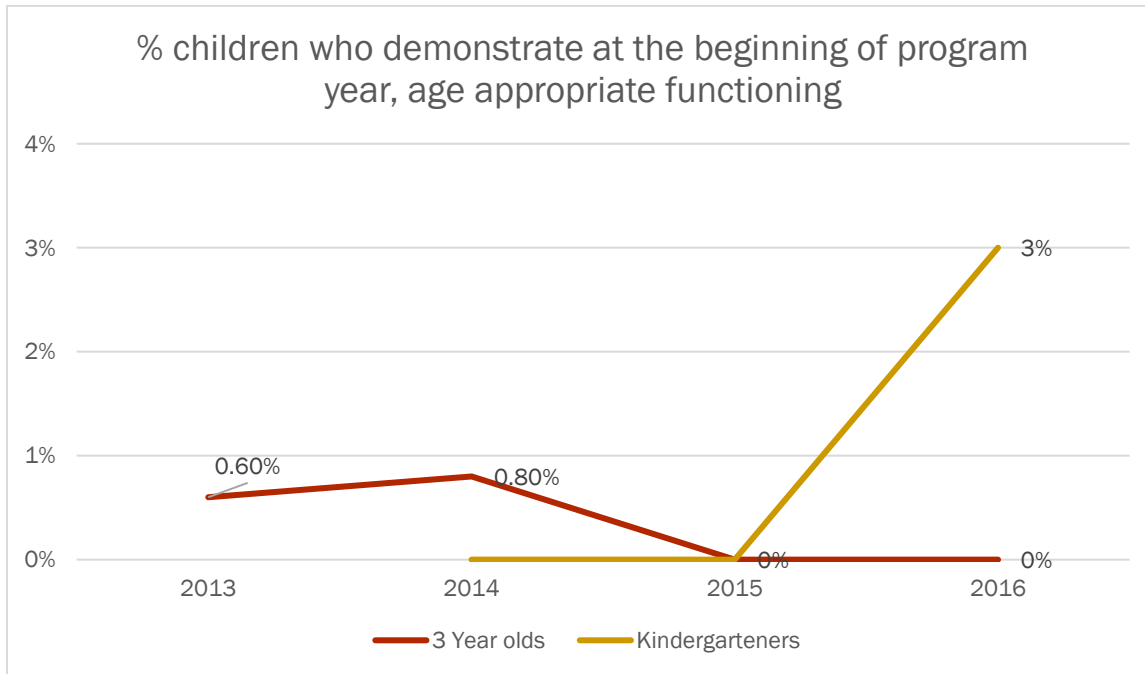
Solutions

- Developmental Screenings through Support for Families
- Parent Education through Abriendo Puertas & Crianza con Cariño at Good Sam
- Early Childhood Mental Health Consultation through IPP
- Transitions through SFUSD EED
- Infant Toddler Services through Felton Institute and MNC
- Preschool Services through MNC, Good Sam, Felton Institute

Explanation of Progress



Figure 2.1: Limited changes in age-appropriate functioning from 2013 to 2016.

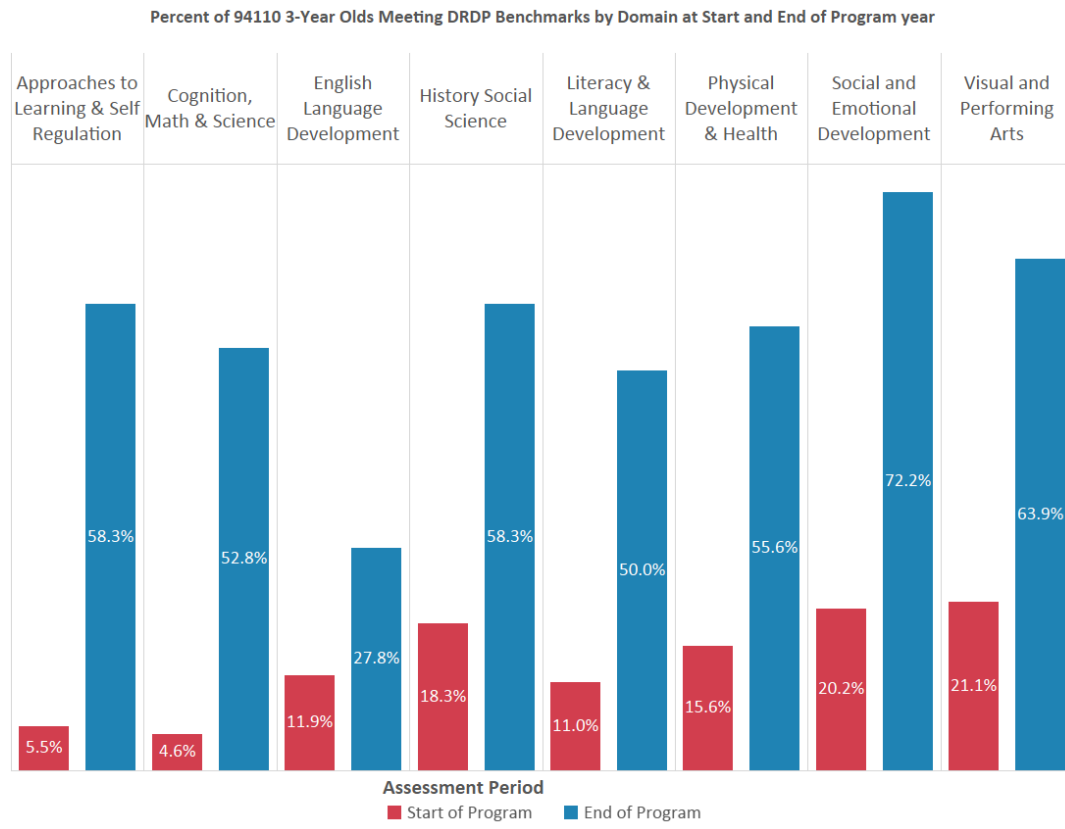


Longitudinal trends for GPRA 2 show overall gains in kindergarteners demonstrating age-appropriate functioning, a drop in the number of 3 year old children assessed, and no changes in age-appropriate functioning for 3 year olds.

In San Francisco, in order for 3 year old children to be classified as “at age-appropriate functioning” need to meet the top two levels of the DRDP (Building & Integrating) on all domains. This is a very high bar that San Francisco has adopted and we believe it is most likely the highest bar in the nation. During the program year 2015-2016, data from Preschool For All data shows that 0% of 3 year old children are beginning their preschool year demonstrating age-appropriate functioning by this rigorous definition. However, when looking at DRDP domains individually, it is clear that a larger percentage of children are entering preschool with some age-appropriate competencies. For example, just over 20% of 3 year olds come into pre-school at the appropriate level on Visual and Performing arts and Social and Emotional Development domains, as illustrated below. On the other hand, Cognition, Math and Science, and Approaches to learning and self-regulation are

the most challenging domains at the beginning of the year. Data for the 2016-2017 school year will be available for the APR Submission in July 2017.

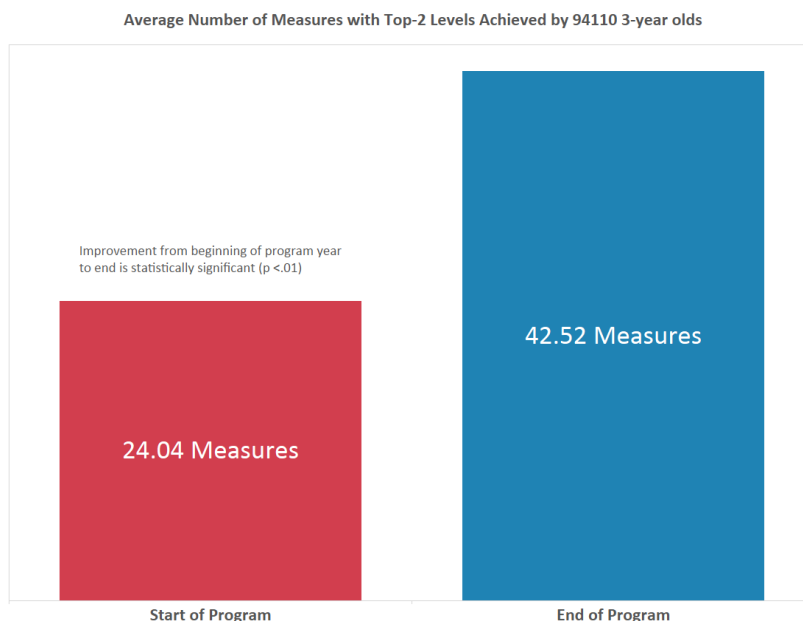
Figure 2.2: Percent of 94110 3-Year Olds Meeting DRDP Benchmarks by Domain at Start and End of Program Year



Multiple solutions are geared towards ensuring that children are receiving the quality early learning opportunities that they need, as well as receiving appropriate services and interventions to ensure they are developing appropriately and ready for Kinder. Some of our early learning partners administer the Ages and Stages Questionnaire (ASQ) and provide referrals for additional screening or services based upon results. Families with a child age 0-5 are referred to the SFF staff person for this service. If after completing the ASQ, a developmental concern is flagged, the SFF staff person connects the family with the appropriate resources for an additional screening and/or appropriate services. In 2016, Support for Families administered 179 Ages and Stages Questionnaire (ASQ) with families

at the Mission Neighborhood Health Center. Felton (FSA) and Good Samaritan also conduct the ASQ, screening 43 and 99 children respectively. MNC conducted 909 ASQ assessments during 2016, reaching approximately 400 children.

Figure 2.3 Average number of measures with Top Two Levels achieved by 94110 Three-Year olds



Good Samaritan offers the Abriendo Puertas leadership development model for parents. This is a ten week workshop that support parents in gaining leadership skills, learning about child development, and navigating the schools and service systems. Good Samaritan has seen an increase in percent of two-generational participants in which parents are attending parent-focused classes (Abriendo Puertas and Crianzo Con Carino) as well as children attending Kids Club or pre-school (61% in 2015 to 83% in 2016). Parents continue to report high levels of understanding of their child’s development (89% in 2016). In addition, 85% of children in their Child Development center met DRDP benchmarks for socio-emotional and 82% for literacy.

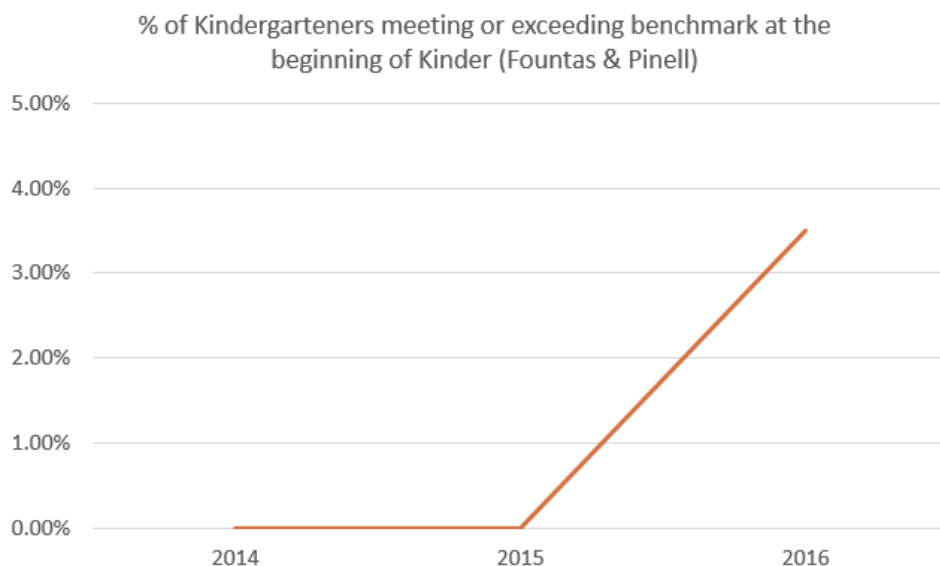
MNC is currently the only agency that provides Head Start and Early Head Start programs, serving 425 children in the section half of 2016, 55% of whom are MPN children



(living in 94110 or 94103). They reported an average attendance rate of 90.5% for both programs. In addition, UCSF's Infant Parent Program's reached 777 children ages 0-5 during in 2016.

