

LOCAL FLEX APPLICATION

COVER PAGE

We propose to enter into a Local-Flexibility Demonstration Agreement with the U.S. Department of Education to assist us in meeting our State's definition of adequate yearly progress and attaining specific, measurable goals for improving student achievement and narrowing achievement gaps.

LEA NAME: Seattle School District
 LEA ADDRESS: MS 33-182, PO Box 34165, Seattle, WA 98124-1165
 LEA NCES ID*: 5307710
 LEA CONTACT: Jay Iman, Grant Manager
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Programs the applicant proposes to consolidate under the Local-Flex Agreement:

Program Included (check)	Program	Formula amount to be consolidated SY 2003-04	Total formula amount received by the LEA SY 2003-04
X	Subpart 2 of Part A of Title II Teacher and Principal Training and Recruiting	\$3,230,318	\$3,230,318
X	Subpart 1 of Part D of Title II Enhancing Education through Technology	\$ 362,034	\$ 362,034
X	Subpart 1 of Part A of Title IV Safe and Drug-Free Schools and Communities	\$ 416,742	\$ 416,742
X	Subpart 1 of Part A of Title V Innovative Programs	\$ 339,460	\$ 339,460
Total			\$4,348,554

Note: The proposed start date of the agreement is September 1, 2003.

Authorized Representative *(Please type or print name clearly.)*

Raj Manhas

Title: Interim Superintendent
 Telephone No. 206-252-0169 Fax: 206-252-0179
 E-Mail Address: rmanhas@seattleschools.org

Signature of Authorized Representative

Date: September 17, 2002 (*Original*)
 July 17, 2003 (*Resubmit*)
 August 19, 2003 (*Resubmit**)

* Revised to reflect SY 2003-04 revenue estimates.



AN OVERVIEW TO SEATTLE'S LOCAL-FLEXIBILITY DEMONSTRATION PROGRAM

Prepared by the Office of Grant Services
November 24, 2003

- ❖ *Today, November 6, 2003, Mr. Ronald Tomalis, Acting Assistant Secretary for Elementary and Secondary Education, announced that Seattle Public Schools had been granted "a five-year local-flexibility authority" as authorized under Title VI, Part A Subpart 3, Chapter B of the No Child Left Behind Act of 2001.*

- ❖ *Seattle Public Schools is the first district in the nation to receive approval of its plan and to take advantage of the Local-Flexibility provision under the No Child Left Behind Act of 2001.*

- ❖ *This plan allows the District to consolidate specific federal formula grant funds to meet local priorities in exchange for increased accountability for student academic success.*

- ❖ *The intent of the District's Local-Flexibility Plan is to improve the quality of teaching and learning such that all students will meet State standards by the 2013-2014 School Year.*

Attachments:

- ✓ Abstract
- ✓ Local-Flex Demonstration Agreement
- ✓ Local-Flex Assurances
- ✓ Description of Strategies, Activities and Phases for Accessing Local-Flex Services
- ✓ List and Description of Tier One and Tier Two Schools
- ✓ Issues and Challenges for Implementing the District's Local-Flex Agreement with the U.S. Department of Education



Acknowledgement

We are gratified to see that the *No Child Left Behind Act of 2001* embodies many of the fundamental principles we have put into place. The flexibility afforded under the Local-Flex Demonstration Program is ideally suited to the effective use and integration of federal funds with other resources directed at meeting the needs of all students, especially the needs of students most at risk of not meeting State standards.

The effective use, integration and targeting of consolidated federal funds with non-consolidated funds and the alignment of the use of these funds with the vision, mission and priority goals and strategies of the Seattle Public Schools will greatly assist us in addressing the purposes and intent of the No Child Left Behind Act of 2001.

We look forward to the challenge of insuring that all students meet State standards and that the gaps in achievement between student groups is not only narrowed, but eliminated by the 2013-2014 school year.

Raj Manhas
Interim Superintendent
July 18, 2003

NOTE TO READER

This application represents an updated version of the Seattle Public Schools' *Local-Flex Demonstration Program Application* as originally submitted to the U.S. Department of Education (DOE) on September 17, 2002 and subsequently modified on October 10, 2002.

On April 11, 2003, Ms. Milagros Lanauze summarized the results of the Department of Education's administrative review of our Local-Flex Plan. She indicated that the DOE was extremely supportive of our application and that they would be willing to assist us in strengthening our Plan so the Secretary of Education could grant the District Local Flex authority under this program. The DOE offered (and the District accepted) the contractual services of Ms. Rosa Apodaca to assist the District in strengthening its application. Ms. Apodaca provided us with two days of valuable technical assistance (June 16 and June 17) in the rewriting of our application.

In addition to responding to the reviewer panel recommendations in this version of our Local-Flex Demonstration Program, we have:

- Included more current baseline student achievement data.
- Updated our annual performance targets so they are in direct alignment with the new State definition of "Adequate Yearly Progress" as approved by the DOE on April 30, 2003.
- Improved the coherence between the baseline student achievement data, measurable goals and selected interventions.
- Revised our strategies and interventions so they differentiate services so they are based upon the intensity of need by subgroup populations.
- Documented the "best practices" interventions that will be used to realize greater results in student learning, specifically in Reading and Mathematics.
- More widely distributed the general content of our Local-Flex Demonstration Program to building and central office staff.

The District will continue to work collaboratively with the U.S. Department of Education and the State Office of Public Instruction in the full implementation and operation of this five-year *Local-Flex Demonstration Program*.

TIMELINE OF EVENTS
Development, Submittal and Approval of the District's
Local-Flex Demonstration Program Plan

(A Seventeen Month Birth Cycle)

July 19, 2002	Request for Proposal Announce in the <i>Federal Register</i>
July 26, 2002	District Submits Its Notification of Intent to Submit an Application under the Local-Flex Demonstrations Program
September 24, 2002	District Submits Its Local-Flex Demonstration Application
October 21, 2002	District Submits Amendments to Application
February 26, 2003	GAO Conducts an Operations Review of the District Concerning the District's Decision to Apply (contracted by U.S. Legislature)
February 27, 2003	Urban Institute Conducts a Telephone Interview Regarding Our Decision to Apply (contracted by the U.S. Department. of Education)
April 14, 2003	District Receives Panel Review Comments from the U.S. Department of Education
July 17, 2003	District Resubmits Local-Flex Demonstration Application
August 19, 2003	District Submits Amendments to the Local-Flex Application
October 10 –13, 2003	Supplemental Information Submitted to the U.S. Dept. of Education
November 6, 2003	Acting Assistant Secretary of Elementary and Secondary Education Announces that the District Has Received Local-Flex Authority
November 12, 2003	District Conducts a Conference Call with Representatives from the U.S. Dept. of Education to Clarify Expectations

ACKNOWLEDGEMENTS

Seattle Public Schools

June Rimmer – Chief Academic Officer

Lynn Brogan, Director of Curriculum and Instruction

Mike McMann – Director, Instructional Services

Lin Carlson – Director, School Services

Manuel Ovena – Director, Technology Services

Mike O’Connell – Manager, Research, Evaluation and Assessment

Mary German, Grant Support Analyst

U.S. Department of Education

Milagros Lanauze, Program Officer – Local-Flex Program

ABSTRACT
 Seattle Public Schools
 Local-Flex Demonstration Program Application
 Revised, July 18, 2003

<ul style="list-style-type: none"> ▪ Status of Plan ▪ Length of Plan ▪ Needs to be Addressed ▪ Targeted Areas ▪ Targeted Schools ▪ Targeted Students ▪ Educational Goals ▪ Funds to be Consolidated ▪ Strategies 	<p>Submitted September 24, 2002; revised July 18, 2003</p> <p>Five years (September 1, 2003 to August 31, 2008)</p> <ol style="list-style-type: none"> 1. Improve the academic achievement of all students. 2. Narrow and eliminate the gaps in student achievement. <ol style="list-style-type: none"> 1. Academic Achievement: Reading and Mathematics. 2. Other Indicators: Unexcused absences and graduation rates. <p><u>Tier 1</u> Schools that have been identified as not meeting Adequate Yearly Progress.</p> <p><u>Tier 2</u> Other schools with student populations that need support to bring them up to State standards.</p> <ol style="list-style-type: none"> 1. Students with limited English proficiency. 2. Students from major racial and ethnic groups. 3. Economically disadvantaged students. 4. Students with disabilities. <ol style="list-style-type: none"> 1. All students enrolled in the Seattle Public Schools will reach or exceed State and District Standards in Reading and Mathematics by 2013-2014. 2. Disproportionality in student achievement in Reading and Mathematics will be eliminated by 2013-2014. 3. In grades 1-8, decrease the unexcused absence rate to 1% by 2013-2014. 4. In grades 9-12, achieve a four-year cohort high school graduation rate of 85% by June 2013-2014. <ol style="list-style-type: none"> 1. ESEA Title II Part A – Quality Principals and Teachers 2. ESEA Title II Part D – Enhancing Education Through Technology 3. ESEA Title IV Part A – Safe and Drug-Free Schools 4. ESEA Title V Part A – Innovative Programs <p>(Approximately \$ 4.5 million/year for the five years of the plan.)</p> <ol style="list-style-type: none"> 1. Improve teacher knowledge, rigor and skill in application of research-based practices and strategies for Mathematics, literacy content and pedagogy. <p>A. Budget: \$ 1,292,447 B. <u>Activities</u></p> <ol style="list-style-type: none"> 1. Expert Coaching in Reading and Mathematics.
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2. Comprehensive professional development in brain-based literacy instruction.

2. Improve teacher knowledge and skills in standards-based, culturally responsive teaching and learning, differentiation of instruction, and the use of data to inform instruction.

A. Budget: **\$ 327,196**

B. Activities

1. Professional development for culturally responsive teaching and learning.

3. Improve beginning teacher quality and preparation for service to underserved students of diverse backgrounds.

A. Budget: **\$ 347,585**

B. Activities

1. Mentors for beginning teachers of higher-need students and schools.

2. Human Resources for recruitment of quality teachers.

4. Enhance the integration of technology in the classroom for teacher productivity and for the teaching and learning program.

A. Budget: **\$ 362,034**

B. Activities

1. Deployment of Instructional Technology Master Teachers.

2. Provision of professional development for school-based technology teacher leaders.

5. Provide intervention and support services for academic achievement, re-entry and substance abuse issues for targeted students.

A. Budget: **\$ 864,361**

B. Activities

1. Hire Intervention Specialists.

2. Support Student Re-entry Programs.

3. Target support for bilingual students.

4. Conduct a bilingual program review.

5. Provide professional development for teachers of advanced learners.

▪ District
Contacts

▪ Fiscal

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▪ Program

Mike McMann, Director, Professional Development (206.252.0049)

▪ Teaching and Learning Division

June Rimmer, Chief Academic Officer (206.252.0181)

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- a) Description of Strategies, Activities and Plans for Assessing Services
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- c) **List and Descriptions of Tier Two Schools**

Introduction/Background

(a) Profile of the Seattle School District

The Seattle Public Schools is the Washington State's largest public school district with a total enrollment of approximately 47,000 students, grades K-12. Approximately 43 percent of these students are enrolled in our elementary schools (grades K-5) while the remaining 57 percent of the students are enrolled in our middle schools (grades 6-8) and high schools (grades 9-12).

The District staff includes over 7,300 employees of which 4,265 are certificated staff and 3,049 are classified staff. The Seattle Public Schools employs 2,710 highly qualified certificated teachers, grades K-12.

The Seattle Public Schools has adopted an operating budget of \$ 443 million for the 2002-2003 school year. Of these funds, approximately 55-60% are distributed to schools through a Weighted Student Formula and other formulas to support local school management and decision-making.

There is a rich ethnic/racial diversity in our student population (23% African American, 24% Asian, 40% Caucasian, 10% Hispanic, and 3% American Indian).

In 2002, approximately 13.5% of our students received Special Education Services while approximately 40% of our students qualified for free or reduced lunch. Students in the Seattle Public Schools speak more than 76 languages; 14% of our students received English as a Second Language (ESL) services.

From 2001 to 2002, Fourth grade reading, writing and math scores increased; Seventh grade reading writing and listening scores increased, and for the Tenth grade reading, writing, listening and math scores increased.

Seattle Public Schools operates a highly decentralized system of schools. Authority for budgeting, staffing and instructional program decisions reside at the building level. A “tight-loose” paradigm is being used where schools are expected to be “tight on the what” (i.e., student standards) while being allowed to be “loose on the how” (i.e., budget, staff, instructional and curricular program decisions). This approach has brought a significant gain in student achievement and community support, not however, without challenges. Within our Local-Flex application, you will see specific strategies employed to mediate circumstances where the “what” must be better defined and the “how” must be tightened in order to improve the quality and rigor of instruction and accelerate student achievement for all students. The District’s central service departments have been reorganized and transformed to

better coordinate and leverage the resources available through our Local-Flex Plan. Three service departments within the Teaching and Learning division, and one service department within the Operations division will share responsibility and authority for delivery of Local-Flex support.

These four departments (Student Services, School Services, Technology Services and Instructional Services) are collaboratively working together to develop action plans that optimize the impact and effectiveness of all resources in meeting the academic needs of the students. The strategies and interventions included in our Local-Flex Plan will deliver a coordinated, strategic plan designed to increase the rigor, quality responsiveness and relevance of the instructional program in addressing the academic needs of our students.

Although the District has experienced achievement gains, many students are not on track to meet standards in specific subject areas and significant gaps in minority student achievement still exist.

(b) Description of Major Strategies for Meeting the Academic Needs of All Students and Lowering the Achievement Gap Between Students

The Seattle Public Schools and its community are committed to raising the achievement level of ALL of its students, eliminating the gap between the highest and lowest achieving student populations, and eliminating the racial predictability and disproportionality of student populations that occupy the highest and lowest levels of achievement. This

commitment is evidenced in the Statement of the District’s mission,

vision and goals. (Please refer to Appendix B for a copy of the District's Strategic Goals and Priorities).

