

PROGRAM APPLICATION

LOCAL-FLEXIBILITY DEMONSTRATION PROGRAM
SEPTEMBER 1, 2006 TO AUGUST 31, 2011



2445 Third Avenue South
PO Box 34165
Seattle, Washington 98124-1165

Submitted to the U.S. Department of Education
June 2006

**LOCAL-FLEXIBILITY DEMONSTRATION PROGRAM 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 (AYP)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
 ADDRESS: MS 33-182, PO Box 34165, Seattle, WA 98124-1165
 PHONE: 206-252-0220
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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 2006-2007	Total formula amount received by the LEA SY 2006-2007
<input checked="" type="checkbox"/> X	Subpart 2 of Part A of Title II Teacher and Principal Training and Recruiting	\$ 3,273,362	\$ 3,273,362
<input checked="" type="checkbox"/> X	Subpart 1 of Part D of Title II Enhancing Education through Technology	\$ 130,58	\$ 130,538
<input checked="" type="checkbox"/> X	Subpart 1 of Part A of Title IV Safe and Drug-Free Schools and Communities	\$ 233,104	\$ 233,104
<input checked="" type="checkbox"/> X	Subpart 1 of Part A of Title V Innovative Programs	\$ 86,149	\$ 86,149
Total			\$ 3,723,153 *

*Note: The proposed start date of the agreement is September 1, 2006.

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

Raj Manhas

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

Signature of Authorized Representative

_____ Date: _____

** Projected grant revenue. Does not include projected carryover funds for SY 2005-2006

Table of Contents
Local-Flexibility Demonstration Program

A.	Cover Sheet.....	1
B.	Table of Contents	2
C.	Preface.....	3
D.	Abstract.....	4
E.	Introduction and Background.....	6
	E-1 District Profile.....	6
	E-1-1 District Vision	6
	E-1-2 District Mission.....	6
	E-1-3 District Core Values	6
	E-1-4 District Goals	6
	E-1-5 Academic Actions (<i>Priority Areas</i>)	7
	E-2 Prior District Participation Under the Local-Flexibility Program.....	8
	E-3 Accomplishments to Date Under the Current Local-Flexibility Program	9
	E-3-1 Summary Statement of Accomplishments District-Wide.....	10
	E-3-2 Summary Statement of Accomplishments Tier 1/Tier 2 Schools	10
	E-4 Notification of Intent to Terminate and District’s Intent to Submit New	11
	E-4-1 Intent to Terminate Current Local-Flexibility Agreement.....	11
	E-4-2 Intent to Submit a New Local-Flexibility Demonstration Plan.....	11
	E-4-3 Suggested Content Elements.....	12
	E-5 Expected Benefits to the District.....	12
	E-5-1 Case Study Conducted by the Urban Institute.....	13
	E-5-2 Reported Benefits to the District.....	13
	E-6 Challenges and Untapped Potential	15
	E-7 Why the District was Unable to Meet AYP for Two Consecutive Years.....	17
	E-8 Programs to be Included.....	18
F.	Description of Need.....	19
	F-1 Changes to the WA State Annual Performance Targets 2004-2005.....	19
	F-2 Adequate Yearly Progress Summary District-Wide	20
	F-3 Project Status – Year 2	21
	F-4 Statement of Measurable Objectives	27
	F-5 Statement of Major Goals.....	28
	F-6 Statement of Program Strategies and Interventions	28
	F-7 Definition and List of Tier 1 and Tier 2 Schools	29
	F-8 Grant Revenue Projects for the First Year.....	32
	F-9 Consultation with Private School Officials.....	32
	F-10 Alignment with Major District Initiatives	33
	F-11 Activity-Based and Line-Item View of the First Year Budget.....	36
	F-11-1 Activity-Based Budget View	36
	F-11-2 Line-Item Budget View	37
G.	Reference Links to Resource Materials	39

SECTION C

PREFACE

On November 5, 2003, Mr. Ronald J. Tomalis, Acting Assistant Secretary of the U.S. Department of Education, approved the District's Five-Year Local-Flexibility Demonstration Program Plan. Later that month, the District entered into a 5-year Local-Flexibility Agreement with the U.S. Department of Education with a termination date of August 31, 2008.

Subpart (a) (1) of Section 6154 of the *No Child Left Behind Act of 2001* gives the U.S. Secretary of Education the authority to terminate the Local-Flexibility Agreement if the District fails to make adequate yearly progress (AYP) for two consecutive years.