The Early Learning Systems group has worked to identify ways to address the needs for a smoother transition from Early Learning to Pre-K to Kinder. The FSC from Cesar Chavez Elementary School continues to provide information about the Mission Promise Neighborhood and resources at the Pre-K Family meeting, and support Pre-K families in completing applications for kindergarten. The FSC at Bryant Elementary School has taken the lead on school tours and orientation for families considering the school as their Pre-K school of choice. These supports for the Pre-K program and families builds a stronger continuous pipeline from the Pre-K program into the K-5 pathway at Bryant Elementary School.

Figure 2.4: Percentage of Kindergarteners meeting or exceeding benchmark at the beginning of Kinder



Data Source & Measurement Challenges

No new data is available for either the DRDP, Fountas & Pinnell or KOF. New data will be available in July 2017 as a part of the APR Submission. We are working with SFUSD to receive individual-level DRDP and Fountas and Pinnell scores for children enrolled in SFUSD preschools and kindergartens.

We are also collaborating with ASR (Applied Survey Research) to get new data Kindergarten observation Form data from our target schools following their 2017 administration. We will also gain additional information including the percentage of students ready for school, the Readiness levels of KOF by Building Block. The factors that predict school readiness, and the cumulative effect of predictors for readiness for the Mission as a whole.

Indicator 3: Children participate in formal care

GPR Definition: Number and percent of children from birth to kindergarten participating in center-based or formal home-based early learning settings or programs.

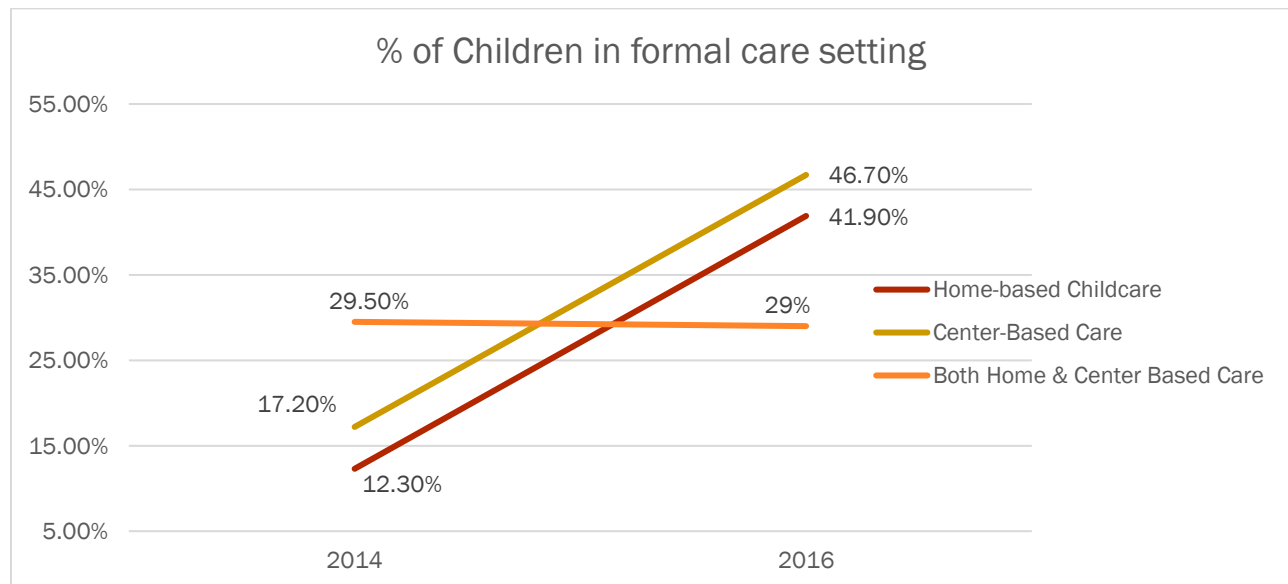
Solutions

- Early Head Start & Head Start through MNC
- Family Developmental Center through Felton Institute
- Child Development Center through Good Sam
- Early Education sites through SFUSD
- Referrals to SF3C through Family Success Coaches



Explanation of Progress

Figure 3.1: The 2016 Neighborhood Survey revealed an increase in the number of children participating in formal early learning programs since 2014



Longitudinal trends for GPRA 3 show upward trends in the areas of access to home and center-based care. The 2016 Neighborhood Survey revealed an increase in the number of children participating in formal early learning programs (53%) since the last assessment (29%) in 2014. Advocacy around the city has resulted in increased funding for formal programming and all of our formal program providers have either expanded or are in the process of expanding their services offered. The most impressive growth has been the expansion of Early Head Start services for infants and toddlers at MNC with a total of 425 served in the last half of 2016, 55% of which are MPN children, and reported a 92% attendance rate for all programs overall.

The availability of infant-toddler slots continue to be high need in our community, if examined separately from preschool slots, a disparity in need and services becomes clear. As a result of Preschool For All ensures that every four year old has the opportunity of having at-least one year of preschool. Many toddler and infant slots have been converted to

preschool slots, dramatically reducing the number of slots available to young children. The Mission District in particular demonstrates a huge need, as the number of children under 2 greatly outpace the number of slots available.

In order to address the need, we have partnered with 4 programs and numerous solutions. Family Success Coaches refer families to the Children's Council when they are in need of early care and education. In 2016, FSCs made 18 referrals to the Children's Council. The Children's Council of San Francisco has a variety of services and offers families assistance with finding formal programs and helps them apply for subsidies or vouchers that help pay for the care or education program. The Resource & Referral Department (R&R) has counselors that meet with families one-on-one to assess their needs and provide resources. In the second half of 2016, the R&R staff served 97 families from the Mission District. The Children's Council subsidy department provided 441 vouchers to families in the MPN footprint needing financial assistance to pay for early care and education programs. There are currently 310 Licensed providers in San Francisco, 40 of which are located in 94110/94103 who together served 267 children. Of these 38 providers, 28 are considered quality providers and of the 84 Licensed Family Child Care Providers in the Mission District, 28 are considered quality providers and 20 accept vouchers. The landscape of available and quality child care has a large impact on children living in the Mission District.

Our solutions now include 3 Early Learning and Preschool providers, Mission Neighborhood Centers (MNC), Felton Institute, and Good Samaritan. Mission Neighborhood Centers provides an Early Head Start Program and a Head Start Preschool program. The Early Head Start program offers center-based and home-based services for 50 families. The Head Start Preschool program offers center-based services to 425 children, 55% of whom are from MPN. 68% of MNC children reached DRPD benchmarks in 2016. 8% of children in both the Early Head Start and the Head Start Preschool programs are children with a disability. The Felton Institute offers formal programming for infants-toddlers and preschool age children. 30% of the children enrolled at Felton Institute are children with a disability. 89% of parents who received services at Felton reported an increased understanding of their child's development needs. The participation rate for these programs



was strong with 83% of parents attending at least 3 times per week. This partner organization is expanding their centers across the city and are very interested in acquiring facilities in the Mission District to further expand their programming.

Good Samaritan Family Resource Center has a Child Development Center that serves 24 preschool age children. Good Sam is interested in expanding their center-based services but has found many challenges with finding facilities in the Mission District. In addition to the CDC preschool program, they have developed a part-time program for toddlers and preschoolers that are not officially enrolled in a formal program. This part-time program called Kids Club gives children the opportunity to experience a structured program that includes developmental screenings and assessments. In the second half of 2016, Good Sam served 82 children in both the preschool program and the Kid's Club program. In addition to our 3 partners, both of the MPN target schools have preschool programs, where there is a total of four classrooms serving children 3-5 years old.

Data Source & Measurement Challenges

Data for GPRA 3 was collected in the 2016 Neighborhood Survey. It will be collected again in 2017, and will be reported in July 2017.

Result 2: Students are proficient in core academic subjects

Indicator 4: Students are at or above grade-level in English and Math

GPRA Definition: Number and percentage of students at or above grade level according to English Language arts assessment in 3rd-8th grade and once in high school.

Solutions

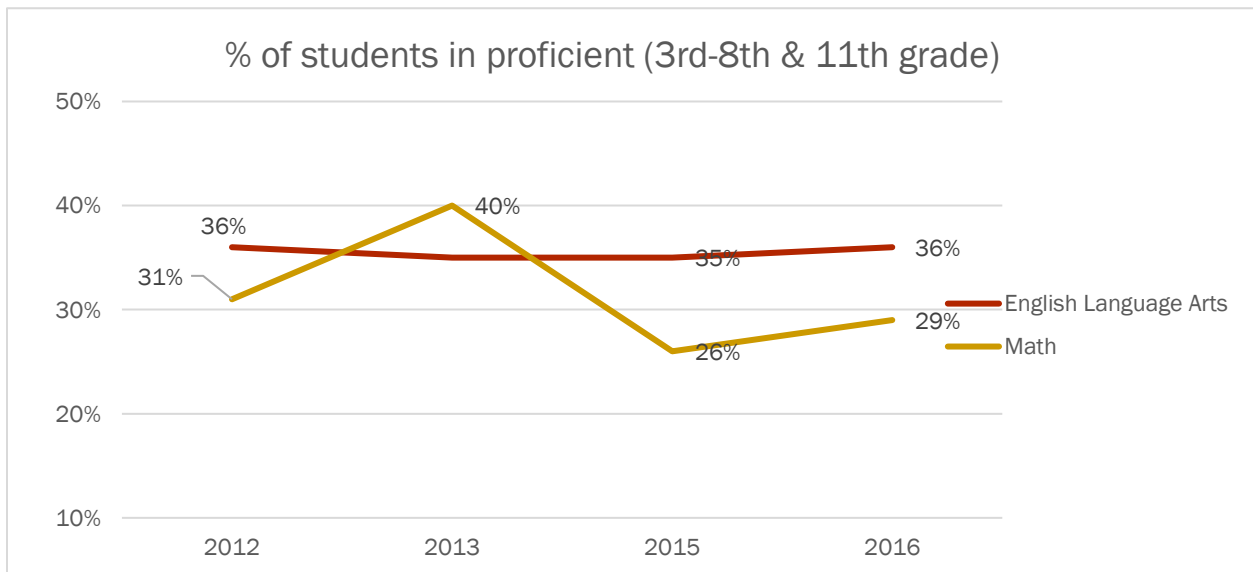
- Parent Education and Leadership Development: Parents for Public Schools
- SFUSD School Based Wellness Centers



- SFUSD Mentoring for Success
- UCSF Healthy Environments and Response to Trauma in Schools (HEARTS)
- Instituto Familiar de la Raza Mental Health Consultation
- Jamestown Community Center Afterschool Programming
- Mission Graduates Afterschool Programming
- Urban Services/YMCA: Middle to High School Summer Transition Program
- SFUSD K-12 Teacher Professional Development (*leveraged*)

Explanation of Progress

Figure 4.1: Academic Proficiency in ELA and Math



Longitudinal trends for GPRA 4 show upward trends for most indicators in the areas of academic proficiency. Partner, school, and MPN staff continue to focus on literacy rates in all four target schools and across the Mission district through MPN and school-based partner meetings. Partner programs are shifting to align on literacy goals set by each



school by incorporating additional opportunities for literacy support into their programming and parent outreach.