In order to achieve these strategic goals, the District has set rigorous academic standards and assessments, individualized and personalized teaching and learning, launched a K-12 reading and writing initiative, expanded the use of technology as a tool for student learning, established school leadership teams with a strong training and support component, and built strong community partnerships.

The Seattle Public Schools is in the process of creating a “standards-based technology-enriched environment” in order to enable all students to reach or exceed standards. The District has embarked upon an aggressive and challenging transformation process that impacts every classroom, school and department. This transformation process has become the centerpiece or driving force directed at improving student performance and reducing the achievement gap between student groups.

Following are the District's most significant reform initiatives designed to close the gap in student achievement:

- The development of school and central office transformation and action plans designed to accelerate student learning, assist all students to meet State standards, and to narrow and eliminate the gap in achievement between student groups.
- The adoption of a Weighted Student Formula designed to allocate dollars to schools for decision-making based upon the profiles of students rather

than allocating dollar resources based upon a student/teacher(adult) ratio.

- The implementation of a buy-back process where schools are more able to purchase and customize services to students.
- The implementation of a student assignment process that offers parents and students a “choice” in selecting a school for their child (children).
- The creation of Building Leadership Teams at each school (through a strong professional development program) to lead and guide school and classroom transformation.
- The initiation of a “Value Added Assessment Program” designed to assist Building Leadership Teams in analyzing data for school improvement.
- The provision of Teacher/Mentor Workshops designed to assist new and inexperienced teachers meet the needs of their diverse student populations.
- The implementation of an on-going training and professional development program for ALL staff pertaining to the impact that race, culture and ethnicity have upon student achievement and overall performance and ways in which we might effectively address these impacts and improve student performance.

(c) Coordination of Local-Flex Demonstration Program Funds with Other Resources

The Seattle Public Schools has and will continue to coordinate the use of Local-Flex funds with local, state and other federal funds received by the District. Local-Flex Funds under the four authorized federal programs will supplement, support and enhance local efforts directed at meeting the needs of all of our students and especially those students who are most at risk of failure. These consolidated federal funds (estimated to be approximately \$ 5 – 6 million/year over the next five years), in combination with other special purpose funds (e.g. other federal, state,

county, city and foundation funds), will be used by schools and central support service units to assist schools in implementing their school transformation plans directed at getting ALL students to State standards. Continual assessments will be made throughout the period of the agreement to insure that these funds are being used effectively and that the schools are successful in meeting their stated achievement goals and measurable objectives.

Program Narrative (Selection Criteria)

(a) Identification of the Need for the Local-Flex Agreement (Baseline Academic Data) (25 points)

1. Introduction

The major indicator of academic achievement for all schools in the State of Washington is student performance on the Washington Assessment of Student Learning (WASL). This is a criterion reference assessment that measures the extent to which students meet the State's academic standards in reading, mathematics, writing, communication and listening.

The WASL was developed by Riverside Publishing Company using a collaborative team of Washington State educators and Riverside test development experts. The State assessment is given in late April each spring to students in grades, 4, 7 and 10. The WASL is scored in June and July by trained scorers at NCS, Inc. supplemented by trained Washington classroom teachers. The assessment is reviewed by a national panel of testing experts and is subject to *rigorous validity and reliability analysis* by Riverside Publishing Company.

In this needs assessment, only achievement data for reading and mathematics are used. In addition to this achievement data, we have used two other pertinent indicators of student performance – unexcused absences and high school graduation rates.

For each, reading and mathematics, we have disaggregated the data for each of the following four categories:

- Ethnicity
- Free and reduced price lunch
- Special Education
- Bilingual Education

In addition, we have included performance data related to unexcused absences and high school graduation rates.

2. Expectations in Meeting Adequate Yearly Progress

The Seattle Public Schools has completed an initial analysis as to how both the District and individual schools might expect to meet the State's Adequate Yearly Progress (AYP) targets for Reading, Mathematics, high school graduation rates and unexcused absences. Refer to Appendix C for a copy of the approved Washington State Accountability System Plan.

For each school and for the entire District at grades 4, 7 and 10 (the grades where the Washington Assessment of Student Learning is administered), we have estimated whether the school or District would make Adequate Yearly Progress in the 2002-2003 school year. These estimates assume that student achievement remains at the same level for the 2002-2003 school year as was actually achieved in the 2001-2002 school year. This analysis allows us to forecast which schools and which

sub-groups will not likely reach the AYP targets as established by the State of Washington.

Note: 2002-2003 test data will not be published until mid-August 2003.

As a result, for this Plan, we have included estimated school performance for the 2002-2003 school year.

District Level Data

Tables 1, 2 and 3 summarize the district-wide data for grades 4 (Table 1), 7 (Table 2) and 10 (Table 3). For each level, the table contains estimated achievement in Reading and Mathematics by sub-group. For grades 4 and 7, the table provides performance data related to unexcused absences; for grade 10, the table provides performance data related to high school graduation rates.

Open circles indicate that the sub-group within Reading and Mathematics are likely to make AYP in 2003 if WASL scores are similar to 2002. A partially opened circle indicates that there are some questions about whether the sub-group will make AYP. Closed circles indicate that it is likely that the sub-group will not make AYP

**Seattle Public Schools
Estimated Achievement of Adequate Yearly Progress (AYP) Goals in 2003
Grade 4 Total**

TABLE 1

Spring 2002 Grade 4 WASL										
Reading										
Group	April 1, 2002 Enrollment	No Longer Enrolled	Exempt	Not Continuously Enrolled	Count for AYP	Pct Met Standard	Pct Met in '02 plus Std Error	Spg 2003 AYP Target	Diff	Goal Achievement*
All	3,825	11	88	199	3,527	65.9%	67.2%	56.2%	11.0%	○
Afr Amer	886	3	27	39	817	44.3%	47.2%	56.2%	-9.0%	●
Asian	822	3	17	21	781	67.0%	69.8%	56.2%	13.6%	○
Latino	417	2	13	25	377	52.8%	57.0%	56.2%	0.8%	○
Nat Amer	110	0	2	5	103	55.3%	63.4%	56.2%	7.2%	○
White	1,590	3	29	109	1,449	81.6%	83.3%	56.2%	27.1%	○
Sp Ed	582	4	67	16	495	36.0%	39.5%	56.2%	-16.7%	●
Bilingual	393	2	26	20	345	24.6%	28.4%	56.2%	-27.8%	●
F/R Lunch	1,674	9	51	91	1,523	46.2%	48.3%	56.2%	-7.9%	●

Mathematics										
Group	April 1, 2002 Enrollment	No Longer Enrolled	Exempt	Not Continuously Enrolled	Count for AYP	Pct Met Standard	Pct Met in '02 plus Std Error	Spg 2003 AYP Target	Diff	Goal Achievement*
All	3,825	12	82	199	3,532	52.5%	53.9%	35.6%	18.3%	○
Afr Amer	886	4	26	39	817	22.9%	25.3%	35.6%	-10.3%	●
Asian	822	2	15	21	784	57.5%	60.4%	35.6%	24.8%	○
Latino	417	2	13	25	377	38.2%	42.3%	35.6%	6.7%	○
Nat Amer	110	0	2	5	103	38.8%	46.7%	35.6%	11.1%	○
White	1,590	4	26	109	1,451	71.1%	73.1%	35.6%	37.5%	○
Sp Ed	582	3	62	16	501	28.7%	32.0%	35.6%	-3.6%	●
Bilingual	393	2	25	20	346	16.5%	19.8%	35.6%	-15.8%	●
F/R Lunch	1,674	9	47	91	1,527	30.7%	32.6%	35.6%	-3.0%	○

* Open circles = likely to make AYP in 2003 if WASL scores similar to 2002
 Partially Open Circles = some question about making AYP in 2003 unless WASL scores improve in 2003
 Closed Circles = making AYP is questionable in 2003 based on WASL performance in 2002
 Notes: "Percent Met in '02 plus Std Error," "Spg 2003 AYP Target," and "Diff" not reported for Ns less than 30.
 Students are included in all categories for which they qualify.

2001 - 2002 Attendance Rate: Percentage of Unexcused Absences					
District Total:	0.8%	State Target:	Less Than 1.0%	Difference:	-0.2%

**Seattle Public Schools
Estimated Achievement of Adequate Yearly Progress (AYP) Goals in 2003
Grade 7 Total**

TABLE 2

Spring 2002 Grade 7 WASL										
Reading										
Group	April 1, 2002 Enrollment	No Longer Enrolled	Exempt	Not Continuously Enrolled	Count for AYP	Pct Met Standard	Pct Met in '02 plus Std Error	Spg 2003 AYP Target	Diff	Goal Achievement*
All	3,477	15	77	241	3,144	46.1%	47.6%	35.9%	11.7%	○
Afr Amer	766	6	21	62	677	21.1%	23.7%	35.9%	-12.2%	●
Asian	820	1	13	31	775	41.9%	44.8%	35.9%	8.9%	○
Latino	327	1	18	25	283	33.6%	38.2%	35.9%	2.3%	○
Nat Amer	89	2	3	6	78	32.1%	40.8%	35.9%	4.9%	○
White	1,475	5	22	117	1,331	64.6%	66.8%	35.9%	30.9%	○
Sp Ed	525	4	57	34	430	10.0%	12.4%	35.9%	-23.5%	●
Bilingual	342	1	29	32	280	4.6%	6.7%	35.9%	-29.2%	●
F/R Lunch	1,507	6	58	125	1,318	24.4%	26.3%	35.9%	-9.6%	●

Mathematics										
Group	April 1, 2002 Enrollment	No Longer Enrolled	Exempt	Not Continuously Enrolled	Count for AYP	Pct Met Standard	Pct Met in '02 plus Std Error	Spg 2003 AYP Target	Diff	Goal Achievement*
All	3,477	15	76	241	3,145	31.3%	32.7%	24.2%	8.5%	○
Afr Amer	766	6	21	62	677	7.2%	8.8%	24.2%	-15.4%	●
Asian	820	1	13	31	775	31.6%	34.3%	24.2%	10.1%	○
Latino	327	1	18	25	283	17.0%	20.7%	24.2%	-3.5%	●
Nat Amer	89	2	3	6	78	20.5%	28.0%	24.2%	3.8%	○
White	1,475	5	21	117	1,332	46.9%	49.1%	24.2%	24.9%	○
Sp Ed	525	4	56	34	431	3.9%	5.4%	24.2%	-18.8%	●
Bilingual	342	1	29	32	280	4.3%	6.3%	24.2%	-17.9%	●
F/R Lunch	1,507	6	58	125	1,318	11.4%	12.8%	24.2%	-11.4%	●

* Open circles = likely to make AYP in 2003 if WASL scores similar to 2002
 Partially Open Circles = some question about making AYP in 2003 unless WASL scores improve in 2003
 Closed Circles = making AYP is questionable in 2003 based on WASL performance in 2002
 Notes: "Percent Met in '02 plus Std Error," "Spg 2003 AYP Target," and "Diff" not reported for Ns less than 30.
 Students are included in all categories for which they qualify.

2001 - 2002 Attendance Rate: Percentage of Unexcused Absences					
District Total:	0.8%	State Target:	Less Than 1.0%	Difference:	-0.2%

Prepared by SISO

7/2/03

Seattle Public Schools
Estimated Achievement of Adequate Yearly Progress (AYP) Goals in 2003
Grade 10 Total

TABLE 3

Spring 2002 Grade 10 WASL

Reading										
Group	April 1, 2002 Enrollment	No Longer Enrolled	Exempt	Not Continuously Enrolled	Count for AYP	Pct Met Standard	Pct Met in '02 plus Std Error	Spg 2003 AYP Target	Diff	Goal Achievement*
All	3,583	37	52	390	3,104	55.7%	57.2%	52.9%	4.3%	○
Afr Amer	807	16	22	114	655	24.7%	27.5%	52.9%	-25.4%	●
Asian	807	11	8	59	729	56.2%	59.2%	52.9%	6.3%	○
Latino	353	3	10	38	302	45.4%	50.1%	52.9%	-2.8%	○
Nat Amer	82	0	3	15	64	62.5%	72.5%	52.9%	19.6%	○
White	1,534	7	9	164	1,354	72.3%	74.3%	52.9%	21.4%	○
Sp Ed	396	8	27	53	310	16.8%	20.3%	52.9%	-32.6%	●
Bilingual	377	6	27	28	316	14.2%	17.4%	52.9%	-35.5%	●
F/R Lunch	1,315	20	38	137	1,120	33.7%	36.0%	52.9%	-16.9%	●

Mathematics										
Group	April 1, 2002 Enrollment	No Longer Enrolled	Exempt	Not Continuously Enrolled	Count for AYP	Pct Met Standard	Pct Met in '02 plus Std Error	Spg 2003 AYP Target	Diff	Goal Achievement*
All	3,583	40	59	390	3,094	37.8%	39.2%	31.1%	8.1%	○
Afr Amer	807	17	22	114	654	8.4%	10.2%	31.1%	-20.9%	●
Asian	807	13	8	59	727	38.8%	41.8%	31.1%	10.7%	○
Latino	353	4	9	38	302	21.9%	25.8%	31.1%	-5.3%	●
Nat Amer	82	0	3	15	64	35.9%	45.8%	31.1%	14.7%	○
White	1,534	6	17	164	1,347	55.2%	57.4%	31.1%	26.3%	○
Sp Ed	396	10	35	53	300	7.0%	9.4%	31.1%	-21.7%	●
Bilingual	377	7	27	28	315	11.4%	14.3%	31.1%	-16.8%	●
F/R Lunch	1,315	25	40	137	1,113	17.6%	19.5%	31.1%	-11.6%	●

* Open circles = likely to make AYP in 2003 if WASL scores similar to 2002
 Partially Open Circles = some question about making AYP in 2003 unless WASL scores improve in 2003
 Closed Circles = making AYP is questionable in 2003 based on WASL performance in 2002.
 Notes: *Percent Met in '02 plus Std Error," *Spg 2003 AYP Target," and *Diff" not reported for Ns less than 30.
 Students are included in all categories for which they qualify.