On October 31, 2005, the District notified the U.S. Department of Education that it would not be able to meet AYP for two consecutive years (2004-2005 and 2005-2006). The District asked if the U.S. Secretary of Education would encourage and permit the District to enter into a new 5-year Local-Flexibility Agreement with a start date of September 1, 2006.

On January 20, 2006, the U.S. Secretary of Education granted the District's request to submit a new Local-Flexibility Demonstration Program Plan for the period of September 1, 2006 through August 31, 2011.

On February 13, 2006, the U.S. Department of Education notified the District that in accordance to Subpart (a) (1) of Section 6154 of the *No Child Left Behind Act of 2001*, it would terminate the District's current Local-Flexibility Demonstration Program Agreement on August 31, 2006. In addition to this termination notice, the District was advised of the steps to take in order for the U.S. Secretary of Education to approve its new Local-Flexibility Demonstration Program Plan.

This Local-Flexibility Demonstration Program Plan is hereby submitted in accordance to the guidance provided by the U.S. Department of Education. We appreciate the U.S. Secretary of Education's decision to allow the District to submit a new Local-Flexibility Demonstration Program Plan under Title VI of the *No Child Left Behind Act of 2001*.

SECTION D

ABSTRACT

- Status of Plan Submitted June 2006
- Length of Plan Five years (September 1, 2006 to August 31, 2011)
- Needs to be Addressed
 1. Improve the academic achievement of all students.
 2. Narrow and eliminate the gaps in student achievement.
- Targeted Areas
 1. Academic Achievement: Reading and Mathematics.
 2. Other Indicators: Unexcused absences and graduation rates.
- Targeted Schools

Tier 1
Schools that have been identified as not meeting adequate yearly progress (AYP).

Tier 2
Other schools with student populations that need support to bring them up to State standards.
- Targeted Students
 1. Students with limited English proficiency.
 2. Students from major racial and ethnic groups.
 3. Economically disadvantaged students.
 4. Students with disabilities.
- Educational Goals
 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, the unexcused absence rate will decrease to 1% by 2013-2014.
 4. In grades 9-12, students will achieve a four-year cohort high school graduation rate of 85% by June 2013-2014.
- Funds to be Consolidated
 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

(Approximately \$ 3.7 million/year for the five years of the plan.)
- Strategies
 1. Improve teacher knowledge, rigor and skill in application of research-based practices and strategies for Mathematics, literacy content and pedagogy.
 - A. Budget: **\$ 1,199,477**
 - B. Activities
 1. Expert Coaching in Reading and Mathematics.
 2. Comprehensive professional development in brain-based literacy instruction.

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

A. Budget: **\$ 1,457,671**

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: **\$ 616,215**

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: **\$ 130,538**

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: **\$ 233,104**

B. Activities

1. Hire Intervention Specialists.

2. Support Student Re-entry Programs.

3. Target support for bilingual students..

- District Contacts
 - Learning and Teaching Division
Carla J. Santorno, Chief Academic Officer (206.252.0180)
 - Grant Procurement and Compliance
Jay Iman, Grant Manager (206.252.0220)

SECTION E

INTRODUCTION AND BACKGROUND

Adequate Yearly Progress (AYP) for the 2005-2006 school year will not be announced by the State until October 2006. This application reflects both the AYP data and the list of Tier 1 and Tier 2 schools as reflected in our District's Year Two Annual Performance Report dated January 12, 2006. Information related to AYP data (and listing of targeted schools) will be updated once the AYP data for the 2005-2006 school year is announced.

E-1 District Profile

Seattle Public Schools is the State of Washington's largest and most diverse school district, serving approximately 46,000 students in 100 schools. The District is a dynamic, standards-based learning community that offers a broad range of programs and learning opportunities, enhanced by strong support from parents and community members. A strong vision and mission statement; a set of core values; five major goals; and seven "academic action areas" guide the District operations and performance.

E-1-1 District Vision

Every student - regardless of race, ethnicity, gender or socioeconomic background - will graduate and be fully prepared to lead a successful life.

E-1-2 District Mission

To provide every student with effective, high quality teaching and learning experiences, relevant curriculum and support services, in a safe and healthy environment.

E-1-3 District Core Values

Academic effectiveness, accountability, equity, inclusivity, justice and sustainability.