Over the past six months there has been the addition of an action team around birth – 3rd grade literacy for the 2016-17 school year. An action plan has been created to move this work forward as a result of MPN director’s participation in the Annie E. Casey Children and Families Fellowship

Figure 4.2: ELA Proficiency improved among younger students

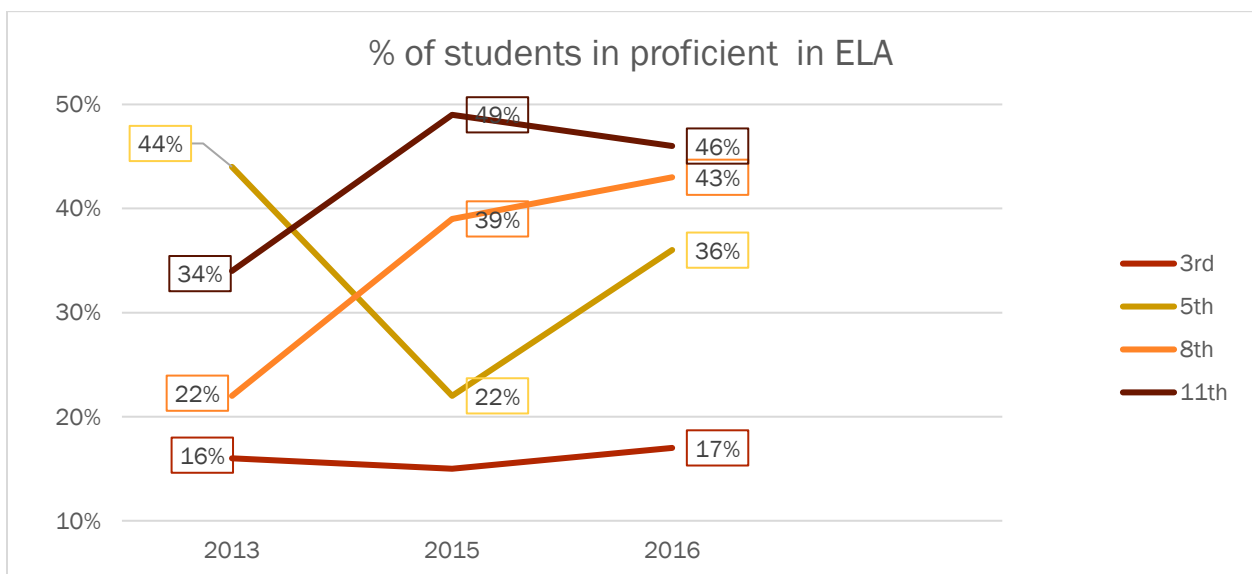
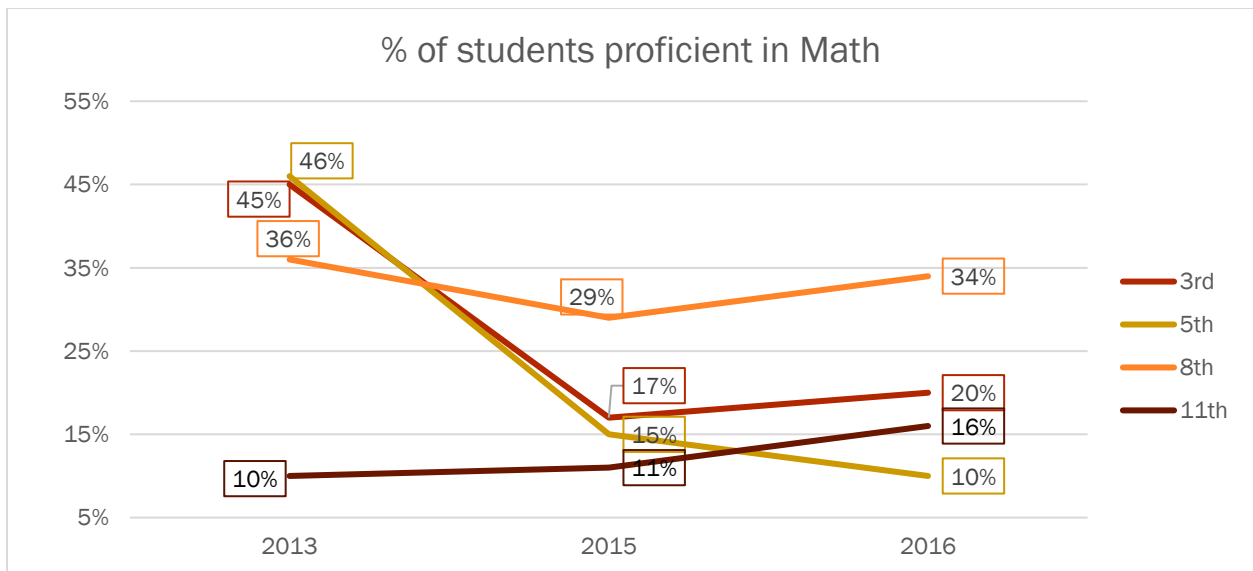


Figure 4.3: Upward trend in math scores



Data Source & Measurement Challenges

There were no challenges in collecting data on student proficiency for the school year 2015-2016. SBAC scores are available through the Smarter Balanced Assessment CAASPP website.

Result 3: Students successfully transition from MH to HS

Indicator 5: Student Chronic Absenteeism

GPRA Definition: Attendance rates of students in 6th, 7th, 8th, and 9th grades

Solutions

- MPN Family Success Coaches
- Summer Transition Programs (Mission Graduates, Urban Services / YMCA)
- SFUSD School Based Wellness Centers



- SFUSD Mentoring for Success
- UCSF HEARTS - Mental Health Collaborative/ consultation on focal students
- Instituto Familiar de la Raza - Mental Health Consultation (Teachers and Families)
- Comprehensive School Reform: Community School Coordinators
- Parent Leadership Development: K-12 Family & Community Supports (Parents for Public Schools, Mission Graduates, Mission Parent Council)

Explanation of Progress

Figure 5.1: Rates of chronic absenteeism among 6th – 9th grade students

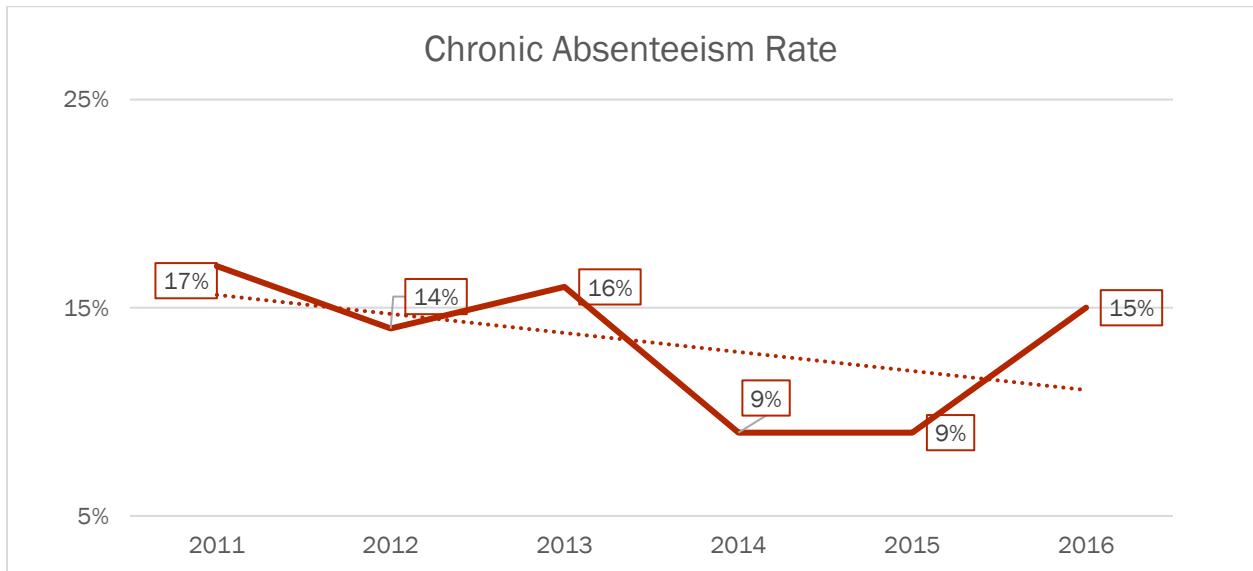
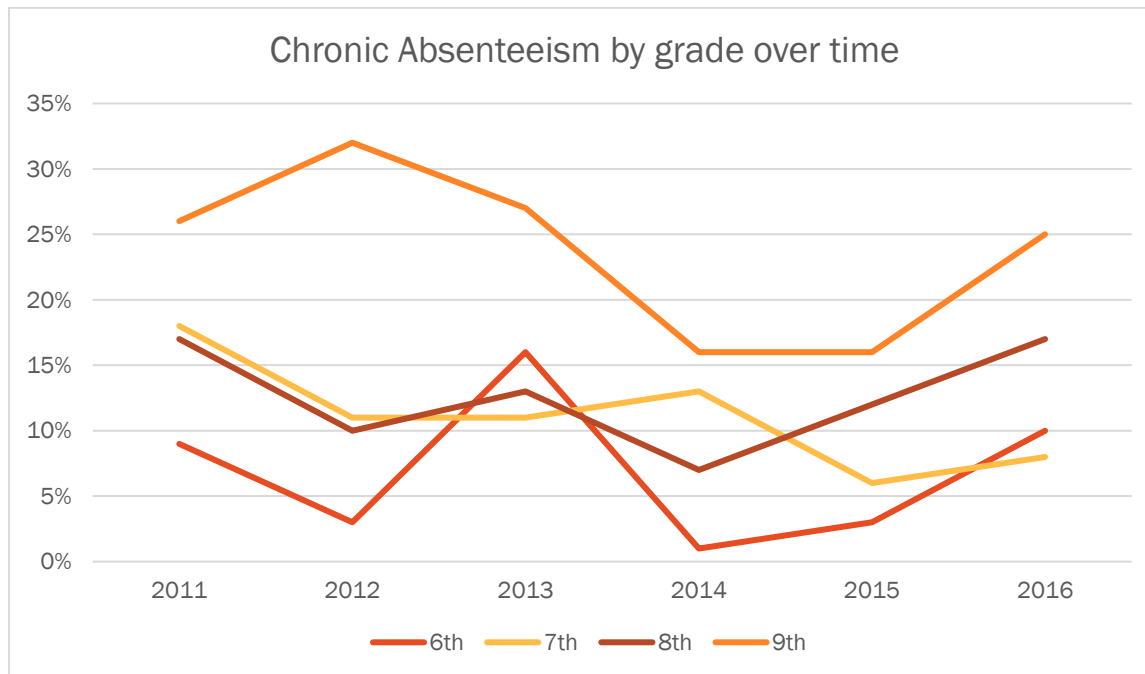
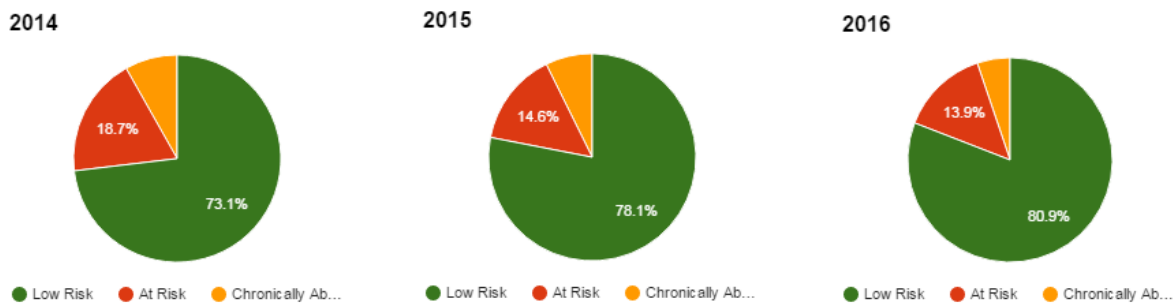


Figure 5.2: Rates of Chronic Absenteeism by grade



Longitudinal trends for GPRA 5 show an overall downward trend in the majority of the indicators specific to attendance and a correlating upward trend for chronic absenteeism. The implementation of significantly improved data collection and reporting processes in the SFUSD have led to more accurate chronic absenteeism data, accounting for part of the increase. Data for the 2015-2016 school year will be available for the next reporting period. However, self-reported rates of truancy and absenteeism from the School Climate Survey demonstrate a reduction in the rate of Chronic Absenteeism between 2014 and 2016. Low Risk is defined as students who report skipping school 2 or fewer times in a year, At Risk is defined as students who report they skip between a few times a year to once a month, and Chronically Absent is defined as students who skip at least once a week.