Class of 2002 Graduation Rate

District Total: 59.9% State Target: At Least 73.0% Difference: -13.1%

Prepared by SISO

7/2003

Analysis of District Level Data

As can be seen in Tables 1, 2 and 3, it is very likely that the District will not reach the AYP targets in each of the three grade levels. In each grade level for Reading and Mathematics, the sub-groups African American, Special Education, Bilingual and Free and Reduced Priced Lunch you have a high likelihood of not attaining the AYP target in 2003 (evidenced by “closed circles”). In addition, at grades 7 and 10, Latinos will probably not reach the AYP target in Mathematics. It is also likely that the high school graduation rate will fall short of the AYP target.

School Level Data

Table 4 summarizes district-wide performance data at the building level. This table provides data as to the **projected number of schools** that are not likely to make AYP in Reading and Mathematics. In addition, it provides information as to the total number of sub-groups by grade level that are not likely to make AYP targets. This table only includes schools where the number of students in a sub-group is greater than 30 students.

Table 5, 6 and 7 provide a sample of projected student academic performance data for an individual school (Table 5 – Cooper Elementary School, Table 6 – Denny Middle School and Table 7 – Rainier Beach High School). In addition to containing information related to academic performance on the WASL, it contains information related to the unexcused absence rate for elementary and middle schools, and the graduation rate for high schools.

TABLE 4

District-Wide Summary
 Adequate Yearly Progress (AYP)
 2003 AYP Targets Using 2001-2002 WASL and Graduation Rate
 Data and 2002-2003 Attendance Data

WASL Reading and Mathematics AYP Criteria (sub-groups where N is greater than 30)

A. Number of schools meeting AYP in Reading and Mathematics

Criteria	Grade 4	Grade 7	Grade 10
All sub-groups meeting AYP	52	5	4

B. Number of schools *not* meeting AYP in Reading and Mathematics

Criteria	Grade 4	Grade 7	Grade 10
One or two sub-groups fail AYP	6	3	2
Three to six sub-groups fail AYP	6	5	3
More than six sub-groups fail AYP	0	4	4

C. Number of schools where all sub-groups are less than 30 and not counted above in A or B.

Criteria	Grade 4	Grade 7	Grade 10
Schools with all sub-groups less than 30	7	6	7

D. Number of sub-groups failing to meet AYP in Reading and Mathematics

Criteria	Grade 4	Grade 7	Grade 10
Number of total sub-groups failing to make AYP	7	9	9

E. Number of schools where all sub-groups meet AYP (A) but fail to meet unexcused absence target or high school graduation target

Criteria	Grades 1-5	Grades 6-8	Class 2002
Failed 1% unexcused absence target	3	1	-
Failed 73% high school Graduate rate target	-	-	2

F. Number of schools failing one or more AYP targets (Totals of B and E)

Criteria	Grade 4	Grade 7	Grade 10
Schools failing one or more AYP targets	15	13	11

TABLE 5

**Seattle Public Schools
Estimated Achievement of Adequate Yearly Progress (AYP) Goals in 2003
Cooper Elementary**

Spring 2002 Grade 4 WASL

Reading

Group	April 1, 2002 Enrollment	No Longer		Not Continuously Enrolled	Count for AYP	Pct Met In '02 plus Std Error		Spg 2003 AYP Target		Goal Achievement*
		Enrolled	Exempt			Pct Met Standard	Std Error	Target	Diff	
All	63	0	0	8	55	41.8%	52.7%	56.2%	-3.5%	⬇
Afr Amer	16	0	0	2	14	21.4%				
Asian	20	0	0	2	18	44.4%				
Latino	14	0	0	1	13	53.8%				
Nat Amer	0	0	0	0	0					
White	13	0	0	3	10	50.0%				
Sp Ed	9	0	0	0	9	0.0%				
Bilingual	15	0	0	2	13	23.1%				
F/R Lunch	56	0	0	7	49	38.8%	50.3%	56.2%	-5.9%	⬇

Mathematics

Group	April 1, 2002 Enrollment	No Longer		Not Continuously Enrolled	Count for AYP	Pct Met In '02 plus Std Error		Spg 2003 AYP Target		Goal Achievement*
		Enrolled	Exempt			Pct Met Standard	Std Error	Target	Diff	
All	63	0	0	8	55	21.8%	31.0%	35.6%	-4.6%	⬇
Afr Amer	16	0	0	2	14	14.3%				
Asian	20	0	0	2	18	11.1%				
Latino	14	0	0	1	13	30.8%				
Nat Amer	0	0	0	0	0					
White	13	0	0	3	10	40.0%				
Sp Ed	9	0	0	0	9	11.1%				
Bilingual	15	0	0	2	13	7.7%				
F/R Lunch	56	0	0	7	49	20.4%	29.9%	35.6%	-5.7%	⬇

* Open circles – likely to make AYP in 2003 if WASL scores similar to 2002
 Partially Open Circles – some question about making AYP in 2003 unless WASL scores improve in 2003
 Closed Circles – making AYP is questionable in 2003 based on WASL performance in 2002.
 Notes: *Percent Met in '02 plus Std Error,* *Spg 2003 AYP Target,* and *Diff* not reported for Ns less than 30.
 Students are included in all categories for which they qualify.

2001 - 2002 Attendance Rate: Percentage of Unexcused Absences

School: 1.8% State Target: Less Than 1.0% Difference: 0.8%

Prepared by SISO

7/7/03

7/7/03

TABLE 6

Seattle Public Schools
 Estimated Achievement of Adequate Yearly Progress (AYP) Goals in 2003
 Denny Middle School

Spring 2002 Grade 7 WASL

Reading

Group	April 1, 2002 Enrollment	No Longer		Not Continuously Enrolled	Count for AYP	Pct Met Standard	Pct Met In '02 plus Std Error	Spg 2003 AYP		Goal Achievement*
		Enrolled	Exempt					Target	Diff	
All	268	1	15	24	228	32.0%	37.1%	35.9%	1.2%	○
Afr Amer	59	0	4	6	49	18.4%	27.5%	35.9%	-8.4%	●
Asian	66	1	0	5	60	30.0%	39.7%	35.9%	3.8%	○
Latino	53	0	5	6	42	33.3%	45.3%	35.9%	9.4%	○
Nat Amer	9	0	1	0	8	12.5%				
White	81	0	5	7	69	44.9%	54.6%	35.9%	18.9%	○
Sp Ed	59	0	15	4	40	0.0%	0.0%	35.9%	-35.9%	●
Bilingual	41	0	5	5	31	3.2%	8.4%	35.9%	-27.5%	●
F/R Lunch	180	0	12	18	150	25.3%	31.1%	35.9%	-4.8%	●

Mathematics

Group	April 1, 2002 Enrollment	No Longer		Not Continuously Enrolled	Count for AYP	Pct Met Standard	Pct Met In '02 plus Std Error	Spg 2003 AYP		Goal Achievement*
		Enrolled	Exempt					Target	Diff	
All	268	1	15	24	228	14.5%	18.3%	24.2%	-5.9%	●
Afr Amer	59	0	4	6	49	6.1%	11.7%	24.2%	-12.5%	●
Asian	66	1	0	5	60	18.3%	26.5%	24.2%	2.3%	○
Latino	53	0	5	6	42	7.1%	13.6%	24.2%	-10.6%	●
Nat Amer	9	0	1	0	8	0.0%				
White	81	0	5	7	69	23.2%	31.6%	24.2%	7.4%	○
Sp Ed	59	0	15	4	40	0.0%	0.0%	24.2%	-24.2%	●
Bilingual	41	0	5	5	31	3.2%	8.4%	24.2%	-15.8%	●
F/R Lunch	180	0	12	18	150	9.3%	13.2%	24.2%	-11.0%	●

* Open circles = likely to make AYP in 2003 if WASL scores similar to 2002

Partially Open Circles = some question about making AYP in 2003 unless WASL scores improve in 2003

Closed Circles = making AYP is questionable in 2003 based on WASL performance in 2002.

Notes: "Percent Met in '02 plus Std Error," "Spg 2003 AYP Target," and "Diff" not reported for Ns less than 30. Students are included in all categories for which they qualify.

2001 - 2002 Attendance Rate: Percentage of Unexcused Absences

School: 3.5% State Target: Less Than 1.0% Difference: 2.5%

Prepared by SISO

7/7/03

TABLE 7

Seattle Public Schools
 Estimated Achievement of Adequate Yearly Progress (AYP) Goals in 2003
 Rainier Beach High School

Spring 2002 Grade 10 WASL

Reading

Group	April 1, 2002 Enrollment	No Longer Enrolled		Not Continuously Enrolled	Count for AYP	Pct Met In '02 plus Std Error		Spq 2003 AYP Target	Diff	Goal Achievement*
		Enrolled	Exempt			Pct Met Standard	Std Error			
All	184	4	0	45	135	25.9%	32.1%	52.9%	-20.8%	⬇
Afr Amer	98	3	0	19	76	18.4%	25.7%	52.9%	-27.2%	⬇
Asian	48	1	0	13	34	39.2%	51.9%	52.9%	-1.0%	⊖
Latino	14	0	0	5	9	22.2%				
Nat Amer	1	0	0	0	1	100.0%				
White	23	0	0	8	15	33.3%				
Sp Ed	21	1	0	4	16	6.3%				
Bilingual	31	0	0	7	24	12.5%				
F/R Lunch	120	4	0	21	95	23.2%	30.3%	52.9%	-22.6%	⬇

Mathematics

Group	April 1, 2002 Enrollment	No Longer Enrolled		Not Continuously Enrolled	Count for AYP	Pct Met In '02 plus Std Error		Spq 2003 AYP Target	Diff	Goal Achievement*
		Enrolled	Exempt			Pct Met Standard	Std Error			
All	184	4	0	45	135	14.8%	19.8%	31.1%	-11.3%	⬇
Afr Amer	98	3	0	19	76	6.6%	11.3%	31.1%	-19.8%	⬇
Asian	48	1	0	13	34	32.4%	45.6%	31.1%	14.5%	⊖
Latino	14	0	0	5	9	11.1%				
Nat Amer	1	0	0	0	1	0.0%				
White	23	0	0	8	15	20.0%				
Sp Ed	21	1	0	4	16	0.0%				
Bilingual	31	0	0	7	24	12.5%				
F/R Lunch	120	4	0	21	95	9.5%	14.4%	31.1%	-16.7%	⬇

* Open circles – likely to make AYP in 2003 if WASL scores similar to 2002
 Partially Open Circles – some question about making AYP in 2003 unless WASL scores improve in 2003
 Closed Circles – making AYP is questionable in 2003 based on WASL performance in 2002.
 Notes: *Percent Met in '02 plus Std Error, **Spq 2003 AYP Target, and "Diff" not reported for Ns less than 30.
 Students are included in all categories for which they qualify.

Class of 2002 Graduation Rate

School: 52.9% State Target: At Least 73.0% Difference: -20.1%

Prepared by SISO

7/7/03

Analysis of School Level Data

Based upon data summarized in Table 4, coupled with the assumption that performance in 2003 will be very close to actual performance in 2002, it is possible that as many as 39 different schools will fail to meet one or more AYP targets. Of these, 33 schools may fail AYP based on student academic performance on the WASL.

3. Characteristics of the Schools in the District (including achievement trends)

The Seattle Public Schools is comprised of 110 schools with the following grade span groupings: elementary (K-5), middle (6-8), high (9-12) and nontraditional grade span groupings (e.g. K-8, and K-12). School enrollment ranges from a low of 192 students at the elementary grade level (Bagley) to a high of 1,725 at the high school level (Roosevelt). For the current school year (2002-2003), there are thirty-nine (39) identified ESEA Title I Part A eligible and participating schools; of these, six have been identified by the State for School Improvement. Approximately 30% of the District's enrollment attends ESEA Title I participating schools. The poverty index of schools range from a high of ninety-two (92) percent (High Point Elementary School) to a low of eight (8) percent (Whittier Elementary School). The ethnic distribution of our schools range from 2.1% white at Dearborn Park to 80.3% white at Loyal Heights.

4. Schools and Student Subgroups Targeted by this Agreement

The Seattle Public Schools Local-Flex Plan will target two levels of schools depending upon the disaggregated student needs.

- **Tier One Schools**

The District will target schools for receipt of services from funds consolidated under our Local-Flex Plan. These schools will be

identified based on the profile of their anticipated Adequate Yearly Progress.

- ***Selection Criteria for Tier One Schools***

- Category A Schools

- Schools (prior to the start of 2002-2003 school year) that did not make Adequate Yearly Progress for two consecutive years and have been identified by the State for school improvement (six schools).

- Category B Schools

- Schools (prior to the start of the 2003-2004 school year) that did not make Adequate Yearly Progress during the 2002-2003 school year (estimated to be between 35-40 schools).

- ***Rationale***

The depth and complexity of need in our most-challenged “Tier One” schools is based on a matrix of interrelated school-wide factors. Our most-challenged schools face the highest teacher turnover and thus include many of the least experienced staff. The ethnic demography of the student population is difficult to match with an equivalently diverse teaching corps, contributing to a “culture gap” between school adults and the children and their families. The leadership demands faced by principals in these

schools can outstrip the training received in administrative preparation programs. These and other factors indicate the need to adopt a comprehensive, school-wide approach to intervention and support in our most-challenged schools.