E-1-4 District Goals

- a. Improve the effectiveness and relevance of instructional support and support services for all students.
- b. Eliminate the achievement gap.
- c. Eliminate all systemic barriers to student achievement.
- d. Build leadership capacity for accountability, inclusivity and effectiveness.

- e. Manage resources and set priorities using principles of equity and sustainability.

E-1-5 Academic Actions (Priority Areas)

- a. Effective Leadership
- b. Teaching Quality
- c. Cultural Competence
- d. Curriculum, Assessment and Instruction
- e. Professional Learning Communities
- f. Personalization
- g. Family and Community Involvement

Exhibit 1 provides a statistical profile of the Seattle Public Schools as of October 1, 2005.

**Exhibit 1
Statistical Profile of Seattle Public Schools
October 1, 2005**

Students			
Elementary	21,962	African American	22%
Middle	9,849	American Indian	2%
High	14,204	Asian	23%
Total	46,105	Caucasian	41%
		Latino	12%
		Free/reduced lunch	41%
		Special Education	9%
		ESL Served	12%
		Number of Languages Spoken	100
		Bilingual Speakers	24%

Staff	
Teachers	3,105
School Administrators	140
Student Support Staff	3,813
Office staff	861
Total Full Time	4,989
Total	7,919

Schools	
Elementary	59
Middle	11
High	12
K-8's	8
Alternative	10
Total	100

Seattle Public Schools had 46,105 students in October 2005. Forty-one percent (41%) of the students were Caucasian, 23 percent Asian, 22 percent African-American, 12 percent Latino, and 2 percent American Indian. Forty-one percent of the students received free or reduced price lunch, 9 percent received Special Education services and 12 percent received ESL services. Fifty-nine (59) of Seattle's 100 schools are elementary schools representing a little under half of the student population. The District has a total staff of 7,919 full- and part-time employees and 3,105 of these employees are certificated teachers.

E-2 Prior District Participation Under the Local-Flexibility Program

On July 19, 2002, the *Federal Register* announced an opportunity for State and Local Educational Agencies (LEAs) to apply for “local-flex authority” under Subpart 3 of ESEA Title VI of the *No Child Left Behind Act of 2001* (NCLB). Under this announcement, up to eighty LEAs nationally would be eligible to be granted such local-flex authority.

On September 24, 2002, the Seattle Public Schools submitted its Local-Flexibility Demonstration Program application to the U.S. Department of Education for approval. In the application, the District requested that it be given “local-flex authority” for up to five years to combine or consolidate funding under the following four federal entitlement programs to address specific purposes of NCLB: ESEA Title II Part A (Teacher and Principal Training and Recruitment), ESEA Title II Part D (Enhancing Education Through Technology), ESEA Title IV Part A (Safe and Drug-Free Schools and Communities), and ESEA Title V Part A (Innovative Programs).

The District’s application focused on: 1) improving the academic achievement of all students; 2) narrowing and eliminating the gaps in student achievement; 3) reducing unexcused absences; and 4) improving graduation rates. The focus and performance targets for the District’s Local-Flexibility Demonstration Program were consistent and aligned with the State’s Accountability Program for Student Success. The District identified five major strategies to address these focus areas:

- 1) Improve teacher knowledge, rigor and skill in application of research-based practices and strategies for Mathematics, literacy content and pedagogy;
- 2) Improve teacher knowledge and skills in standards-based, culturally responsive teaching and learning, 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 for the learning and teaching program; and
- 5) Provide intervention and support services for academic achievement, reentry and substance abuse issues for targeted students.

Services were targeted to:

- 1) Schools that had been identified as not meeting Annual Yearly Progress (AYP);
- 2) Schools that were “at risk” of not meeting AYP; and
- 3) Specific student populations that needed support to bring them up to State standards (students with limited English proficiency, students from major racial and ethnic groups, economically disadvantaged students and students with disabilities).

On November 5, 2003, Mr. Ronald J. Tomalis, Acting Assistant Secretary of the U.S. Department of Education, approved the District's application. Later that month the District entered into a 5-year Local-Flexibility Agreement with the U.S. Department of Education with a termination date of August 31, 2008. By doing so, the District became the first school district in the nation to receive such "authority". Through the current school year (2005-2006), it remains the only school district to have received such authority under Title VI of NCLB.

On October 31, 2005, the District notified the U.S. Department of Education that it would not be able to meet AYP for two consecutive years (2004-2005 and 2005-2006) and requested the District to enter a new five-year Local-Flexibility Demonstration Agreement with an effective start date of September 1, 2006.