While specific strategies to improve attendance vary across school sites, core solutions still include Mentoring For Success, MPN Family Success Coaches, Wellness Staff and Wellness Center, and Community School Coordinators.

At schools in the footprint including MPN target schools, school leaders identified students who would benefit from additional support via mentorship. Districtwide, over 800 students have mentors, with MPN target comprising over 10% of the full mentoring initiative. MPN target school O’Connell High School has the highest mentoring participation rates in the SFUSD. High school staff used the Early Warning Indicator list -- students flagged based on middle school GPA and attendance -- to identify freshmen for mentoring. Mentoring also expanded to include twenty students with one-on-one mentors, following a merger with another high school that brought in new students who need additional support. Freshmen continue to be mentored in groups of five students, while sophomores through seniors are paired up individually. At Everett Middle School, mentoring expanded to include groups of students, building out in addition to the one-on-one model that already existed there.

FSCs continue to participate in and lead Student Success Team meetings around focal students to address chronic absenteeism in partnership with students and parents. In addition, MPN targets schools have fully staffed wellness centers including at least one social worker and nurse, as well as counseling and social work interns. Student wellbeing is addressed in an ongoing, holistic manner to promote student success on all levels and a variety of expertise is consistently available on campus to lend support and services to staff and students. At the high school specifically, the Wellness Center conducted a Medi-

Cal study and found that an average of 127 students come to the center daily. The constant presence of wellness staff has correlated with continued positive school climate at the middle school level and students feeling connected to adults on campus, which are proven to correlate with higher attendance rates. 73% of middle school students responded in the 2016 school climate survey that teachers and staff at their school treated them with respect. 73% reported that there was an adult at school that believed in them, and 72% reported that there was at least one adult at school who made sure they were doing well.

MPN Community School Coordinators continue to build their expertise in aligning school staff and outside partners around common vision and clear academic goals at each site. At the school site, partner meetings provide an opportunity for partners to network, learn about the school's goals for the year, monitor progress, and support efforts. This spring, the Education Manager and Community School Coordinators will serve on a small SFUSD design team to codify community school best practices, formalizing implementation and evaluation tools that the SFUSD started to create two years ago in the School Improvement Grants era. At all schools there are already positive reinforcement practices in place (attendance celebrations, certificates, prizes and incentives, etc.). School site conversations and community schools design work focuses on improving attendance with thorough family supports that address barriers for at-risk students, one at a time.

Data Source & Measurement Challenges

SFUSD Student Attendance Office report "Everett MS Monthly ADA Summary" for "Year: 2014-15"

SFUSD Student Attendance Office report "O'Connell (John) HS Monthly ADA Summary" for "Year: 2014-15"

Note: SFUSD's attendance system changed between the 2012-13 and 2013-14 school year. The system now captures the number of days without an attendance mark, which are excluded from ADA calculations.

Chronic Absence Source: SFUSD administrative data, 2014-15.



Result 4: Students graduate from high school on time

Indicator 6: Four-Year Adjusted cohort graduation rate

GPRA Definition: Four-year adjusted cohort graduation rate.

Solutions

- MPN Family Success Coaches
- Summer Transition Programs (Mission Graduates, 7 Tepees)
- SFUSD School Based Wellness Centers
- Mentoring for Success (SFUSD)
- UCSF HEARTS - Mental Health Collaborative/SAP meeting consultation
- Instituto Familiar de la Raza - Mental Health Consultation for teachers)
- Comprehensive School Reform (Community School Coordinators)
- Parent Leadership Development: K-12 Family & Community Supports (Parents for Public Schools, Mission Graduates)

Explanation of Progress

For GPRA 6, as demonstrated in the table above, longitudinal trends show an increase in graduation rates from the 2011-12 school year to the 2014-15 school year (the most recent data available), with a small dip from 2014 to 2015 rates.



High School Graduation Rates: SFUSD and O'Connell HS

Year	Name	Cohort Students	Cohort Graduates	Cohort Grad Rate
2011-12	O'Connell HS	108	73	67.6
	District-wide	4,180	3,438	82.3
2012-13	O'Connell HS	99	72	72.7
	District-wide	4,113	3,359	81.7
2013-14	O'Connell HS	127	102	80.3
	District-wide	3,998	3,354	83.9
2014-15	O'Connell HS	96	76	79.2
	District-wide	4,058	3,444	84.9
2015-16	O'Connell HS	91	77	85
	District-wide	---	---	---

Source: Graduation data retrieved from the CDE DataQuest online portal:

<http://data1.cde.ca.gov/dataquest/>

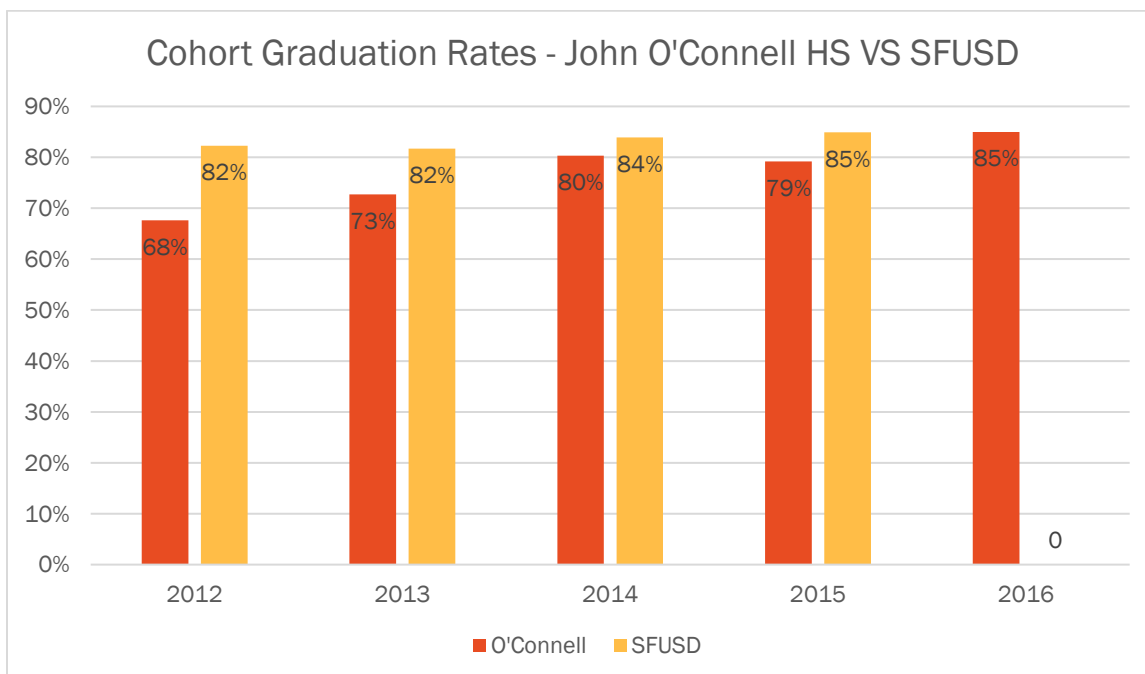
This spring, preliminary self-reported graduation rates from O'Connell High School show a jump to 88% of its senior class, a 20% increase since 2012. The first senior class graduated from the redesigned instructional pathway at O'Connell on May 25th, after two years in new integrated labs for junior and senior year core subjects. Students graduated from one of four integrated labs: Building and Construction Trades, Culinary Entrepreneurship, Environmental Technology, or Health and Behavioral Sciences. An entirely student-led graduation ceremony closed out the school year, and highlighted four students who received Mission Promise Neighborhood scholarships of \$10,000 total, to close gaps



in financial aid for their freshman year of college. District-wide graduation rates have not yet been released for the class of 2015-16.

This fall, O’Connell High School formally merged with International Studies Academy (ISA). Given the new students and the rate at which they arrived on-track to graduate, O’Connell does expect a slight decline in high school graduation and college enrollment rates over the next two years as ISA juniors and seniors are added to the data. To support students who are currently not on track to graduate from ISA and O’Connell, O’Connell requested to become a credit recovery site and will host summer Career and Technical Education credit recovery as well as traditional course recovery for the first time in 2017.

6.1: Longitudinal trends show an increase in graduation rates and “closing the gap” with SFUSD



Data Source & Measurement Challenges

No challenges at this time.



Result 5: HS graduates obtain a postsecondary degree, certification or credential

Indicator 7: College enrollment, degrees and certifications

GPRA Definition: Number and percentage of students who graduate with a regular high school diploma and obtain a postsecondary degree, vocational certificate or other industry recognized certifications or credentials without the need for remediation.

Solutions

- Kindergarten 2 College
- Mission Graduates

Explanation of Progress

Longitudinal trends for GPRA 7 show a continued increase in the percent of students who are enrolling in a 2yr or 4yr college or university since 2013 and an increase in the number of students graduating from high school.

College and Career partner Mission Graduates supported students through the financial aid application process, which resulted in a total of over \$225,000 in additional scholarships. 21 students enrolled in a four-year program and 31 attended a two-year program, spread throughout various vocational tracks in the Community College of San Francisco (CCSF). The Mission Promise Neighborhood also awarded four scholarships of \$2,500 each to graduating seniors who enrolled in four year colleges this fall. The scholarships were awarded at the graduation ceremony as the high school continues to strengthen their graduation and college-going culture.



At O’Connell High School, Mission Graduates continued to anchor the College and Career Team, which was facilitated by the Community School Coordinator. The Coordinator brought in an additional school partner, 100% College Prep, to serve the increasing number of African American students in a targeted way. 100% College Prep assumed leadership of the Black Student Union and the African American Parent Advisory Committee. Upward Bound, Mission Graduates, 100% College Prep, and Jewish Vocational Services work together to ensure that all students have access to college going information, preparation materials, internships, and leadership opportunities. Mission Graduates has also hired O’Connell parent Promotoras to conduct outreach directly to other parents at the high school, for events such as FAFSA night this fall, to improve the two-way communication about college with all parents.

According to the 2016 School Climate Survey, 71% of John O’Connell Students in 2016 plan on attending college after graduation, a 10% increase from 2015.

Figure 7.2: According to the 2016 School Climate Survey, 71% of John O’Connell Students in 2016 plan on attending college after graduation, a 10% increase from 2015.