- **Tier Two Schools**

In addition to targeting funds for Tier One schools, the District will deploy funds and services to schools system-wide to address the needs of students who will need additional support to bring them up to State standards, with particular emphasis on support for students of identified subpopulations under performing district-wide:

1. Students with limited English proficiency.
2. Students from major racial and ethnic groups.
3. Economically disadvantaged students.
4. Students with disabilities.

- ***Selection Criteria for Tier Two Schools***

- Category A Schools

Schools (prior to the start of 2003-2004 school year) that technically made Adequate Yearly Progress during the 2002-2003 school year, but only because the number of students in a sub-group was less than 30 students. Had the number been

less (i.e., 10 students), the school would not have made Adequate Yearly Progress (estimated to be between 15-20 schools).

Category B Schools

Schools that made Adequate Yearly Progress but have students representative of the District sub-groups that did not make Adequate Yearly Progress, i.e., Free and Reduced Priced Lunch, African American, Special Education, Bilingual and Latino student populations (estimated to be between 45-50 schools).

- ***Rationale***

We as a district must deepen and improve the quality of a rigorous curriculum in order to accelerate the learning of all students at risk of not achieving standards by 2014. Careful analysis and strategic deployment of resources to address the systemic causes of student underperformance must be accomplished if we are to succeed in this goal. Preliminary investigations into the roots of the problem indicate the direction we must take. It is evident that underserved students (of color, of poverty, English language learners and Special Education) across our system are subject to incoherence of curriculum and instructional methods. We must therefore work with teachers across the system to standardize the curriculum and calibrate delivery of research-based instruction,

especially in reading and mathematics. Our underserved students are frequently subject to inequity in teacher expectations for both behavior and performance. We must therefore work with the teachers of these students to build capacity for high expectations and relevant school environments. An important dimension of this piece of work will be to create and share a common vision of rigor for all students. Of particular note are the needs along this dimension of Hispanic and Native American students. These two subpopulations are of an extreme minority in our system, the particular nuances of their cultural milieu are least represented in their schools and their teacher’s instruction. Our most-challenged students often receive instruction from the least experienced of teachers, we must provide additional support for the induction and school-specific preparation of beginning teachers. Students across our system struggle with nonacademic deterrents to learning in their environment beyond school, and we must therefore provide a safe haven and compensatory strategies within their school lives. There is inequity in student access and use of technologies – so-called “digital divide” – and we must bolster the experiences with technologies our students experience at school. Details of these targeted strategies will be outlined in Section C. Disaggregated achievement and performance data for Tier Two schools are also displayed in this section of our application.

- **Concentration of Services**

Based upon the limited level of funding contained within our Local-Flex Demonstration Plan, we will target services to approximately 20-25 schools in Tier One schools (focusing attention to those schools with the greatest intensity of need) and to the sub- populations in Tier Two schools based upon the intensity of need within the sub-population groups.

5. Identification of Student Groups That Will be the Focus of the Activities Under this Agreement

Consistent with the provisions of the *No Child Left Behind Act of 2001*, the District will focus its activities on assisting the highest-priority student subgroups, according to the Annual Yearly Progress data, within each of the two priority school classifications identified earlier. Our data analysis indicates that the following student subpopulations are among those of greatest need district-wide:

1. Students with limited English proficiency.
2. Students from major racial and ethnic groups.
3. Economically disadvantaged students.
4. Students with disabilities.

6. Discussion of the District's Need for Additional Flexibility

For the current school year (2002-2003), the District has taken advantage of the flexibility provided under the No Child Left Behind Act

of 2001 [Authority to Transfer Funds, Title VI, Subpart 2, Section 6123 (b)].

The District transferred approximately \$ 1.2 million or 35% of its \$ 3.4 million allocation under ESEA Title II Part A (Teacher and Principal Recruitment) to ESEA Title V Part A (Innovative Programs). This was done to assist students most-at risk of not meeting State standards to re-enter school, attend a safe learning environment, experience a lower teacher/student ratio (smaller class size), and to continue to receive supplemental instructional services that were discontinued because of cuts in local State funding.

With assistance from the Bill and Melinda Gates Foundation, all of the schools within the Seattle Public Schools have implemented, with significant community input, accelerated learning plans or school transformation plans directed at bringing all students to State standards by the 2005 school year. These plans identify specific school and classroom strategies to be used to raise the achievement levels of all students in reading, writing, mathematics, and science as well as to lower the gaps in achievement between student groups. Using local funds distributed to schools through the District's Weighted Student Formula and through the Bill and Melinda Gates Foundation, local school communities have the decision-making authority to determine how best to use these distributed funds to reach these challenging

achievement targets. By being provided increased flexibility under Local-Flex Demonstration Plan, schools and school support units will be in a much better position to effectively integrate, enhance and supplement their school and central office transformation efforts. This increased flexibility (consolidation of funds) will appreciably strengthening the ability of our schools and school communities to improve the achievement of all of our students. By placing authority, responsibility, accountability and resource flexibility at the building-level, we expect accelerated increases in student performance. The approval of our Local-Flex Demonstration Program application will greatly assist us in reaching our collective vision, mission, and performance targets for our students.

7. Discussion and Evidence of Objectivity, Validity, Reliability of the Data

The test instrument used by the State of Washington (Washington Assessment of Student Learning) to assess student performance was subject to a rigorous validity and reliability analysis by a national panel of testing experts under the auspices of the Riverside Publishing Company. The WASL test is objective and provides reliable data for all districts in the State.

The other pertinent achievement data (unexcused absences and high school graduation rates) displayed in the needs assessment section of this plan was compiled by the District's Research, Evaluation and Assessment Office. This office prepares annually (every December) a

Data Profile Book that contains demographic data, student outcome measures (grades), student test score achievement, attendance, discipline, truancy, and student educational status (graduates and dropouts). The *Data Profile Book* provides district-wide as well as individual school summaries. The data contained in this publication is also considered to be objective, valid and reliable.

**(b) Quality of the Educational Goals (25 points)
(Specific, Measurable Educational Goals)**

Introduction

For purposes of our Local-Flex Demonstration Program Plan, the Seattle School District has set annual targets aligned with those set by the State of Washington for the implementation of the No Child Left Behind Act of 2001. (Please refer to Appendix C for a statement of the State’s performance goals and performance targets.)

The State’s annual performance targets have been established in three general areas:

- Reading and Mathematics Achievement – as measured by student performance in the Washington Assessment of Student Learning (WASL) at grades 4, 7 and 10
- Graduation rates for high schools
- Unexcused absence rates for elementary and middle schools

Using a base year of 2002 (2001-2002 school year), the State of Washington has set annual goals in Reading and Mathematics as measured by the percent of students meeting standards. The annual targets increase by equal intervals from the base in 2002 to 100% in 2014. (Please refer to chart on page 30 for specific annual targets for grades 4, 7 and 10.)

The State of Washington has set the high school four-year graduation rate goal until 73% in 2003. Beginning in 2014, school sites and districts need to achieve or exceed a 85% graduation goal. (Please refer to the table on page 33 for the annual targets for high school graduation.)

The State has also set annual targets for unexcused absence rates for elementary and middle schools of one percent (1%) or less. School sites and districts need to achieve or exceed the one percent target by 2014. (Please refer to table on page 35 for the annual targets for unexcused absences.)

The educational goals and annual targets presented in this five-year Local-Flex Demonstration Plan are directly related to baseline achievement data and other pertinent baseline data described in Section (a) of this plan. The goals and associated strategies take clear aim to provide every student access to a rigorous, culturally responsive curriculum and to hold every adult in the system accountable for their

contributions to student success. Our data analysis and extensive consultation with parents, teachers, administrators and other stakeholders indicate the timeliness and appropriateness of the Local Flex Plan to increase the rigor and quality of the instructional program and the relevance and responsiveness of the learning environment for our most needy schools and student groups.

Our Local-Flex Plan goals systematically address factors closely associated with enduring improvement in the performance of underserved students. The goals and associated strategies describe how efforts will be coordinated and unified across central service departments to optimize the impact of available resources. The power of this shared focus and streamlined support system will be amplified by intentional efforts to build internal capacity at the school and teacher level and to integrate the work of the Local-Flex Plan into our district-wide Leadership Development Plan.

The educational goals for the Local-Flex Demonstration Plan were derived from Seattle Public Schools' vision, mission and strategic goal statements - *academic achievement for every student in every school and the elimination of performance gaps in student achievement.*

Goal One and Goal Two contain measurable annual improvement objectives in academic achievement for all students. Goal Three relates to the reduction of unexcused absences and an increase in high school graduation rates to ensure that all students have an opportunity to meet or exceed State standards and that no students, especially students of color, are “pushed out” of the system.

1. Statement of Clearly Stated Measurable Goals With Annual Performance Objectives

Following are the education goals and annual performance objectives for our Local-Flex Demonstration Plan Application:

Education Goal #1

All students enrolled in the Seattle Public Schools will reach or exceed State/District Standards in Reading and Mathematics by 2013-2014.

Refer to the table and charts under Education Goal 2 for a description of the annual performance targets in Reading and Mathematics.

Education Goal #2

Disproportionality in student achievement in Reading and Mathematics will be eliminated by 2013-2014.

Focus: -Academic Achievement for All Schools
 -Narrowing the Gap in Student Achievement

Related State Goal: ESEA Performance Goal #1

Annual Objectives/Targets

Annual Performance Targets – Reading and Mathematics

The following table and charts contain the annual performance targets in Reading and Mathematics for grades 4, 7 and 10 as developed by the State Office of Public Instruction and approved by the U.S. Department of Education on April 30, 2003. (Please refer to pages 16-24 of Appendix C for a more detailed definition and description of these annual targets.)

Annual Performance Targets – Reading and Mathematics

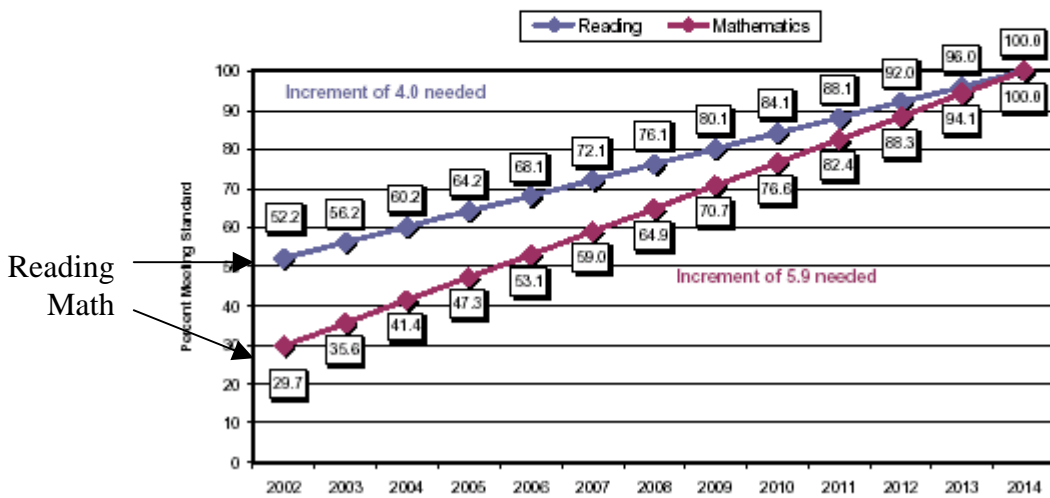
Grade 4 – Grade 7 Grade 10

School Year	Grade 4 Reading	Grade 4 Math	Grade 7 Reading	Grade 7 Math	Grade 10 Reading	Grade 10 Math
2001-2002	52.2	29.7	30.1	17.3	48.6	24.8
2002-2003	56.2	35.6	35.0	24.2	52.9	31.1
2003-2004	60.2	41.4	41.8	31.1	57.2	37.3
2004-2005	64.2	47.3	47.6	38.0	61.5	43.6
2005-2006	68.1	53.1	53.4	44.9	65.7	49.9
2006-2007	72.1	59.0	59.2	51.8	70.0	56.1
2007-2008	76.1	64.9	65.1	58.7	74.3	62.4
2008-2009	80.1	70.7	70.9	65.5	78.6	68.7
2009-2010	84.1	76.6	76.7	72.4	82.9	74.9
2010-2011	88.1	82.4	82.5	79.3	87.2	81.2
2011-2012	92.0	88.3	88.4	86.2	91.4	87.5
2012-2013	96.0	94.1	94.2	93.1	95.7	93.7
2013-2014	100.0	100.0	100.0	100.0	100.0	100.0
<i>Increment of</i>	4.0	5.9	5.8	6.9	4.3	6.3

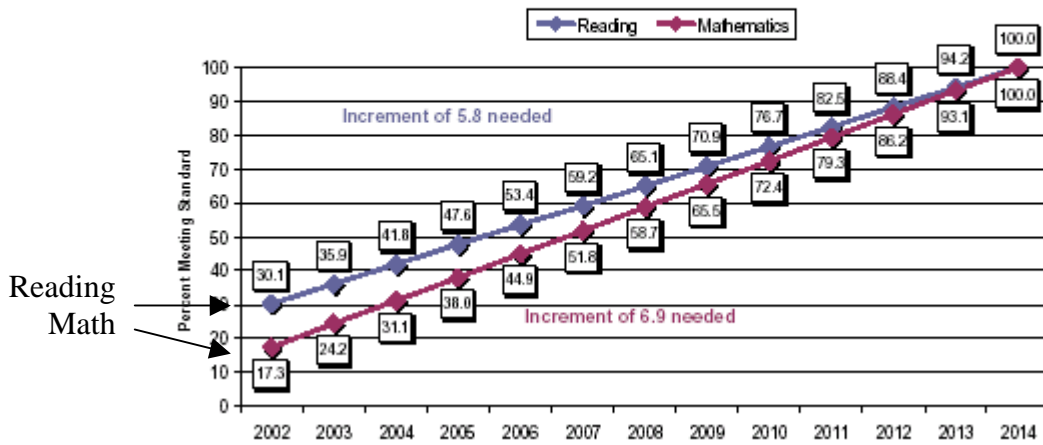
Shaded area represents annual performance targets in Reading and Math for each year of the 5-year Local-Flex Demonstration Plan.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