On February 13, 2006, the U.S. Department of Education notified the District that in accordance with Subpart (a) (1) of Section 6154 of the *No Child Left Behind Act of 2001*, it would terminate the District's Local-Flexibility Agreement on August 31, 2006. The Department also indicated that they would consider a request by the District to enter into a new 5-year Local-Flexibility Agreement given the District's prior experience and accomplishments under its original Local-Flexibility Agreement with the U.S. Department of Education.

This application is being submitted in accordance to the guidance provided by the U.S. Department of Education. The District appreciates the U.S. Secretary of Education's decision to allow the District to submit a new Local-Flexibility Demonstration Plan under Title VI of the *No Child Left Behind Act of 2001*.

E-3 Accomplishments to Date under the Current Local-Flexibility Program

The following information describes the progress made by the Seattle Public School District in meeting the annual performance targets for the 2004-2005 school year as outlined in the District's approved Local-Flexibility Demonstration Program Plan. The information is summarized both district-wide and by Tier 1 and Tier 2 schools for the academic achievement in *Reading and Mathematics*. In addition to student academic achievement data, we have summarized information on unexcused absences and percent of cohort students graduating on time by Tier 1 and Tier 2 schools.

Note

The Annual Performance Report for the current school year (2005-2006) will not be completed until November 1, 2006. Because of changes to the Washington State's accountability requirements, starting with the 2004-2005 school year, the District and its schools have three years to meet adequate yearly progress (AYP) standards (stair step- approach) in *Reading and Mathematics*. For a description

of these changes, refer to page 7 of this referenced annual performance report.

E-3-1 Summary Statement of Accomplishments District-Wide

- a. District-wide WASL test results between 2003-2004 and 2004-2005 school years showed gains for both Reading and Mathematics for all three grade levels tested (4, 7 and 10). Gains in Reading test scores ranged from an increase of 7.0 percentage points (Grade 4) to an increase of 15.9 percentage points (Grade 10). Gains in Mathematics test scores ranged from an increase of 1.9 percentage points (Grade 4) to an increase of 6.8 percentage points (Grade 7).
- b. The District made AYP in fifty-eight (58) of the seventy-one (71) required proficiency cells (81.7%) during the 2004-2005 school year. African American and low-income students failed to meet AYP in Mathematics for all grade levels tested. Limited English and Special Education students failed to meet AYP for both Reading and Mathematics for Grade 4. African American and low-income students failed to meet AYP for both Reading and Mathematics for Grade 7.
- c. For both ethnic groups reported (African American and Asian students), the “gap” in student academic achievement in Reading for all three grade levels (Grades 4, 7 and 10) was reduced or narrowed in comparison to the achievement of Caucasian students while the “gap” in student academic achievement in Mathematics for African American and Asian students increased in Grade 4.

E-3-2 Summary Statement of Accomplishments for Tier 1 and Tier 2 Schools (for a definition list of Tier I and Tier 2 schools refer to page 28 of this application)

- a. Academic Achievement in Reading and Mathematics

Elementary Schools

- 2. All ten (10) Tier 1 and all nine (9) Tier 2 schools met State Standards in Reading for the 2004-2005 school year.
- 3. Six (6) of the ten (10) Tier 1 schools and six (6) of the nine (9) Tier 2 schools met State Standards in Mathematics.

Middle Schools

- 1. All five (5) Tier 1 and all eight (8) Tier 2 schools met State Standards in Reading for the 2004-2005 school year.
- 2. Four (4) of the five (5) Tier 1 schools failed to meet State Standards in Mathematics while all eight (8) Tier 2 schools met State Standards in Mathematics.

High Schools

1. Both Tier 1 and eight (8) of the nine (9) Tier 2 schools met State Standards in Reading for the 2004-2005 school year.
2. Both Tier 1 schools and three (3) of the nine (9) Tier 2 schools met State Standards in Mathematics.

b. Unexcused Absences

Elementary Schools

Nine (9) of the ten (10) Tier 1 and eight (8) of the nine (9) Tier 2 elementary schools met State Standards for unexcused absences for the 2004-2005 school year.

Middle Schools

Three (3) of the five (5) Tier 1 and five (5) of the eight (8) Tier 2 middle schools met the State Standards for unexcused absences for the 2004-2005 school year.

c. Four-Year Graduation Rate

High Schools

All two (2) Tier 1 and eight (8) of the nine (9) Tier 2 high schools met State Standards for graduation rates for the 2004-2005 school year.