% of students who report planning on attending a 4-year or 2-year college after graduation from high school (School Climate Survey)			
	2014	2015	2016
Everett Middle School	67%	65%	68%
John O’Connell High School	74%	60%	71%



% of O'Connell Graduates Enrolled in College at Any Time During the 1st Year After High School, 2011-2016 Graduates

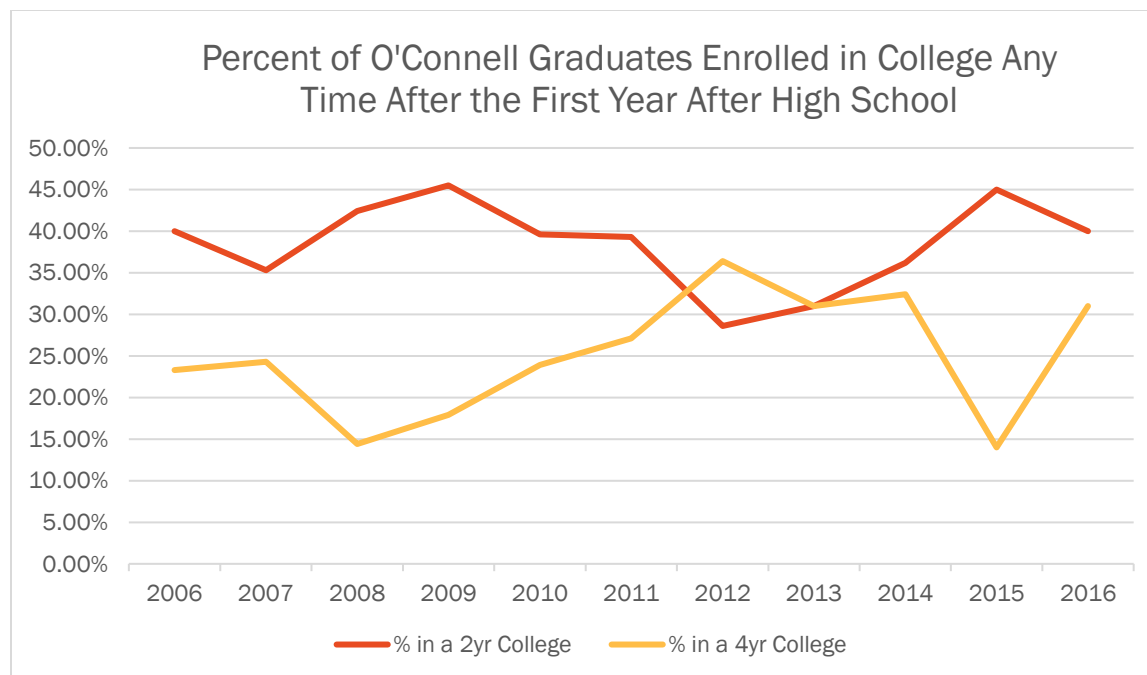
Class of:	2011	2012	2013	2014	2015	2016
Total in the Class	107	77	71	105	77	77
Total in 2-Year	42	22	22	38	35	31
Total in 4-Year	29	28	22	34	11	24
	2011	2012	2013	2014	2015	2016
% in a 2yr College	39.3%	28.6%	31.0%	36.2%	45%	40%
% in a 4yr College	27.1%	36.4%	31.0%	32.4%	14%	31%

Source: National Student Clearinghouse, Student Tracker for High Schools Aggregate Report Prepared for John O'Connell High School, Years 2011 through 2016

As demonstrated in the table above, longitudinal trends show an increase in the percentage of students enrolled in four year colleges from 2009 to 2016, with a peak in 2012 (a year with relatively fewer high school grads). By contrast, enrollment in two-year colleges has fluctuated as a share of overall enrollment. In 2016, 40% of graduates enrolled in a two year institution in the first year after graduating, the same as in 2006.



Figure 7.1: Rates of 4 year college enrollment on the rise



Rates of students who enroll in college without remediation in Math and English have increased from 2015 to 2016. These are not able to be reported in scorecard as we are unable to aggregate them. Rates are displayed below

The year refers to the fall the students took the placement test.

The FSCs supported Kinder 2 College (K2C) integration at the school site, providing families with K2C information and helping parents understand the structure and options for college savings accounts. Throughout the school year, FSCs at Chavez and Bryant Elementary School supported families in accessing their citywide college savings account online and in person, through field trips to the local Citi Bank branches. The Making Connections curriculum, delivered by an MPN at-large FSC and trainer, also included education about the K2C savings program at Bryant and Sanchez Elementary Schools.

Source: National Student Clearinghouse, Student Tracker for High Schools Aggregate Report Prepared for John O'Connell High School, Years 2006 through 2014



Figure 7.2: Rates of students who enroll in college without remediation in Math and English have increased from 2014 to 2015.

	2015	2016
% of students who enroll in college math without remediation	20.59%	26.32%
% of students who enroll in college English without remediation	2.94%	5.26%

Data Source & Measurement Challenges

Data was collected from the National Student Clearinghouse. The most current information for GPRA 7(a) is from the November 2016 NSC Report, reflecting students who graduated from John O’Connell High School in 2015 and enrolled in a college or university at any time during the 2015-16 school year.

4 year postsecondary rates and the rate of students completing on time for 2015 and 2016 graduates are not yet available from the National Student Clearinghouse.

Result 6: Students are healthy

Indicator 8: Children get at least 60 minutes of exercise daily.

GPRA Definition: The number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.

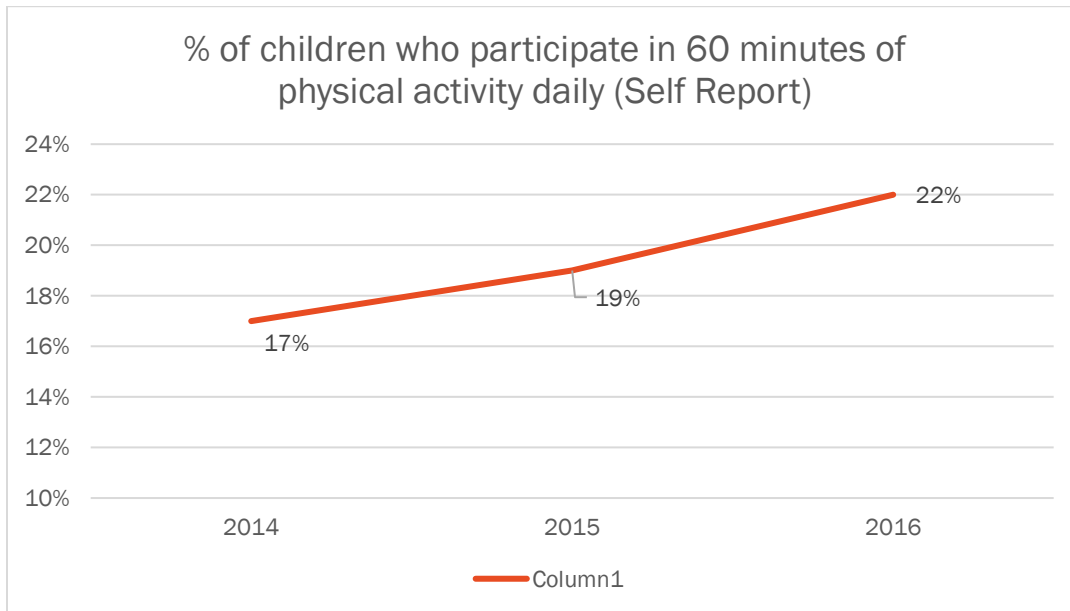
Solutions

- Out of School time (Jamestown, Mission Graduates)



Explanation of Progress

Figure 8.1: Slight increase in self report of exercise in School Climate Survey



Longitudinal trends for GPRA 8 show an upward trend in student's physical activity since 2014.

Students' report of physical activity has steadily increased from 2014 to 2016. SFUSD district requirements specify 200 minutes of physical education every ten school days in elementary school, an average of 20 minutes per day. Middle and high school students are required to receive 400 minutes of physical education instruction every ten days, or 40 minutes per day, unless exempt in their junior and senior years of high school. Mission Promise Neighborhood schools supplement these requirements for physical education during the school day through out-of-school time exercise.

Extended learning partners continue to integrate physical activity as well. Of the 504 students served at Mission Graduates' after school programs at Bryant and Everett, over 80% of participated in physical activities. Jamestown saw an increase in participation in its soccer program, up from 155 to 250 in the second half 2016, where there was an

average of 366 physical activity hours per week. In the Move Up 9th grade summer transition program, students exercised in school gym space three times per week as part of the curriculum.

Data Source & Measurement Challenges

Data for GPRA 8 was collected in the 2016 School Climate Survey. It will be collected again in 2017, and will be reported in July 2017.

Indicator 9: Children eat at least 5 servings of fruits and vegetables daily.

GPRA Definition: The number and percent of children who consume five or more servings of fruits and vegetables daily.

Solutions

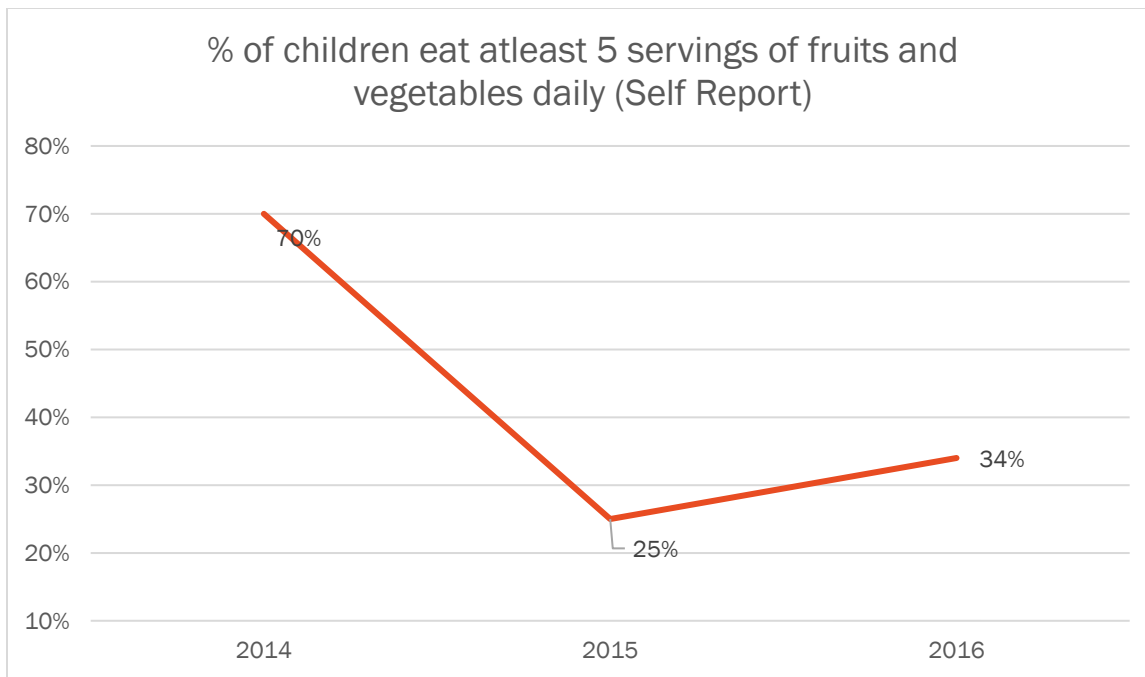
- Out of School time (Jamestown, Mission Graduates)

Explanation of Progress

Longitudinal trends for GPRA 9 show an upward trend in student's healthy eating choices. An implementation study conducted by the John Gardner Center found that food scarcity continues to affect students and families in the Mission. To make sure that students and families have continued access to fruits and vegetables, Community School Coordinators and Family Liaisons partner to run the school-based food bank to serve between 135 and 160 families each week. At Everett Middle School and O'Connell High School, MPN Family Success Coaches refer families to other community food banks for free produce. The local coordinator for the SF-Marin Food Bank attends partner meetings at our MPN schools to monitor the efficacy of food distribution efforts.