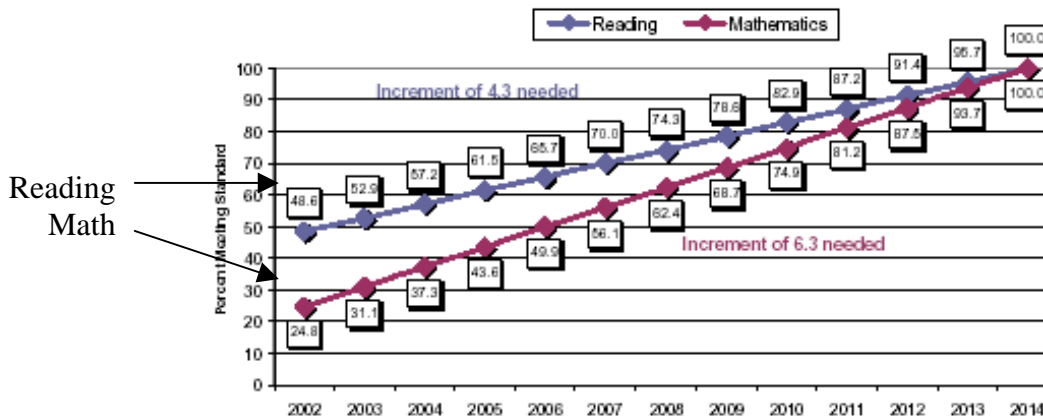
**Appendix B-1
GRADE 4 STATE UNIFORM BAR
BASED ON 3-YEAR AVERAGE 20th PERCENTILE (2000-2002)**



Appendix B-2
GRADE 7 STATE UNIFORM BAR
BASED ON 3-YEAR AVERAGE 20th PERCENTILE (2000-2002)



Appendix B-3
GRADE 10 STATE UNIFORM BAR
BASED ON 3-YEAR AVERAGE 20th PERCENTILE (2000-2002)



General Description of Achievement Targets

The State has a timeline for ensuring that **all students** will meet or exceed the State's proficient level of academic achievement in Reading/Language Arts and Mathematics.

Using data from the 2001-2002 school year, the State established separate starting points in Reading/Language Arts and Mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.

Washington State adopted annual measurable objectives to ensure all students (100%) in each of the required nine groups (all students, African American, Asian, Latin, Native American, White, Special Education, Bilingual and Free and Reduced Price Lunch) meet or exceed these standards no later than 2013-2014. The intermediate goals increase in equal increments over the period covered by the State timeline.

The State's annual measurable objectives are the same throughout the State for each public school, district and each sub-group of students.

Education Goal #3

In grades 9-12, achieve a four-year cohort high school graduation rate of 73% by June 2013 and increase to a rate of 85% by June 2014. In

grades 1-8, decrease the unexcused absence rate to 1% or less by June 2014.

Focus: Other Performance Indicators
 Related State Goal: ESEA Performance Goal #5

Annual Objectives/Targets

Graduation Rate Targets for NCLB Adequate Yearly Progress

Below are the annual high school graduation targets for 2003-2014. These annual targets were established by the State Office of Public Instruction and approved by the U.S. Department of Education on April 30, 2003. (Please refer to pages 31-32 of Appendix C for a more detailed definition and description of these annual targets.)

School Year	Annual Targets for High School Graduation
2001-2002	73%
2002-2003	73%
2003-2004	73%
2004-2005	73%
2005-2006	73%
2006-2007	73%
2007-2008	73%
2008-2009	73%
2009-2010	73%
2010-2011	73%
2011-2012	73%
2012-2013	73%
2013-2014	85%

Shaded area represents the school graduation targets for each year of the 5-year Local-Flex Demonstration Plan.

General Description of Graduation Targets

For purposes of meeting Adequately Yearly Progress (AYP), the calculation of the graduation rate applies to both the school site and District level (not to the student sub-group level).

School sites and districts that achieve or exceed the annual goal for the graduation rate (73%), as well as those that are below the annual goal but improve their graduation rate by at least one percent (1%) when compared to the previous year, will have met this indicator for purposes of calculating AYP. High Schools need to achieve or exceed the 85% graduation goal in 2014 (grades 9-12).

Note: Since graduation data is not reported until after the beginning of the school year, the rates from the previous year will be used (i.e., 2002 rate in 2003) for purposes of calculating AYP.

Unexcused Absence Rate Targets for NCLB Adequate Yearly Progress

Below are the annual middle school and high school unexcused absence rates for 2003-2014. These annual targets were established by the State Office of Public Instruction and approved by the U.S. Department of Education on April 30, 2003. (Please refer to pages 33-34 of Appendix C for a more detailed definition and description of these annual targets.)

<u>School Year</u>	<u>Annual Targets for Unexcused Absences</u>
2002-2003	1% or less
2003-2004	1% or less
2004-2005	1% or less
2005-2006	1% or less
2006-2007	1% or less
2007-2008	1% or less
2008-2009	1% or less
2009-2010	1% or less
2010-2011	1% or less
2011-2012	1% or less
2012-2013	1% or less
2013-2014	1% or less

Shaded area represents the unexcused absences for each year of the 5-year Local-Flex Demonstration Plan.

General Description of Graduation Targets

For purposes of meeting Adequately Yearly Progress (AYP), the calculation of the unexcused absence rate applies to both the school site (grades 1-8) and district level (not to the student sub-group level).

Adequate Yearly Progress will be met if a school and district attains an unexcused absence rate of one percent (1%) or less. Schools and districts with unexcused absence rates greater than one percent (>1%) must show a reduction from the prior year to meet AYP.

Note: Since graduation data is not reported until after the beginning of the school year, the rates from the previous year will be used (i.e., 2002 rate in 2003) for purposes of calculating AYP.

2. Significance of Improvement Targets in Student Achievement and in Narrowing the Gaps in Achievement

The significance of Seattle’s three Educational Goals is to be found in the examination of the stated “improvement targets” and in the selection of “multiple goals” that ensure high academic standards for all students. By doing so, the District will not inadvertently “push out” students who are at risk of not meeting the state and district standards.

The Seattle Public Schools’ improvement targets and timelines for meeting standards are the same as the State of Washington.

Expectations for Narrowing/ Eliminating the Gap in Achievement

Seattle Public Schools has established 2014 as the target year when the academic performance achievement gap between white students and students of color will be eliminated.

As with the above referenced educational goal for getting all students to State standards, Seattle Public Schools’ goal to eliminate the gap in student achievement is aligned with the requirements in the No Child Left Behind Act of 2001. Seattle is strongly committed to eliminating the gap in achievement by 2014.

The significance of including unexcused absences and increased high school graduation rates lies in Seattle Public Schools’ commitment to ensure that those students most at risk of not meeting the standard are not “pushed out” of the system in order to artificially inflate the percent

of students meeting the standards. Seattle is committed to boosting its graduation rate from 61% currently to 85% by June 2014.

3. Relationship of Goals to Documented Needs Through Baseline Data and to the 5-Year Plan

Following is a description as to how the education goals and annual performance objectives of the plan relate to the needs identified earlier in Section (a) of this application.

The identified needs in Section (a), clearly describe two tiers of student populations requiring focus and attention if they are to be successful in meeting State and District standards and eliminate disproportionality in student achievement by 2013-2014.

In addition, the identified needs in Section (a) describe patterns of underperformance in the following student subpopulations.

1. Students with limited English proficiency.
2. Students from major racial and ethnic groups.
3. Economically disadvantaged students.
4. Students with disabilities.

The student populations in these targeted schools match the targeted populations specified in the No Child Left Behind Act of 2001 (low achieving students, economically disadvantaged students, students from major racial and ethnic groups, students identified with disabilities,

students with limited English proficiency and students who are having difficulty in reading).

The first education goal of the Local-Flex Demonstration Plan focuses on academic improvement in Reading and Mathematics where 100% of the students are expected to meet State standards in 2013-2014. The second goal focuses on disproportionality of achievement between different student subpopulations and is designed to accelerate their progress toward meeting the Reading and Mathematics standards thereby eliminating the achievement gap. Goal three relates to ensuring that the application of rigorous standards is fair and equitable for every student and that no student is “pushed out” of the system.

Relationship of the Goals of the Local-Flex Demonstration Plan
To the Needs Identified in Section (a) of the Plan

<u>Area of Documented Need</u>	Goals and Performance Objectives
Need to meet State and District standards in Reading and Mathematics.	100% of all students will meet or exceed State standards in Reading and Mathematics by 2013-2014. <ul style="list-style-type: none"> • Each subgroup of students will meet or exceed annual performance targets.
Need to reduce the achievement gaps in student performance.	Disproportionality in student achievement will be eliminated by 2013-2014. <ul style="list-style-type: none"> • Each subgroup of students will meet or exceed annual performance targets.
Need to reduce unexcused absences and increase high school graduation rates.	Unexcused absences and high school graduation rates will meet or exceed District standards by 2013-2014. <ul style="list-style-type: none"> • Each subgroup of students will meet or exceed annual performance targets.

By holding ourselves accountable for high attendance and graduation rates, we are clear in our message that we intend to meet our mission of academic achievement for every student in every school and elimination of the achievement gap through the education of every student. These goals will be achieved through an aggressive transformation process, not through intentionally creating artificially high scores based on the elimination of opportunities to learn for those most at risk of not meeting the standards.

4. Relationship of Goals to the Intent and Purposes of the Local-Flex Demonstration Plan

The intent of the Local-Flex Demonstration Plan is to provide local educational agencies with unprecedented flexibility to consolidate certain Federal education programs and to use those funds for any purpose under ESEA (as amended) in order to meet the State’s definition of adequate yearly progress and attain specific measurable goals for improving student achievement and narrowing achievement gaps. (Refer to Appendix C for the State’s current definition of “adequate yearly progress”).

The goals of the Seattle Public Schools’ Local-Flex Demonstration Plan are in alignment with this intent.

The Seattle Public Schools’ five-year Local-Flex Plan contains three strategic education goals that will enable students to meet or exceed

State and District academic achievement standards and to meet adequate yearly progress requirements encased in the No Child Left Behind Act of 2001. The goals include student improvement in mathematics and reading as well as improving student unexcused absences and high school graduation rates.

Strategic Goal	Performance Target
Education Goal #1	All students enrolled in the Seattle Public Schools will reach or exceed State/District Standards in Reading and Mathematics by 2013-2014.
Education Goal #2	Disproportionality in student achievement in Reading and Mathematics will be eliminated by 2013-2014.
Education Goal #3	The graduation rate of high school students and the unexcused absence rates for elementary and middle school students will meet or exceed State standards by 2013-2014.

The District will take full advantage of the flexibility provided under the Local-Flexibility Demonstration Plan by consolidating approximately \$4.7 million/year over the next five years to address these three education goals.

Consolidated funds will be used to:

1. Improve teacher knowledge, rigor and skill in application of research-based practices and strategies for Mathematics and literacy content and pedagogy.

2. Improve teacher knowledge and skill in standards-based, culturally responsive teaching and learning, differentiation of instruction, and the use of data to inform instruction.
3. Improve beginning teacher quality and preparation for service to underserved students of diverse backgrounds.
4. Enhance the integration of technology in the classroom for teacher productivity and the teaching and learning program.
5. Provide intervention and support services for academic achievement, re-entry and substance abuse issues for targeted student populations.

We are gratified to see that the *No Child Left Behind Act of 2001* embodies many of the fundamental principles that we have put into practice. The flexibility afforded under the Local-Flex Demonstration Plan is ideally suited to the effective use and integration of federal funds with other resources directed at meeting the needs of all students, especially the needs of students most at-risk of not meeting State standards.

**(c) Quality of the Local-Flex Plan (35 points)
(Strategies for Meeting the Goals and Meeting
the General Purposes of the Consolidated Programs)**

1. Description of the funds to be consolidated and how they will be used to implement the Five-Year Plan

The Seattle Public Schools will consolidate funding for the following four federal programs for each year of its five-year Local Flex Demonstration Program Plan. The list below reflects our current year allocations (2002-2003).

Title II Part A – Teacher and Principal Training and Recruitment	\$ 3,400,435
Title II Part D – Enhancing Education Through Technology	\$ 393,515
Title IV Part A – Safe and Drug Free Schools and Communities	\$ 438,676
Title V Part A – Innovative Programs	\$ 368,078

For each year of the District’s five-year Local-Flex Demonstration Plan, the District will consolidate between \$ 4.6 million and \$ 4.8 million of federal funds under Elementary Secondary Education Act (ESEA) as amended. These consolidated funds will support five strategic initiatives (refer to page) directed at assisting all students to meet State and District standards and to eliminate disproportionality in student achievement. The five initiatives will, within the context of our highly decentralized school system, be applied in a coordinated, strategic fashion across two “Tiers” of schools to provide concentrated service for under performing student populations. Each of the five initiatives will be used in selective, focused ways appropriate to the “Tier” of schools and

identified student groups being served. The five initiatives will work in concert to increase the rigor and quality of the instructional program and relevance and responsiveness of the learning environment for our most needy schools and student groups. As described in the Introduction, the three District teaching and learning departments (i.e., Student Services, School Services and Technology Services) and one operations department (Technology Services) are working in close collaboration to develop action plans that are complementary within the scope of our Local-Flex Demonstration Program and that optimize the potency of our total pool of available resources. A “Local-Flex Managers Council” has been formed so that the managers within the four departments responsible for the implementation of specific Local-Flex strategies can regularly meet to maintain smooth coordination and responsive oversight of the overall Local-Flex Plan. Also included on the Managers Council will be the District Leadership Development Coordinator, so that Local-Flex efforts can be integrated into the professional development and supervision of school principals and central administrators. We anticipate that ongoing feedback from students, teachers, principals and community partners will be used in conjunction with student performance data by the Managers Council to analyze and make recommendations for continuous improvement of our Local-Flex Plan over the entire five-year span of the project.

Consolidated funds, in combination with other federal and non-federal sources, will be used to:

1. Improve teacher knowledge, rigor and skill in application of research-based practices and strategies for Mathematics and literacy content and pedagogy.
2. Improve teacher knowledge and skill in standards-based, culturally responsive teaching and learning, differentiation of instruction, and the use of data to inform instruction.
3. Improve beginning teacher quality and preparation for service to underserved students of diverse backgrounds.
4. Enhance the integration of technology in the classroom for teacher productivity and the teaching and learning program.
5. Provide intervention and support services for academic achievement, re-entry and substance abuse issues for targeted student subpopulations.

The flexibility provided under this Local-Flex Demonstration Plan will greatly assist our students to make more than adequate yearly progress and meet State and District standards.

2. Description of strategies to be used to attain the goals of the Plan (activities to be undertaken, their purposes, their intended beneficiaries and timeframe for implementing these activities).

Strategy 1

Improve teacher knowledge, rigor and skill in application of research-based practices and strategies for Mathematics, literacy content and pedagogy.

Purpose

Provide students most at risk of not meeting standards with rigorous

curriculum, stimulating instruction and authentic engagement to accelerate learning in Reading and Mathematics.

Intended Beneficiaries

All students in Tier One schools. Limited English proficiency students, economically disadvantaged students and students from African American, Hispanic, Asian, Native American and White groups in selected Tier Two schools.

Projected Funding Level: \$1,292,447

Activities

1. Expert coaching in Reading and Mathematics

The District's assessment data identifies Mathematics and Reading as our weakest areas. A cadre of Reading and Math coaches will be deployed to provide direct service to classroom teachers. The coaches will work directly with teachers on curriculum, instruction and assessment in Mathematics and/or Reading. In targeted Tier One Local-Flex schools, the coaches will help develop and deliver a school-wide plan for sustained professional development, moving staff through new research-based Mathematics and/or literacy training coupled with demonstration lessons, peer observations and review of student work using action research methodology. In other Tier Two schools with need evident for one or more student subpopulations, the coaches will employ similar professional development methodology

to smaller groups of teachers to deliver targeted intervention aiming to bolster student achievement within the given subpopulation(s).

2. Comprehensive professional development in brain-based literacy instruction.

Our school system has instituted a major literacy initiative designed to retool all teachers in best practice in teaching reading, writing and thinking across the curriculum. A systematic program of 72 hours direct instruction coupled with sustained immersion of ten classroom observations/consultations delivered by national and local consultants is proving to accelerate student achievement and elimination of the achievement gap. We will leverage and extend efforts in the Literacy Initiative with additional support by the Reading coaches described above, with priority service given to Tier One schools.

Timeline

Annual implementation with annual student performance data review to determine annual goals and objectives. (September 1, 2003-August 31, 2008).

Strategy 2

Improve teacher knowledge and skill in standards-based, culturally responsive teaching and learning, differentiation of instruction and the use of data to inform instruction.

Purpose

Provide students most at risk of not meeting standards with personalized relationships, responsive environments and informed learning experiences that honor their heritage and address their individual needs.

Intended Beneficiaries

All students in Tier One schools. Limited English proficiency students, economically disadvantaged students and students from African American, Hispanic, Asian, Native American and White groups in selected Tier Two schools.

Projected Funding Level: \$327,196

Activities

1. Professional development for culturally responsive teaching and learning.

Seattle Public Schools in August 2002 launched a system-wide initiative titled “Courageous Conversations”. More than 5,000 employees across the District participated in a televised in-service event exploring the impact of racism on student success. The work of Courageous Conversations will be sustained in 2003-2004 thanks to the Local-Flex Plan. Approximately 50 schools, with priority given to Tier One Local-Flex target schools, will engage in a year long course of study going deeper into the work of culturally responsive teaching and learning. Standards for culturally responsive teaching based on the work of Dr. James Banks and Dr. Margery Ginsberg, and research-

proven tenets of effective multicultural curriculum, based on the work of Dr. Geneva Gay, will be the foundation for the course of study. Teacher action research utilizing disaggregated student performance data from norm- and criterion-referenced measures and classroom-based assessments, will serve as a cornerstone for inquiry into causation and praising practices for elimination of the achievement gap. Principals and key teacher leaders from both Tier One and Tier Two schools will meet quarterly to study and prepare for workshop facilitation of their school faculties. Back at school following each facilitator training, the principals and teacher leaders will guide their entire faculty in a follow-up in-service four times over the course of the year. Student performance data, anecdotal interviews and community partner dialogue will add context to the Courageous Conversations workshops with the aim of improving instruction for identified, chronically underserved student subpopulations.

Timeline

Annual implementation with annual review and appropriate modifications. (September 1, 2003-August 31, 2008).

Strategy 3

Improve beginning teacher quality and preparation for service to underserved students of diverse backgrounds.

Purpose

Place only the highest quality beginning teachers with students most at risk of not meeting standards and provide those teachers with intensive, context-specific induction support.

Intended Beneficiaries

All students in Tier One schools. Limited English proficiency students, economically disadvantaged students and students from African American, Hispanic, Asian, Native American and White groups in selected Tier Two schools.

Projected Funding Level: \$347,585

Activities

1. Mentors for beginning teachers of highest-needs students and schools.

Additional beginning teacher mentors will be deployed for teachers of Special Education, Mathematics, and literacy and in targeted Tier One Local-Flex schools. These mentors will work directly with beginning teachers, assisting them with all aspects of the classroom. Particular emphasis will be given to the development of cultural responsiveness, differentiation of instruction, and content and pedagogy in literacy and/or Mathematics. Seattle Public Schools has a set of Professional Practice Standards that see the expectations for all classrooms. These guide the work of the teachers and mentors.

2. Human resources recruitment.

Trained recruiters will be hired to engage in recruitment efforts to identify a diverse group of the “best and brightest” beginning teachers to serve Seattle Public Schools students. Particular effort will be given to find those individuals possessing the character and experience best suited to supporting the achievement of diverse urban student populations. These recruiters will work with others in our school system to devise appropriate incentive packages.

Timeline

Annual implementation with annual program review for modifications. (September 1, 2003-August 31, 2008).

Strategy 4

Enhance the integration of technology in the classroom for teacher productivity and the teaching and learning program.

Purpose

Provide teachers of students most at risk of not meeting standards with skills and materials for technology enhancement of their professional productivity and their students’ classroom learning experiences.

Intended Beneficiaries

All students in Tier One schools. Limited English proficiency students, economically disadvantaged students and students from African American, Hispanic, Asian, Native American and White groups in selected Tier Two schools.

Projected Funding Level: \$362,034

Activities

1. Deployment of Instructional Technology Master Teachers.

Seattle Public Schools has since 1998 used Capital Levy funds to develop and deploy a corps of Instructional Technology Master Teachers (I.T. Masters Teachers) to assist in the roll out of a major, system-wide technology initiative. Local-Flex funds will be used to increase the availability of the I.T. Master Teachers to work beyond the constraints of the levy initiative in service to our most needy students and schools. We will deploy the I.T. Masters Teachers in collaboration with our Local-Flex Reading and Mathematics coaches to provide coordinated services to Tier One schools and identified student groups in Tier Two schools. The Reading and Mathematics coaches will, in partnership with the I.T. Masters Teachers, provide professional development for application of technology-enhanced project-based learning that has proven effective in increasing engagement and performance across student demographic groups.

Timeline

Annual implementation with annual program review for modifications. (September 1, 2003-August 31, 2008).

2. Professional development for school-based technology teacher leaders.

A “train the trainer” model of professional development will be used to increase Tier One schools’ internal capacity for ongoing infusion of technology into teacher productivity, teaching and learning. Identified teacher leaders will commit to a full year of training and school-based responsibilities for peer support at their schools. The technology teacher leaders will receive a “common core” of key ideas from our math, literacy and culturally responsive teaching initiatives as a part of their training. The technology teacher leaders will coordinate their staff support efforts with the Reading and Mathematics coaches to maximize the synergy and shared focus of all our Local-Flex school-based professional development.

Timeline

Annual implementation with annual program review for modifications. (September 1, 2003-August 31, 2008).

Strategy 5

Provide intervention and support services for academic achievement, re-entry and substance abuse issues for targeted student subpopulations.

Purpose

Increase the quality, magnitude and differentiation of services and strategies to meet the specific needs of our most unique student subpopulations.

Intended Beneficiaries

All students in Tier One schools. Limited English proficiency students, economically disadvantaged students and students from African American, Hispanic, Asian, Native American and White groups in selected Tier Two schools.

Projected Funding Level: \$864,361

Activities

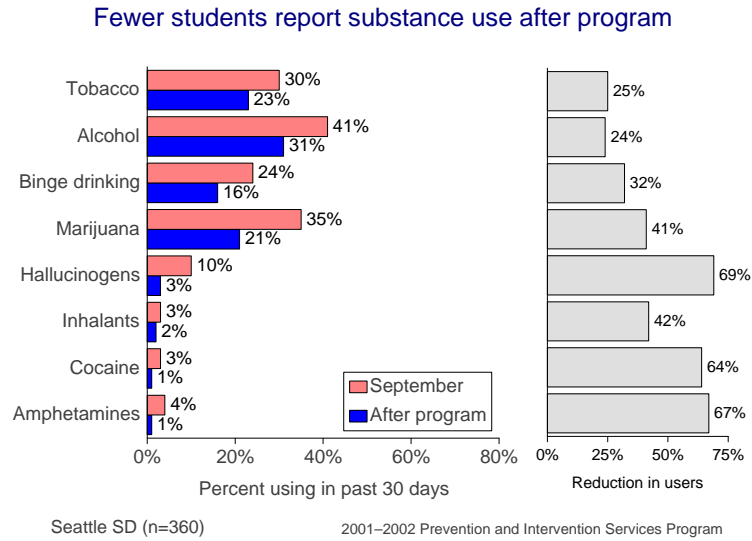
1. Intervention Specialists

The Seattle Public Schools Intervention Specialist services are designed to address risk factors for substance use and to increase protective factors. Students with greater numbers of risk factors are at greater risk to abuse alcohol and other drugs. Drs. Hawkins and Richard Catalano from the University of Washington have identified certain factors that increase the chances for a young person to develop a drug problem. Student involvement in substance use creates a significant barrier to learning and can result in truancy, health and social problems, and dropping out of school.

Two studies by the Washington Kids Count Human Services Policy Center of the University of Washington have found a direct relationship between middle and high school student substance use and academic achievement. Groups of middle and high school students with even moderate involvement with substance use and violence/delinquency had dramatically lower academic achievement than groups of students with little or no involvement in these behaviors. In the second study, the level of peer substance use in middle schools had a substantial impact on the academic performance of students across the State. (“Impact of Substance Use and Violence/Delinquency on Academic Achievement for Groups of Middle and High School Students in Washington,” May 2002 and “Impact of Peer Substance Use of Middle School Performance in Washington,” September 2000 – www.hspc.org)

The Intervention Specialist Program has shown positive results in reducing student substance abuse. The following chart provides information on the intervention services provided during the 2001-2002 school year. The program evaluation system is a service of the Office of the Superintendent of Public Instruction (OSPI). OSPI contracted with RMC Research in Portland, Oregon to provide the data management system. Intervention specialists completed the Intake and Services forms and the forms were sent to RMC. During the later part of the school year, intervention specialists asked

students served to complete a confidential retrospective pre/post survey.



In addition, the Center for Substance Abuse Prevention (CSAP) has identified an intervention program called Project Success as a CSAP Model Program. This program has similar services at the Seattle Public Schools Intervention Specialist Program. Project Success was tested with 14-18 year old adolescents and demonstrated significant reductions in substance use. The program was effective with African American, Asian American, Caucasian and Hispanic youth of both genders. Both programs use a skilled Intervention Specialist who provides normative and preventive education, counseling and skills training, program identification and referral, and parent education.

An objective of this strategy is to reduce substance use by 20% among the middle and high school students served by the intervention

specialists. Drug/alcohol specialists will be assigned to secondary schools and provide the following intervention services: 1) screen students who are referred from administrators, other staff, parents, peers or self; 2) involve students in activities such as support groups to increase student knowledge and skills; 3) involve parents in discussions when possible; 4) make referrals to drug treatment programs for chemical dependency assessment and treatment; 5) provide recovery support; 6) assist families when their student is disciplined for violation of school rules relating to substance use/possession; and 7) serve on the School Intervention Team to assist with the planning and coordination of student services. Prevention services include: 1) classroom presentations of skills based drug and violence prevention curriculum; 2) facilitating student leadership activities to address concerns about tobacco, alcohol, other drug and conflict/violence; 3) providing information and presentations to parents and staff; and 4) working with staff to promote a safe and positive school climate.

This strategy will also fund a program specialist who will provide alcohol, tobacco, other drug and violence prevention training and technical assistance to interested private schools and Seattle Public Schools who do not have an intervention specialist.

Timeline

Annual implementation with annual program review for purposes of modification. (September 1, 2003-August 31, 2008).

2. Student Re-entry Program

Funds will be used to support students on long-term suspension assigned to alternative sites until they can re-enter the regular school setting. This program allows students to continue their education while undergoing behavior modification rather than being out of school with idle time.

Timeline

Annual implementation with annual program review for purposes of modification. (September 1, 2003-August 31, 2008).

3. Targeted Support Bilingual Students

Approximately 10% of Seattle Public Schools' students are Latino. This population also experiences the second largest achievement gap between students of color and their white counterparts. Funds will be used to provide targeted counseling and tutorial support for Latino students in schools with the largest Latino populations.