Figure 9.1: Upward trend in the % of children reporting eating fruits and vegetables at least 5 times a day



At Bryant Elementary and Cesar Chavez Elementary, families have access to produce and other food staples delivered to the campus weekly for onsite distribution. Community School Coordinators and Family Liaisons partner to run the school-based food bank to serve between 135 and 160 families each week. At Everett Middle School and O'Connell High School, MPN Family Success Coaches refer families to other community food banks for free produce.

Data Source & Measurement Challenges

Data for GPRA 8 was collected in the 2016 School Climate Survey. It will be collected again in 2017, and will be reported in July 2017.



Result 7: Students feel safe at school and in their communities

Indicator 10: Students feel safe at school and traveling to and from school

GPRA Definition: The number and percent of children who feel safe at school and traveling to and from school.

Solutions

- Family Success Coaches
- Family Liaison
- Health and Wellness staff

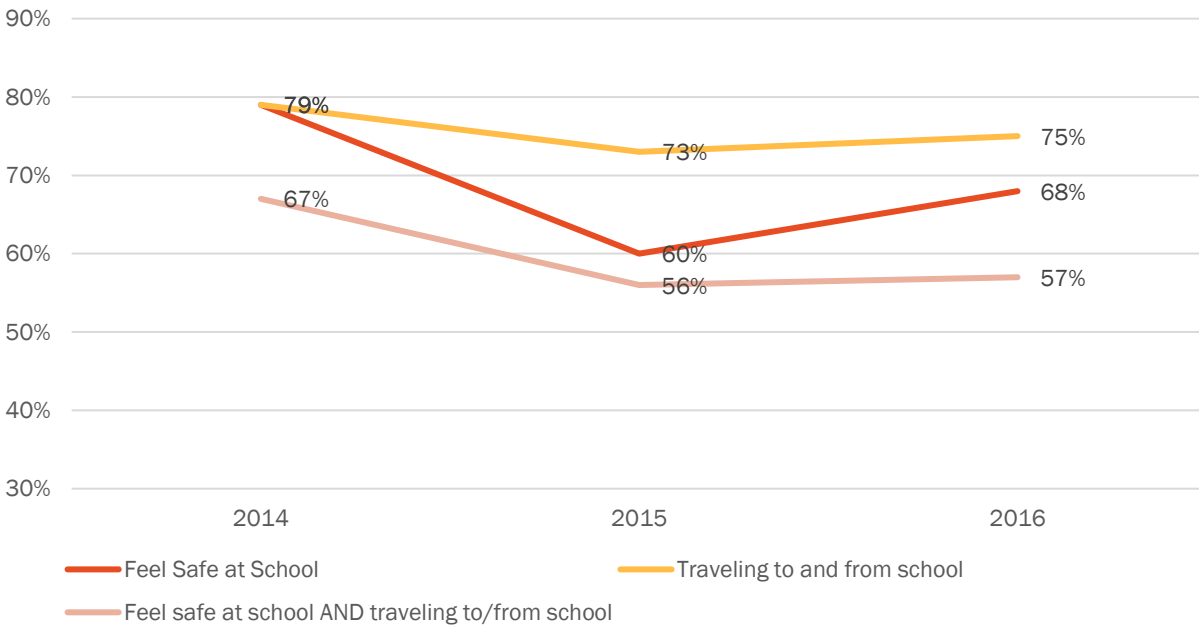
Explanation of Progress

Longitudinal trends for GPRA 10 show students are increasingly felt safe at school, yet felt less safe traveling to and from school.

Figure 10.1: Sense of safety at school has improved



Student perceptions of safety (Self Report)



The Community School Coordinators (CSCs) and Family Success Coaches (FSCs) improve student safety and sense of support at Cesar Chavez and Everett Elementary Schools, Bryant Middle School, and O’Connell High School. For students, CSCs and FSCs support parents in helping them feel more engaged at school, and better able to support their children in and out of school. They provided workshops on orientation, transitions, enrollments, financial capabilities, kindergarten to college, taxes, housing, and others based on the needs of the community. At Everett Elementary, the FSC and a team of MPN partners provided workshops on orientation, relationship building, social media, and legal rights. The FSCs work with administrative staff in compiling Welcome Packets for new parents, with relevant information and resources, and on other family-facing community engagement efforts. The John Gardner implementation study reported that MPN schools are strong in two-way communication with families and creating a welcoming environment with staff families can reliably approach and get meaningful support from.

This fall, O’Connell High School merged with International Studies Academy, another SFUSD high school. An atmosphere of safety and stability was maintained through two weeks of staff team building over the summer, and an introductory week of community



building across all grade levels to include all students, enabled by additional resource allocation from the SFUSD. The spring of 2017 school climate survey will provide valuable insight into the success of these first semester efforts to build a strong, safe community.

Figure 10.2: Sense of safety at John O’Connell is rebounding

% of students who agree about feelings of safety			
	2014	2015	2016
School is a safe place	77%	45%	63%
Feel safe traveling to and from school	73%	64%	69%

Figure 10.2: Students at John O’Connell feel supported by an adult in the school

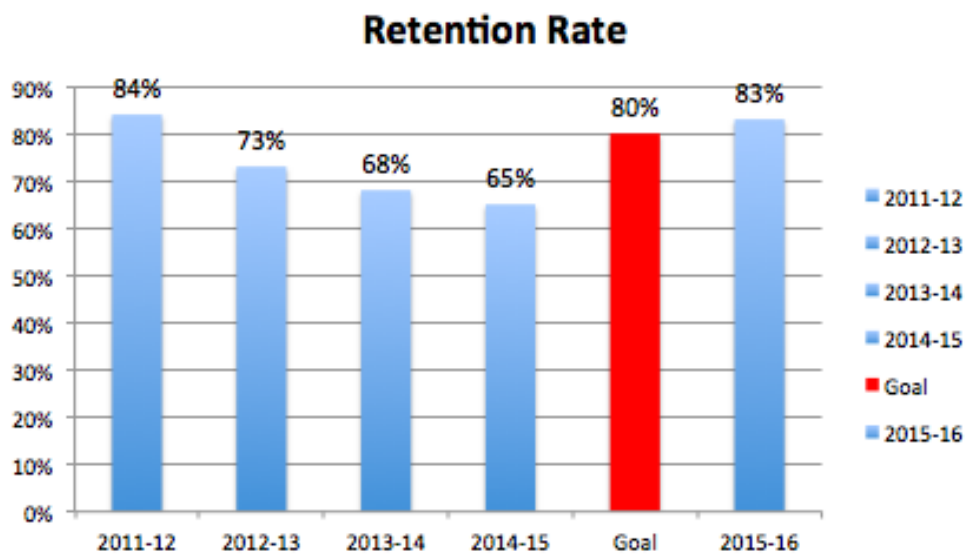
% of students who agree/strongly agree			
There is at least 1 adult at my school...	2014	2015	2016
who makes sure I am doing well	68%	61%	71%
that I can talk to about my ideas	61%	53%	63%
that can help me with my problems	60%	52%	63%
that I can really count on	56%	52%	67%
who believes in me	68%	64%	73%



Figure 10.3: Changes in school culture extend to school climate for teachers

SFUSD Staff Climate Survey Results : Everett Middle School		
	Everett % Favorable	All SFUSD % Favorable
This school promotes personnel participation in decision-making that affects school practices and policies.	98%	68%
This school promotes trust and collegiality among staff.	98%	72%
How many adults at this school have close professional relationships with one another?	88%	52%
The school's strategic plan will achieve its goals and objectives.	85%	46%
How many adults at this school feel a responsibility to improve this school?	93%	66%

10.4: Teacher Retention Trends at Everett Middle School



At Everett Middle School, student safety was a focus of workshops for newcomer students and through Mentoring For Success. Students who are new to the United States -- about



85 of the students at Everett -- have a caring adult mentor in the building, and their parents can attend the workshops (topics listed above) to support their transition into a new education as well.

Data Source & Measurement Challenges

Data for GPRA 10 was collected in the 2016 School Climate Survey. It will be collected again in 2017, and will be reported in July 2017.

Result 8. Students live in stable communities

Indicator 11: Student mobility rate

GPRA Definition: The student mobility rate is defined as the number of student entries and withdrawals at target Promise Neighborhood schools. Number of student entries the first day official enrollment is collected until the end of the academic school year, divided by the first official enrollment count of the academic year. The student mobility rate is an aggregated statistic that includes all target Mission Promise Neighborhood schools.

Solutions

- La Raza Centro Legal : Family & Community Legal Supports
- Causa Justa: Just Cause Family & Community Housing Supports

Explanation of Progress

Longitudinal trends for GPRA 11 show a continued decrease in student mobility rate since 2012 and in student entries and withdrawals. La Raza Centro Legal (LRCL) has conducted outreach at local middle and high schools in order to recruit and inform target families of available legal resources related to immigration and employment. They also have worked to target outreach to DACA (Deferred Action for Childhood Arrivals) -eligible students and have worked on developing communications and opportunities with John



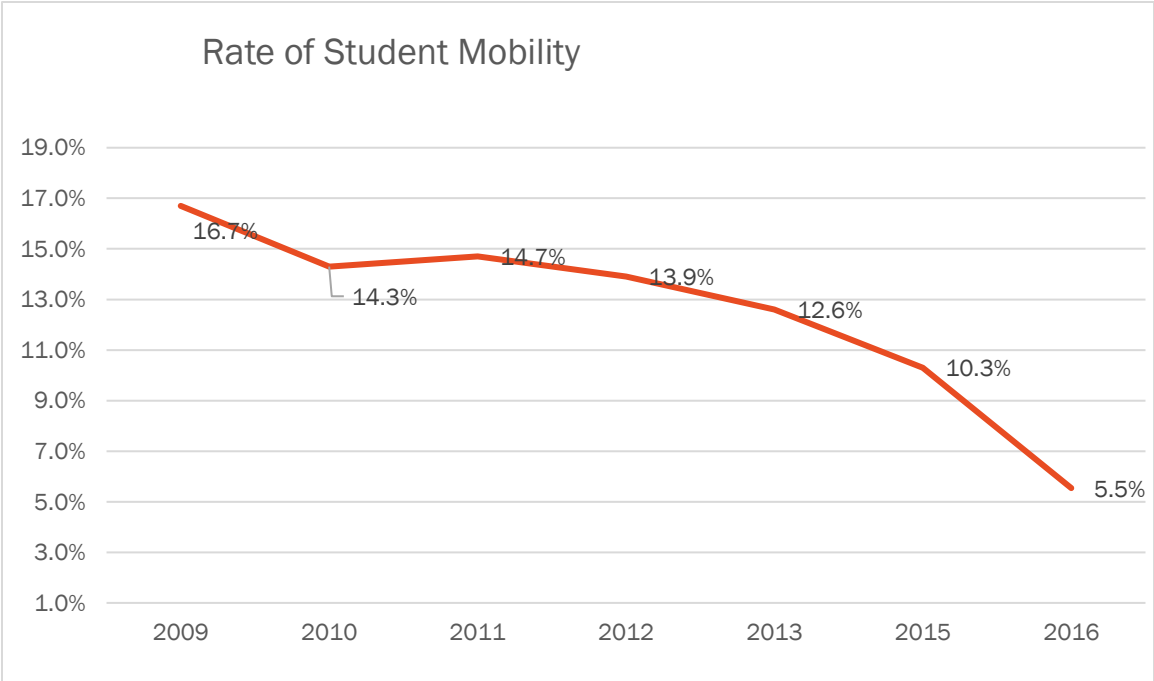
O'Connell High school to help DACA-eligible students in a timely fashion. During the second half of 2016, LRCL has worked with MPN FSCs to conduct 10 workshops at partner schools. In addition, LRCL has conducted 37 immigration-related consults. Their Worker's Rights and Employment Department has conducted 38 consults in this reporting period. This percent of clients who received a consultation live within the MPN Footprint. MPN has many solutions focused on the current housing crises in order to keep our families in the neighborhood and lessen the number of families that need to pull their children out of school during the school year. During 2016 MPN partner Causa Justa: Just Cause (CJJC) worked with families to identify their housing rights, especially when they are faced with unlawful evictions. They conducted workshops on school sites as well as provided individual case management. However, Causa Justa:Just Cause will be ending their work as an official Mission Promise Neighborhood partner organization. They will continue to receive and respond to referrals, and have requested to continue to use MPN's referral tool (pending negotiations), however they will no longer provide individual service data for clients or attend MPN Partner meetings.