Timeline

Annual implementation with annual program review for purposes of modification. (September 1, 2003-August 31, 2008).

4. Bilingual Program Review

Seattle Public Schools' bilingual population is approximately 14% of its total population. Because our goal is to ensure all students meet or exceed our established academic standards, it is important to ensure that our bilingual program is structured to meet the needs of our students.

Funds will be used to review bilingual programs, curriculum and our instructional practice against best practice, and to engage our parents and community in the review.

Timeline

Annual implementation with annual program review for purposes of modification. (September 1, 2003-August 31, 2008).

5. Professional development for teachers of advanced learners.

Support for underserved student populations must include efforts to increase their opportunities for extraordinary achievement. Elimination of the achievement gap includes equitable participation and achievement in advanced learning programs by traditionally underrepresented groups. To this end, we will provide targeted professional development for teachers of advanced learning programs aimed at decreasing barriers to entry and increasing culturally responsive practices for highly capable students of color, of limited English proficiency and/or who are economically disadvantaged.

Timeline

Annual implementation with annual program review for purposes of modification. (September 1, 2003-August 31, 2008).

3. Relationship of Activities to Targeted Needs and the Goals and Objectives of the Agreement

The goals and objectives are focused upon all students meeting standards in reading, and mathematics. A significant factor in achieving this goal is the achievement gap that exists between children of color, children of the poor and white children. To ensure equity, additional resources including time, must be targeted to those most at risk of not achieving goals. The activities provide additional time, additional training for professionals, targeted work in core areas, and targeted assistance to particular populations of students. Students targeted for service include: low achieving students in highest poverty schools, economically disadvantaged students, students from major racial and ethnic groups, and students with limited English proficiency. Our Local-Flex Plan will deliver a coordinated, strategic plan of action to increase the rigor and quality of the instructional program and the relevance and responsiveness of the learning environment for our most needy schools and student groups in order to move every child to standard in Reading and Mathematics and to improve the graduation and unexcused absence rate system-wide.

4. Description of Achievement Data to Monitor Progress

The Seattle Public Schools collects a wide variety and range of achievement data to monitor student achievement and individual school progress. These data includes the following:

- Washington Assessment of Student Learning – State mandated criterion-referenced assessment at grades 4, 7, and 10 in reading, writing, mathematics, listening.
- Iowa Test of Basic Skills – State mandated, norm referenced assessment at grades 3 and 6. District administers also at grades 5 and 8.
- Direct Writing Assessment.
- Direct Reading Assessment – administered to primary grade students as a diagnostic for planning the reading program.
- Iowa Tests of Educational Development – administered to grade 9.
- Classroom-based Assessments – Seattle Public Schools developed classroom –based assessments that are aligned with the standards and that are in the structure of the State exam.
- Student work

The school system will regularly collect samples of student work not only to assess student progress, but also to determine the level of consistency in scoring and the expectations of students across the system.

Such achievement data will be reviewed, analyzed and used by building-level staff, parents, and central office support personnel to make sure that the selected strategies and interventions are making a significant contribution to improvements in student academic achievement and performance. This data will be invaluable to decision-makers as they

take steps to ensure that all students meet State and local standards and that the disproportionality in student achievement is eliminated by 2014.

5. **Description of How Parents of Students Most at Risk of Educational Failure and Other Members of the Public Were Involved in the Development of the Local-Flex Proposal**

All school system stakeholders (including parents, students, civic leaders, general members of the public, teachers, principals, private school officials and Seattle Public Schools central administrators) have been involved, through formal representation on advisory groups and a range of direct input opportunities, in Local-Flex needs identification and strategy development. Direct input was gained from parents, teachers and students during numerous school-based PTSA meetings; from parents of students most at-risk and associated community members during a Resource Fair for Elimination of the Gap and from all Seattle Public Schools administrators during monthly School Leaders Team meetings. Private school officials were contacted to make sure that their interests and needs were considered in the allocation and distribution of federal funds consolidated under this plan. Consultation and participation in Flex-Flex Plan development also occurred with a diverse and inclusive range of representative assemblies. The initials in parentheses following each group indicate the stakeholder constituencies included in various consultation efforts.

- Alliance for Education Public Engagement Task Force (P, C, T, CA)
- Elimination of the Achievement Gap Action Committee (P, C, S, T, SA, CA)
- District Chief Academic Officer Teacher Focus Groups (T, CA)
- District No Child Left Behind Implementation Task Force (P, T, SA, CA)
- District Student Funding Committee (T, SA, CA)
- District-Wide Council of Parent, Teacher and Student Associations (P, S, T, CA)
- Principals Association of Seattle Schools Executive Board (SA, CA)
- Seattle Education Association/Seattle Public Schools Professional Learning Task Force (T, SA, CA)
- Seattle Public Schools Board of Directors (pending) (P, C)

Key

P = Parents

C = General Community Members including civic leaders

S = Students

T = Teachers

SA = School-based administrators i.e., principals

CA = Central Administrators

Information was collected from every school in the District in addition to this stakeholder input. School data included a system-wide analysis of student performance, a survey of principals regarding resource needs and an analysis of the schools continuous improvement plans. Note: School continuous improvement plans were developed and approved

under the leadership of the school site councils. Such councils included parent, general community and where appropriate, student representatives.

Above and beyond these efforts, we plan on hosting open forums and workshop opportunities for all stakeholders so they may learn more about the general provisions of the No Child Left Behind legislation and the roles stakeholders must play in delivering “on-standard academic achievement” for every student in every school.

6. **Description of How the Activities to be Undertaken Will Meet the General Purposes of the Programs to be Consolidated**

The funds to be consolidated under this plan will be used to address the general purposes of each of these four federal programs. The Local-Flex Demonstration Program will however, provide us with greater flexibility in how we target these funds to employ strategies and practices that will maximize our ability to bring all students to standard and to lower and eliminate gaps in achievement between student subgroups.

This proposed plan will improve teacher and principal quality and increase the number of highly qualified classroom teachers through the new teacher training, the school coaches, and the recruitment strategies identified. (Title II Part A – Teacher and Principal Quality)

The plan will support the prevention of violence through the school safety program that is described in the plan. (Title IV Part A – Safe and Drug Free Schools and Communities)

Teaching and academic achievement will be improved through the extended rollout of teacher workstations enhancing the use of technology in schools. (Title II Part D – Enhancing Education Through Technology)

Finally the proposed plan supports targeted efforts to close the achievement gap, programs for bilingual students, programs targeting students and schools most at risk of not meeting standards – all of which are consistent with statewide education efforts. (Title V Part A – Innovative Programs).

(c) Adequacy of the Resources (15 points)
(Extent to Which the Funds to be Consolidated are Adequate to Support the Strategies in the Local-Flex Plan)

1. List of Federal Funds to be Consolidated Over 5 Years

The Seattle Public Schools will consolidate funding for the following four (4) federal programs for each year of its five year Local Flex Demonstration Program Plan. This consolidation will be made in accordance with the provision of Title VI, Sub-part 3, Chapter B of the *No Child Left Behind Act of 2001*.

- Title II Part A Teacher and Principal Training and Recruitment
- Title II Part D Enhancing Education Through Technology
- Title IV Part A Safe and Drug-Free Schools and Communities
- Title V Part A Innovative Programs

The start date for the District's Local-Flex Demonstration Program is September 1, 2003. The end date for the five-year plan is August 31, 2008.

The funds consolidated under this plan will be used to support one or more educational purposes permitted under the No Child Left Behind Act of 2001.

The following table contains our current level of entitlement dollars received for each of these four federal programs.

List of Entitlement Dollars by Federal Program
For the Current School Year (2002-2003)

Title II Part A (Teacher/Principal Quality)	\$ 3,400,435
Title II Part D (Use of Technology)	\$ 393,515
Title IV Part A (Safe & Drug Free Schools)	\$ 438,676
Title V Part A (Innovative Programs)	\$ 368,078
	\$ 4,600,704

The following table provides an estimated combined revenue from these four programs for each of the next five years of the agreement. In preparing these estimates, we have applied a 1% inflationary increase for each year of the Plan.

Level of Projected Federal Revenues to be
Consolidated Under the Local-Flex Demonstration Program

Year of Plan	Dates of Plan	Revenue Estimate
Year One	Sept. 1, 2003 – Aug. 31, 2004	\$ 4,646,711
Year Two	Sept. 1, 2004 – Aug. 31, 2005	\$ 4,693,178
Year Three	Sept. 1, 2005 – Aug. 31, 2006	\$ 4,740,109
Year Four	Sept. 1, 2006 – Aug. 31, 2007	\$ 4,787,510
Year Five	Sept. 1, 2007 – Aug. 31, 2008	\$ 4,835,385

2. Description of 5-Year Budget Outline for Proposed Activities to be Funded from Federal and Other Resources with Narrative (including administrative costs)

Introduction

In preparing the proposed budget for each year of the five year plan, the Seattle Public Schools made provisions for:

- The maximum allowable administrative cost - not to exceed 4%; and
 - A set-aside for private school participation in accordance with Sections 9501-9504 of the Elementary and Secondary Education Act (ESEA) as amended.

The District intends to implement these five strategic initiatives for each year of the five-year plan. We understand the possibility of the need to alter or change these strategies or program interventions based upon results of program evaluation, changes in federal guidelines and changes in local conditions (e.g. increase and/or decrease in other federal, state, city, county, foundation, or local revenues).

The following two tables describe the proposed budget for the use of these consolidated funds for the first year of the agreement (2003-2004 school year).

(Year One of the Local-Flex Demonstration Program – Federal Revenues)

Projected Revenues (Sept. 1, 2003-Aug. 31, 2004)	\$ 4,348,554
Maximum Allowable Administrative Costs (4%)	\$ 167,252
Set-Aside (Private Schools)	\$ 172,110
Set-Aside (ROPE and Grant Revenues)	\$ 815,569
Direct Program Costs for Seattle Public Schools	\$ 3,193,623

Summary of Projected Federal Expenditures
For Consolidated Funds
Year One (2003-2004 School Year)

Strategy	Projected. Expenditure
Strategy #1	\$ 1,292,447
Strategy #2	\$ 327,196
Strategy #3	\$ 347,585
Strategy #4	\$ 362,034
Strategy #5	\$ 864,361
Total Direct Expenditure	\$ 3,193,623

Note

It is anticipated that the Year Two through Year Five Expenditure. Budgets will remain the same as Year One except that they will be adjusted to the availability of funds, inflationary increases and progress made by the District in the attainment of specific program targets.)

Strategy 1

Improve teacher knowledge, rigor and skill in application of research-based practices and strategies for Mathematics, literacy content and pedagogy.

Level of Consolidated Funds Supporting Initiative	\$1,292,447
Estimated Level of Other Funds Supporting This Initiative	\$3,000,000

Budget Narrative Summary of Strategy/Initiative

A cadre of reading and math coaches will develop and deliver research-based Mathematics and/or literacy training coupled with demonstration lessons, peer observations and review of student work. For Tier One Schools, we will use action research methodology for all students. For Tier Two Schools, we will target specific teacher groups. The coaches will coordinate their efforts to optimize teacher and school participation in the Seattle Public Schools Literacy Initiative (a systematic program of 72 hours of direct instruction coupled with sustained immersion of ten classroom observations delivered by consultants from the National Urban Alliance under the direction of Drs. Yvette Jackson and Eric Cooper).

Strategy 2

Improve teacher knowledge and skill in standards-based, culturally responsive teaching and learning, differentiation of instruction and the use of data to inform instruction.

Level of Consolidated Funds Supporting Initiative	\$ 327,196
Estimated Level of Other Funds Supporting This Initiative	\$2,000,000

Budget Narrative Summary of Strategy/Initiative

Tier One Schools and targeted Tier Two principal and teacher leaders will engage in a year long course of student of “culturally responsive teaching and learning” utilizing standards for culturally responsive teaching based on 1) the work of Dr. James Banks and Dr. Margery Ginsberg and 2) research-proven tenets of effective multicultural curriculum based on the work of Dr. Geneva Gay. Teacher action research, utilizing disaggregated student performance data from norm- and criterion-referenced measures and classroom-based assessments, will serve as a cornerstone for inquiry into causation and promising practices for elimination of the achievement gap.

Strategy 3

Improve beginning teacher quality and preparation for service to underserved students of diverse backgrounds.

Level of Consolidated Funds Supporting Initiative	\$ 347,585
Estimated Level of Other Funds Supporting This Initiative	\$10,000,000

Budget Narrative Summary of Strategy/Initiative

Beginning teacher mentors will be deployed for teachers of Special Education, Mathematics and literacy in targeted Tier One Schools. Emphasis will be given to the development of cultural responsiveness, differentiation of instruction content and pedagogy in literacy and/or Mathematics. Trained recruiters will be hired to attract and retain teachers possessing the character and experience needed to deliver

academic achievement for the most underserved students of Seattle Public Schools.

Strategy 4

Enhance the integration of technology in the classroom for teacher productivity and the teaching and learning program.

Level of Consolidated Funds Supporting Initiative	\$ 362,034
Estimated Level of Other Funds Supporting This Initiative	\$7,000,000

Budget Narrative Summary of Strategy/Initiative

Instructional technology master teachers, in collaboration with the Local-Flex Reading and Mathematic coaches, will provide Tier One schools and teachers of identified student groups in Tier Two schools with professional development for the application of technology-enhanced, project-based learning that has been proven to be effective in increasing engagement and student performance across demographic groups. Tier One Schools’ internal capacity for ongoing infusion of technology into teacher productivity, teaching and learning will be increased by providing school-based technology teacher leaders with a “common core” of key ideas from our Mathematics, literacy and culturally responsive teaching initiatives and ongoing support from our Reading and Mathematic coaches.

Strategy 5

Provide intervention and support services for academic achievement, re-entry and substance abuse issues for targeted student subpopulations.

<u>Level of Consolidated Funds Supporting Initiative</u>	<u>\$ 864,361</u>
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Estimated Level of Other Funds Supporting This Initiative \$ 750,000

Budget Narrative Summary of Strategy/Initiative

Drug and alcohol specialists will be assigned to secondary schools to provide a range of research-based prevention and intervention services. Students on long-term suspension will receive support until they can re-enter the regular school setting. Targeted counseling and tutorial support for Latino students will be provided to schools with the largest Latino populations. A review of bilingual programs, curriculum and instructional practices will be conducted involving parents and other community members. Targeted professional development activities will be provided for teachers of advanced learning programs aimed at decreasing barriers to re-entry and increasing culturally responsive practices for highly capable students of color, limited English proficiency and/or who are economically disadvantaged.

3. Discussion as to Why the Funds Supporting These Activities Over the 5-Year Period are Sufficient and Reasonable

The Seattle Public Schools will use the consolidated funds under the Local-Flex Demonstration Program to supplement, and not supplant, local efforts directed at addressing the academic and performance needs of all students and especially the needs of students most at risk of not meeting State and District standards.

The effective use, integration and targeting of consolidated funds with non-consolidated funds (in support of activities described in building and

central office transformation plans), and the alignment of the use of these funds with the vision, mission and priority goals and strategies of the District, will greatly assist the District and its schools in addressing the purposes and intent of the District's Local-Flex Demonstration Program and in ensuring that all student meet standards.

In this section, we provided an estimate as to the level of non-consolidated funds that would be dedicated to achieve each of the six strategies/initiatives. Non-consolidated funds include:

- Local dollars distributed to schools through the District's Weighted Student Formula (WSF).
- Major federal and state dollars distributed to schools through a supplement to the Weighted Student Formula (e.g. ESEA Title I Part A, State Learning Assistance Program, State I-728 Student Achievement Funds).
- Major foundation dollars distributed to schools through a supplement to the Weighted Student Formula (e.g. Bill and Melinda Gates School Transformation Planning and Implementation grants).
- Major Federal, State and City Special Purpose grants and contracts directed at addressing the academic needs of students and narrowing the gaps in student achievement (e.g. City of Seattle and Family Education Levy Funds, Head Start, ESEA Title I Comprehensive Reform Demonstration Program; ESEA Title I School Improvement Funds, Project Gear Up, National Science Foundation, IDEA Flow-Through, Indian Education, 21st Century Community Learning Centers, Safe Schools and Healthy Students, Title III Part A – English Language Acquisition and Language Enhancement and State Transitional Bilingual Education).
 - Local dollars earmarked by the Superintendent and the Board to be used in support of the District's priority initiatives (e.g. Summer School, Security Monitors, Evening School, Samoan Instruction Program).

Through the flexibility provided under the Local-Flex Demonstration Program, coupled with the continual monitoring and assessment of our performance and the taking of actions necessary to improve the effectiveness of these strategies, the level of funds dedicated to support these activities (over the five year period of the agreement) is reasonable and sufficient to enable us to successfully achieve or achieve the measurable goals and objectives contained in our Local-Flex Demonstration Program Plan.

APPENDICES

Local-Flexibility Demonstration Program (Local-Flex) Description of Strategies, Activities and Phases for Accessing Services

The flexibility afforded under the Local-Flex Demonstration Program (Local-Flex) is ideally suited to the effective use and integration of federal funds with other resources directed at meeting the needs of all students, reducing and eliminating disproportionality or gap in student achievement, and in turning around schools most at risk of not meeting State standards.

Under the District's Local-Flex Plan, it will concentrate services in fifteen (15) schools (Tier I) where there is "an urgency of need" to assist all students to meet or exceed State standards in Reading and Mathematics. Such schools generally have not met Adequate Yearly Progress (AYP) for at least one or more years as determined by the State Office of Public Instruction. In addition, the Local-Flex Plan will provide services to twenty-four (24) additional schools (Tier II) that did not meet Adequate Yearly Progress (AYP) for the first time in 2002-2003 as determined by the State Office of Public Instruction.

The activities to be undertaken as part of the Local-Flexibility Demonstration Agreement will provide additional training for professionals, targeted work in core areas (Reading and Mathematics) and targeted assistance to particular populations of students (students with limited English proficiency, students from major racial and ethnic groups, economically disadvantaged students and students with disabilities). The plan focuses upon five strategies:

STRATEGY 1

Improve teacher knowledge, rigor and skill in application of research-based practices and strategies for Mathematics, literacy content and pedagogy.

ACTIVITIES

1. *Expert coaching in Reading and Mathematics
(Targeted Tier I/selected Tier II schools)*

A cadre of Reading and Mathematic coaches will be deployed to provide direct service to classroom teachers. The coaches will work directly with teachers on curriculum, instruction and assessment in Mathematics and/or Reading.

2. *Comprehensive professional development in brain-based literacy instruction
(Priority given to Tier I schools)*

A systematic professional development program of direct instruction on this topic coupled with classroom observations/consultations.

STRATEGY 2

Improve teacher knowledge and skill in standard-based, culturally responsive teaching and learning, differentiation of instruction and the use of data to inform instruction.

ACTIVITY

1. *Professional development for culturally responsive teaching and learning
(Targeted Tier I/selected Tier II schools)*

Approximately 50 schools, with priority given to Tier I target schools, will engage in a year long course of study into the work of culturally responsive teaching and learning. Principals and key teacher leaders from both Tier I and Tier II schools will meet to study and provide professional development on this topic to their entire campus faculty.

STRATEGY 3

Improve beginning teacher quality and preparation for service to underserved students of diverse backgrounds.

ACTIVITIES

1. *Mentors for beginning teachers of highest-needs students and schools
(Targeted Tier 1 schools)*

Mentors will work directly with beginning teachers, assisting them with all aspects of the classroom, in particular on issues of differentiation of instruction and content, and pedagogy in literacy and/or Mathematics.

2. *Human resources recruitment
(District-level activity)*

Trained recruiters will be hired to engage in recruitment efforts to identify a diverse group of the “best and brightest” beginning teachers to serve Seattle Public Schools students.

STRATEGY 4

Enhance the integration of technology into the classroom for teacher productivity and the teaching and learning program.

ACTIVITIES

1. *Deployment of Instructional Technology Master Teachers*
(Targeted Tier I and Tier II schools, plus a District-level activity)

The District will deploy a corps of Instructional Technology Master Teachers to assist in the rollout of a major, system-wide technology initiative. They will also work in collaboration with Reading and Mathematics coaches to provide coordinated services to Tier I and Tier II schools.

2. *Professional development for school-based technology teacher leaders*
(Tier I schools)

Teacher leaders will receive training and instruct their school peers on infusing technology into teaching and learning; they will also coordinate their work with the Reading and Mathematics coaches.

STRATEGY 5

Provide intervention and support services for academic achievement, reentry and substance abuse issues for targeted student subpopulations.

ACTIVITIES

1. *Substance Abuse Intervention Specialists*
(Selected secondary schools)

Drug/alcohol specialists will be assigned to secondary schools to provide substance abuse prevention and intervention services.

2. *Student Reentry Program*
(Selected alternative school sites)

The District will conduct activities to support students on long-term suspension assigned to alternative sites until they reenter the regular school setting. This program allows students to continue their education rather than being out of school with idle time.

3. *Targeted Support Bilingual Students*
(Selected schools)

The District will provide targeted counseling and tutorial support for Latino students in schools with the largest Latino populations.

4. *Bilingual Program Review*
(District-level activity)

The District will conduct a review of bilingual programs, curriculum and instructional practice.

5. *Professional development for teachers of advanced learners*
(Selected schools)

The District will provide targeted professional development for teachers of advanced learning programs aimed at decreasing barriers in taking part in such programs by underrepresented student groups.

The Tier I and Tier II schools will access and maintain services through the District's Local-Flexibility Demonstration Program by using a three-phase approach:

PHASE I: Analysis of School's Current Situation and Definition of Greatest Challenges

A central service interdisciplinary team of Teaching and Learning Directors will conduct a "school intervention process" for each Tier I school. The intervention process will take 2-4 hours for each school. It includes an analysis of the school's current situation, definition of the greatest current challenges faced by the school and a determination of the next steps for school support and improvement. An Analysis of the school's current situation will include:

1. Review of multiple measures of student performance (standardized test scores, school-based academic assessments, discipline records, attendance records, etc.).
2. Review of other school performance indices (staff/student surveys, standard-based measure of school leadership, instructional program implementation, etc.).
3. Discussion of previous and existing interventions and supports (including supports from other federal, State and local funded initiatives – ESEA Title I, Student Achievement I-728, Learning Assistance Program, and Bill and Melinda Gates School Transformation funding).
4. Analysis of current assets (material resources and intellectual capital at the school).
5. Analysis of areas of greatest challenge.

PHASE II: Selection of Support Strategies Tailored for each School

Based on the analysis of the school's current situation, the Director Team will draw conclusions on the greatest current challenges and will determine the next steps of the key support strategies. For example, the Director Team may determine that key support strategies for a given elementary school demonstrating poor student achievement in Mathematics and high disproportionality between Caucasian students and students of color may include coaching and professional development for mathematical content knowledge of primary grade teachers and school-wide professional development in culturally responsive instruction. The following is a list of the support strategies and services available through our Local-Flex Demonstration Program

that may be selected and accessed by the principal and school level staff to accommodate the unique needs of an individual school:

1. Expert coaching in Reading and Mathematics.
2. Mentors for beginning teachers.
3. Instructional Technology Master Teachers.
4. Comprehensive professional development activities:
 - Brain-based literacy instruction.
 - Culturally responsive teaching and learning.
 - Infusion of technology into teaching and learning.
 - Training for teachers of advanced learners.
5. Substance Abuse Intervention Specialists.
6. Counseling and tutorial support for Latino students.

Each intervention will be tailored to the needs of each school and to the specific needs of each of the student subgroups. A description of an individual school's offering will be known only after the analysis has been completed, the strategy or mix of strategies have been selected by the principal and building-level staff, and the strategies have been implemented at the building and classroom level.

PHASE III: Continuous Monitoring of Performance and Continuous Program Improvement

The interdisciplinary Director Team will continually monitor the impact of the selected intervention support strategies and will provide regular updates to building-level and central office staff throughout the school year. Such information will be used to modify and adjust the interventions to insure that the needs of students most at risk of not meeting State standards are being addressed and accommodated.

List and Description of Tier One Schools
LOCAL FLEX DEMONSTRATION PROGRAM
 Seattle Public Schools
 October, 2003

Following is a table that identifies the fifteen schools that have been selected by the District to be “Tier One Schools” for Year One of our Local Flex Demonstration Program. These schools were selected as “Tier One Schools” by the Education Directors based upon:

- the “urgency of need” at the building-level to assist all students to meet or exceed State standards in reading and mathematics
- the high probability (likelihood) that these students will meet Adequate Yearly Progress targets as a direct result of services provided through our Local Flex Program

Please note that additional schools will be served under this plan (“Tier Two Schools”) but the level of services provided these schools would not be as concentrated as the services to be provided for “Tier One Schools”.

<i>School Code</i>	<i>Name of School</i>	<i>Grade Level</i>	<i>Enrollment</i>	<i>Title I Part. Sch.</i>	<i>AYP Status</i>
938	African America Academy	K-8	461	Yes	3
130	Aki Kurose Middle School	6-8	699	No	3
012	Cleveland High School	9-12	732	No	2
215	Concord Elementary	K-5	323	Yes	3
251	Dearborn Park Elementary	K-5	288	Yes	1
103	Denny Middle School	6-8	791	No	1
226	Gatzert Elementary	K-5	376	Yes	1
235	Highland Park Elementary	K-5	447	Yes	1
249	Madrona	K-8	431	Yes	3
109	Meany Middle School	6-8	413	No	2
232	M.L. King Elementary	K-5	173	Yes	4
021	Rainier Beach High School	9-12	602	No	2
264	Rainier View Elementary	K-5	281	Yes	1
267	Roxhill Elementary	K-5	280	Yes	N.A.
212	Thurgood Marshall Elementary	K-5	327	Yes	4
254	T.T. Minor	K-5	229	Yes	5

Enrollment: SPS Official P223 Monthly Enrollment Report dated October 1, 2003

AYP Status: Sept. 8th letter from the State Office of Public Instruction re: Title I AYP/School Improvement Status

- AYP Status Codes:
1. Did not meet AYP for the first time
 2. Did not meet AYP for two consecutive years
 3. Did not meet AYP for third year
 4. School has less than 30 continuously enrolled students
 5. Remains in School Improvement (Step 1)

List and Description of Tier Two Schools
Local Flex Demonstration Program
Seattle Public Schools
October, 2003

Following is a list that identifies twenty-four (24) schools that have been selected by the District to be targeted “Tier Two Schools” for Year One of our Local Flex Demonstration Program. These schools have been selected as targeted “Tier Two Schools” because they did not meet Adequate Yearly Progress (AYP) as determined by the State Office of Public Instruction. These twenty-four (24) schools are in addition to the fifteen (15) schools identified as “Tier One Schools”.

- Ballard High School
- Brighton Elementary School
- Cooper Elementary School
- Dunlap Elementary School
- Eckstein Middle School
- Emerson Middle School
- Franklin High School
- Garfield High School
- Graham Hill Elementary School
- Hamilton Middle School
- Ingraham High School
- Madison Middle School
- McClure Middle School
- Mercer Middle School
- Northgate Elementary School
- Orca
- Roosevelt High School
- Sealth High School
- South Lake High School
- Summit K-12
- Washington Middle School
- West Seattle High School
- Whitman Middle School
- Whitworth Elementary School

Please note that in addition to these twenty-four (24) targeted “Tier Two Schools”, Local Flex Program Services will be provided to other District schools which have student subgroups who need additional assistance.

October 10, 2003

Revised 12/1/03