SFUSD also has a school choice system, which particularly affects student mobility rates on the high school level. Students receive their elementary, middle and high school lottery results in early March, so that families have a full five months to change their children's placement if it is not their top choice. A second round of placement results are released in early August, and a third are completed in September. Because of this, over 85% of student transfers out of the high school occur during the first semester of school, with a slight majority happening by the end of September.

In addition to the lottery process, which extends into the school year, the mobility data in the high school shows that 33 high school students transferred to alternative pathways in SFUSD, including independent study (12 students), continuation programs (18), and a specialized program for teen mothers (3). These high school transfers comprise a bulk of the student withdrawals within SFUSD. Of the 24 high school students who left the district during the year, all but four were transferring to high schools in California cities such as Pittsburg, Vallejo, and Antioch, all of which have significantly lower costs of living.



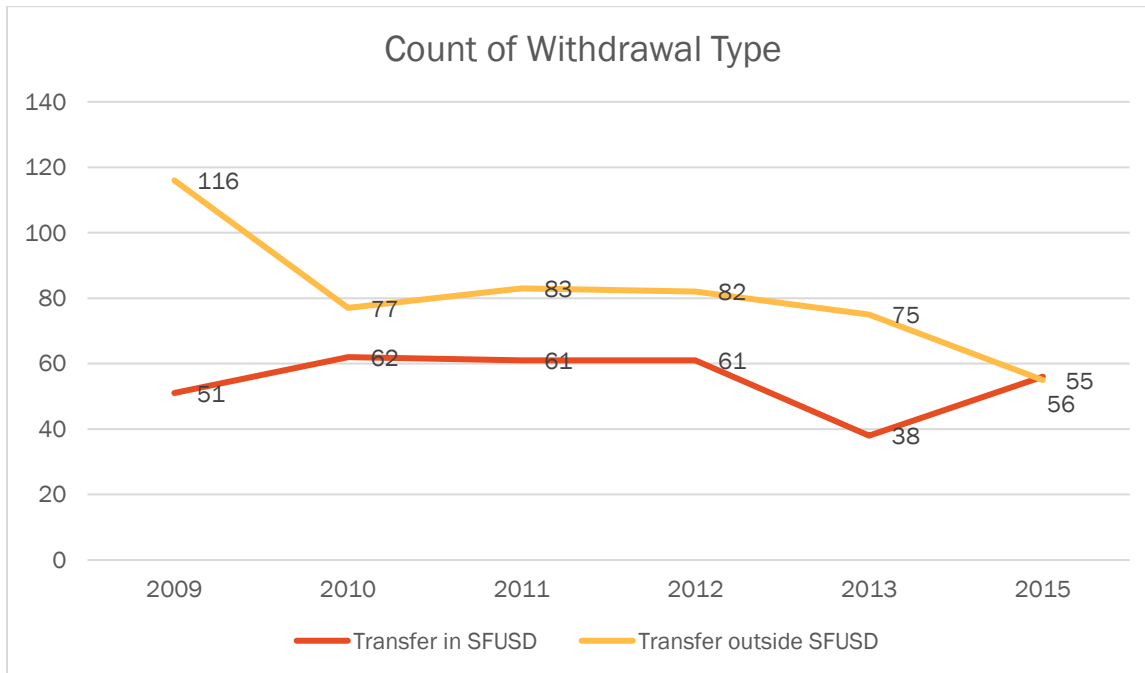
11.1 Student school enrollment is more stable



As shown in the table above, student mobility has decreased significantly from the 2008-09 school year to the 2015-2016 school year. Data is unavailable for the 2013-2014 school year due to changes in data collection systems in the school district.



11.2 Withdrawals from SFUSD schools have decreased for students in MPN Target Schools



Data Source & Measurement Challenges

Data for the 2015-2016 school year is available from SFUSD Administrative Data.

Result 9: Family and community members support learning in Promise Neighborhood Schools

Indicator 12: Parents read to their 0-5 children

GPRA Definition: For children birth to kindergarten entry, the number and percent of parents or family members who report that they read to their children three or more times

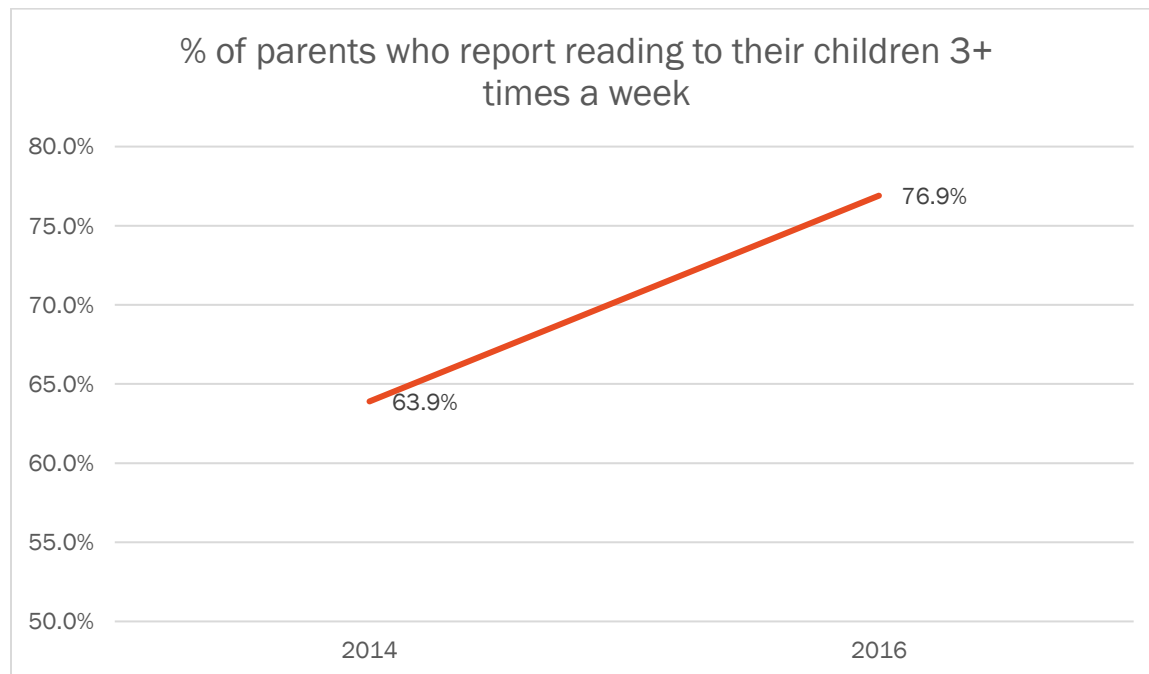
a week. This item is collected through the Neighborhood Survey questions, outlined below. These questions were asked of parents of a children under 5, and also parents of children in Kinder-8th grade.

Solutions

- Early Literacy Services through Tandem
- Abriendo Puertas, Crianza con Cariño, and Exploremos Juntos: Good Samaritan
- MPN Early Literacy Campaign

Explanation of Progress

Figure 12.1 Increase in parents reading to their children ages 0-5



Longitudinal trends for GPRA 12 show an overall upward trend in all indicators for family and community members supporting learning in MPN schools. As previously reported, the 2016 Neighborhood Survey revealed an increase in the number of parents and caregivers reading to children 3 or more times a week (77%) since the last assessment (64%)



in 2014. Many of the MPN partner performance measures are showing very similar percentages of families reading to their children 3 or more times per week.

Tandem, Partners in Early Learning (formerly Raising A Reader), offers a variety of services to the schools of the Mission District and early learning partners. In the second half of 2016, Tandem served 6,502 families through the Story Cycles bag rotation program. This program provides a bag of high quality books to each family, the books are returned when they are read, and a family gets a new set of books. In addition to providing books, Tandem provides read-a-loud workshops to help parents and educators develop techniques to bring the books to life and engage children in literacy development. 27 families and 90 educators were touched through a variety of literacy events and activities. As a result of this work, 78% of families report reading to their children more than 3 days a week, and 78% of parents report increasing reading and/or book sharing with their child.

Good Samaritan Family Resource Center offers a variety of programs focusing on parenting and child development. In the second half of 2016, Good Sam offered 10-12 week workshops to 20 families through Abriendo Puertas and Crianza con Cariño. Of these families, 89% of parents demonstrated increased understanding of their child's development from pre to post-test, and 83% reported reading to their children at least 3 times per week. Additionally, of the 61 families served in the second half of 2016 through Exploremos Juntos, a parent-child interactive workshop, 85% demonstrated increased understanding of child development from pre to post-test, and 90% reported reading to their child at least 3 times per week.

MPN will be rolling out an Early Literacy Campaign in 2017 that will include parent and partner staff capacity building. We will align to the national Talk, Read, Sing campaign and will leverage the Literacy Champions Initiative through our literacy partner Tandem. This campaign will reach the majority of families with children ages 0-5 through a variety of ways: by integrating common messaging into partner programming, by providing families with tools and materials, and by asking families to make a pledge to talk, read, and sing to their children fifteen minutes a day, every day, and committing to be advocates for their child's needs.



Data Source & Measurement Challenges

Data for GPRA 12 was collected in the 2016 Neighborhood Survey. It will be collected again in 2017, and will be reported in July 2017.

Indicator 13. Parents encourage their K-8 children to read

GPRA Definition: Number and percent of parents or family members who report that they encourage their children to read outside of school. The Neighborhood Survey was used to collect and calculate this GPRA.

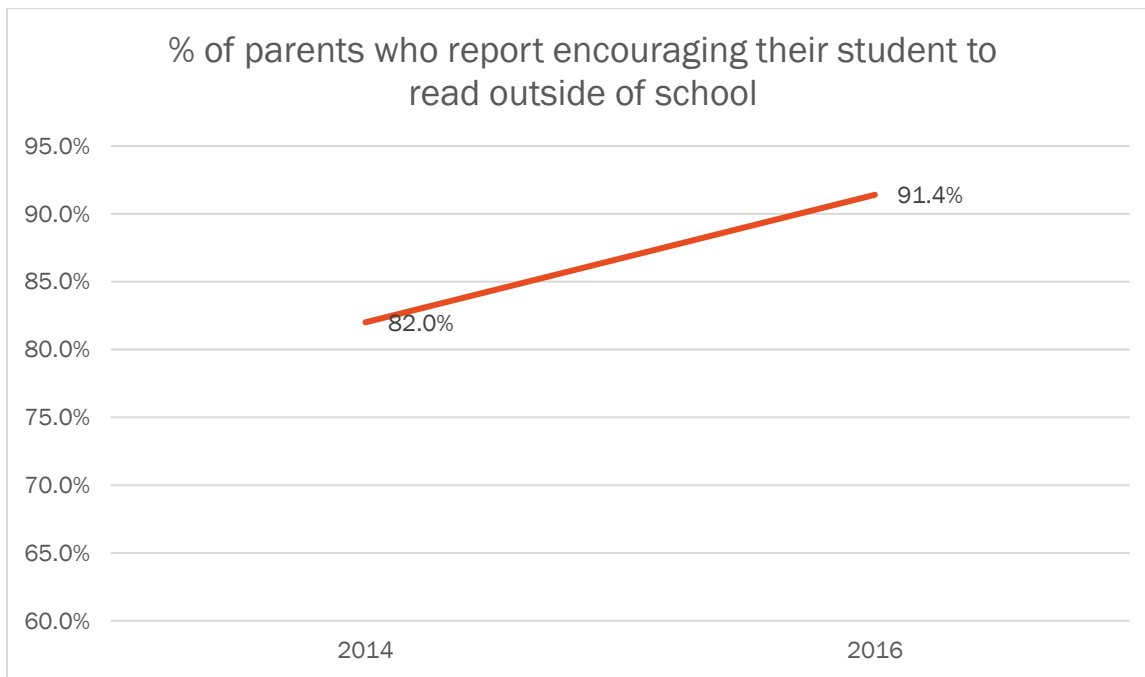
Solutions

- Early Literacy Services through Tandem
- Abriendo Puertas, Crianza con Cariño, and Exploremos Juntos: Good Samaritan
- MPN Early Literacy Campaign
- Making Connections Family Digital Literacy Program

Explanation of Progress



Figure 13.1 Increase in parents encouraging their children grades K-8 to read



Longitudinal trends for GPRA 13 show a continued increase in activity encouraging children to read outside of school.

Community Events

FSCs put on events in 2016 including a back-to-school full day of educational workshops for 200 families (who received backpacks for children upon completing the workshops) and a winter break book giveaway with the Children’s Book Project of San Francisco for MPN families.

Two-Generation Literacy Interventions

As MPN students continue to work toward English language fluency as a component of literacy, MPN partner Refugee Transitions (RT) promote two-generation English Language Development. In 2016, RT served 51 MPN parents and children in ESL classes and home-based tutoring (and 100 others who are technically outside of the footprint). Of the 28 participants who completed a full 40 hours of ESL tutoring, 23 advanced at least



NRS Educational Functioning Level in ESL, a common assessment for adult education. Refugee Transitions is the extended learning agency at San Francisco International High School, serving over 400 newcomer students, including Everett students who continue in the newcomer ELD track.

Making Connections provides Chromebooks and training on myON, a school-to-home literacy program. Through the curriculum, parents access resources through the San Francisco Public Library, the SFUSD, Common Sense Media, and Kinder 2 College. The Education Manager and FSC have broken the curriculum out into pieces to deliver in the eight Mission elementary schools. These eight serve over 1,000 Spanish speaking English learners, so the Literacy Campaign is building awareness around creating a literacy rich environment outside of the school to supplement student learning in the classroom.

Ongoing family partnership and education work through the family liaisons (literacy nights), community partners (workshops in schools), community trainings around promoting literacy in the home (Literacy Champion presentations), and integration of public library staff into MPN efforts (literacy campaign and book giveaway) grows community awareness around literacy. 91.4% of parents reported that they encourage their children to read in the MPN Neighborhood Survey.

Data Source & Measurement Challenges

Data for GPRA 13 was collected in the 2016 Neighborhood Survey. It will be collected again in 2017, and will be reported in July 2017.

Indicator 14. Parents talk to their teenagers about college and career

GPRA Definition: For children in the 9th to 12th grade, the number and percent of parents who report talking with their children about the importance of college and career.

Solutions

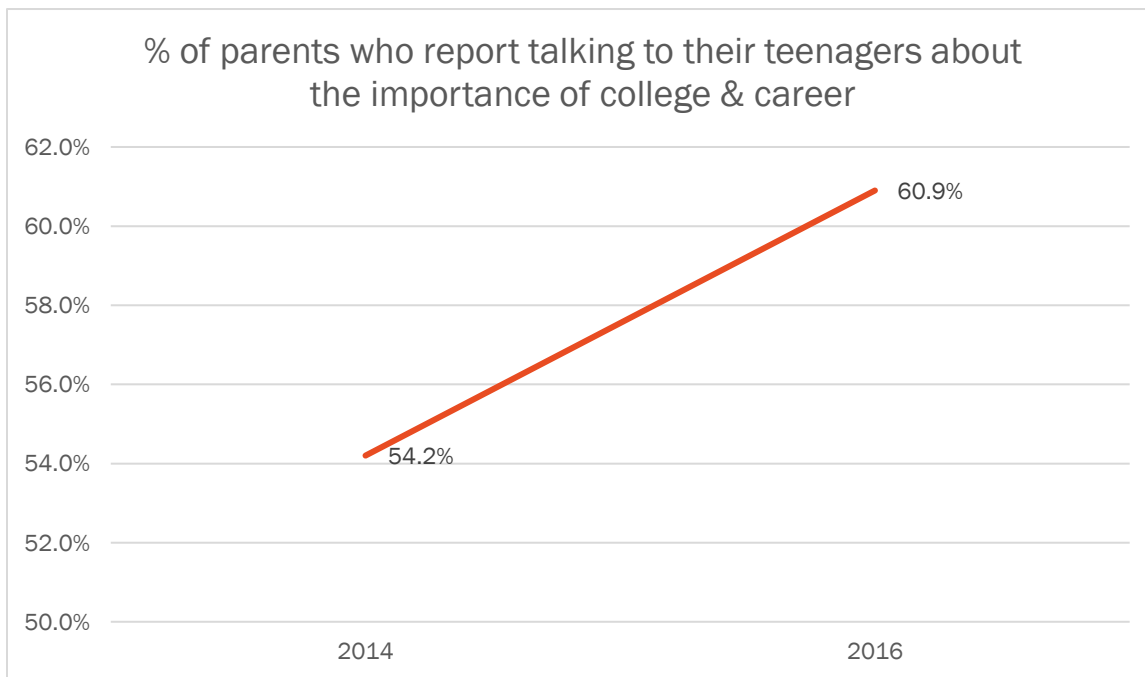
- Mission Graduates Parent Program & High School College Access Programming



- 7 Tepees Learning Center & High School College Access Programming
- MPN Community Advisory Council
- Promotora Program
- Family Success Coaches

Explanation of Progress

Figure 14.1 Increase in parents who discuss the importance of college and career with their high school students



Longitudinal trends for GPRA 14 show relatively unchanged (yet still high) figures for parents speaking to their children about college and career. Mission Graduates continues to build its college-going culture through various student and family events at the MPN schools. At Everett, they offered monthly workshops in English and Spanish, shared critical information about the transition to high school and college entry and persistence. At O’Connell, they offered workshops on college applications, FAFSA completions, and reported that 94% of all O’Connell students submitted a college application and 86% completed a FAFSA. Mission Graduates served a total of 408 students at Everett and 319



students at O'Connell in the second half of 2016. Seven Tepees runs work similar to Mission Graduates for another local school, Mission High School, to provide continued support to Everett Middle School alumni. This additional support provides a stronger continuum of services for students in the Mission, as only a fraction of Everett MS students attend MPN focus school O'Connell HS. This fall, 40 Everett alumni received one-on-one college and career resource counseling with 7 Tepees to build awareness of college eligibility requirements and the steps students need to take over the course of four years to attend college.

In addition to school-based work, Family Success Coaches supported outreach to families, in support of promoting participation in parent-leadership programs. Through the Mission Parent Council, MPN is engaging families to prepare at earlier stages to build and sustain a college-going culture in their homes by becoming advocates for their children and their community. The Mission Parent Council is comprised of MPN parents that are active in the community organizing efforts around education and other community needs who will build an action plan for their work in 2017. In addition, the MPN Leadership Program Manager also leads the Promotora Program, which is a community outreach worker model that is helping parents and families talk about college by promoting MPN services at local community events and referring families to MPN partners, including college-going services.

Data Source & Measurement Challenges

Data for GPRA 14 was collected in the 2016 Neighborhood Survey. It will be collected again in 2017, and will be reported in July 2017.



Result 10. Students have access to 21st century learning tools

Indicator 15: Students have access to internet and a connected computing device at school and at home

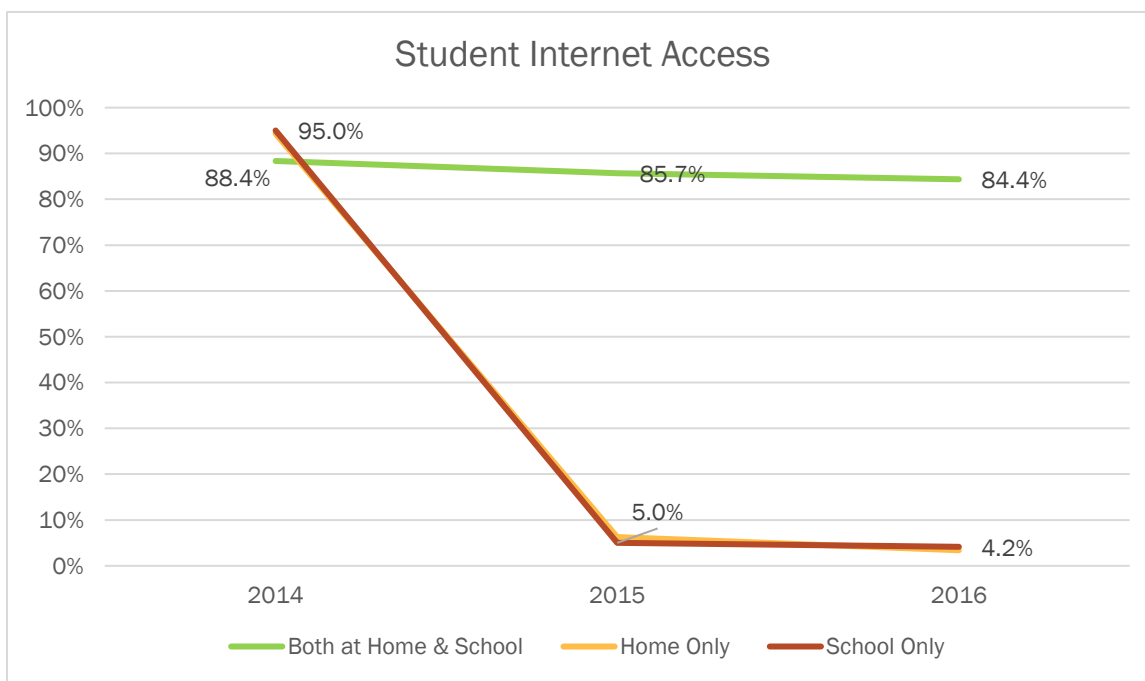
GPR Definition: Number and percent of students who have school and home access to broadband internet and a connected computing device.

Solutions

- Making Connections Family Digital Literacy
- Low-Cost Internet through MEDA
- Streetside Stories Digital Media Enrichment

Explanation of Progress

Figure 15.1: Student Access to Internet at home and at school



Longitudinal trends for GPRA 15 show a downward trend in overall access to internet at home. That said, students have ongoing access to the internet and computers, as well as iPads, in SFUSD schools. There is free wi-fi for students and educators in all school buildings. Students who receive Chromebooks through Making Connections are automatically connected to SFUSD wifi network to download books at campus.

In addition to the usual school day and after-school access, Streetside Stories brought digital storytelling to three MPN schools. They worked with students in the Bryant ES extended learning program (in partnership with the 4th and 5th grade teachers from Mission Graduates) and the Chavez ES fifth grade classes. At Everett MS, Streetside Stories pushed in to the newcomer ELD courses for a project; each student provided an overview of the weather patterns in his or her home country to share with the school in a Climate Change Showcase. At Bryant ES, students made videos about their home countries and family stories, culminating in a family showcase the day after the election. In total, 90 students participated in digital storytelling workshops.

Data Source & Measurement Challenges

Data for GPRA 15 was collected in the 2016 School Climate Survey. It will be collected again in 2017, and will be reported in July 2017.