E-4 Notification of Intent to Terminate the Local-Flexibility Agreement and District Intent to Submit a New Local-Flexibility Demonstration Program Plan

E-4-1 Intent to Terminate the Current Local-Flexibility Agreement

On February 13, 2006, the U.S. Department of Education notified the District that in accordance with Subpart (a) (1) of Section 6154 of the *No Child Left Behind Act of 2001* it would terminate the District's current Local-Flexibility Demonstration Agreement on August 31, 2006.

E-4-2 Intent to Submit a New Local-Flexibility Demonstration Plan

In order for the U.S. Secretary of Education to grant continued "local-flex authority" beyond August 31, 2006, the District would need to prepare and submit a new Local-Flexibility Demonstration Program Plan to the U.S. Department of Education prior to August 31, 2006.

E-4-3 Suggested Content Elements of the New Local-Flexibility Demonstration Plan

In preparing the District's new 5-year Local-Flexibility Demonstration Program Plan, we would not be required to prepare an application in accordance with the current Request for Proposal (RFP) posted on the U.S. Department of Education's web site, but instead, given our prior participation under this program, we are being asked to submit a proposal that contains at minimum the following items:

- a. Local-Flexibility Application Cover Page
- b. Program Abstract
- c. Introduction/Background
- d. Program Narrative
- e. Attachments and Resource Materials

E-5 Expected Benefits to the District for Approval of the New Local-Flexibility Demonstration Program Plan

How would an extension of this agreement directly benefit the District?

An extension of our Local-Flexibility Agreement (Local-Flex) with the U.S. Department of Education would provide us an opportunity to strategically align these activities with our new District initiatives (*Seattle Public Schools Plan for Student Success, Accountability Work Plan, Priority Academic Actions and the District Improvement Plan*).

The extension would improve our District's ability to meet the State's Annual Yearly Progress (AYP) proficiency standards. It would allow the District the potential of strategically targeting these "consolidated resources" to emerging/changing conditions, continuing to strengthen and improve our instructional offerings to students, and continuing to improve relationships with private school officials and improving the academic achievement of private school students.

Given that the necessary "preconditions" did not exist in the District until the start of the current school year, our two-year experience under the Local-Flexibility Agreement has not been in effect long enough to accurately gauge its effectiveness in assisting the District to meet State's Annual Yearly Progress (AYP) standards or targets. An extension of this agreement will permit us to more fully take advantage of this flexibility offered under this demonstration program and will allow us to target these resources where most needed. It will assist us to sustain and solidify current strategies directed at improving the academic achievement of our students and meeting State proficiency standards. It would continue the momentum that we have built over the past two years in creating an excellent education for every student enrolled in the District.

We believe that approval of our new Local-Flexibility Demonstration Program Plan will be in the best interest of both the U.S. Department of Education and the District in that it will provide us sufficient time and experience to more fully assess the full impacts of such “local-flex authority” on improving the academic performance level of our students consistent with our State’s accountability system.

E.5.1 Case Study Conducted by the Urban Institute

The Urban Institute was contracted by the U.S. Department of Education to conduct a case study of the Seattle Public Schools’ experience in implementing their Local-Flexibility Demonstration Program (Local-Flex) in order to provide other school districts and States with information about the opportunities and challenges that have resulted from Seattle’s participation. Representatives from the Urban Institute conducted a two-day site visit to the District (November 30, 2005 and December 1, 2005) to interview the stakeholders of the Local-Flexibility Demonstration Program (District staff, private school officials and State office officials) on the following four questions:

- a. Does Local-Flex allow the District to better target federal funds to meet student needs?
- b. Does Local-Flex facilitate initiatives or programs that the District has specified in its 5-year plan?
- c. Since implementing Local-Flex, what changes have occurred in District accounting, management roles and responsibilities, and the District’s relationship with private and public schools?
- d. How does the District balance the needs and requirements of flexibility while ensuring that the intent of federal programs included in the Agreement is met?

On February 17, 2006, the Urban Institute distributed a “draft copy” of their case study to Seattle Public Schools for our review and comment. It is anticipated that the final report will be published later this year.

E.5.2 Reported Benefits to the District for Participating in the Local-Flexibility Demonstration Program

The draft case study report identified the following benefits to the District for participating in the federal Local-Flexibility Demonstration Program (Local-Flex):

- a. Increased Ability to Target Funds to High Need Schools and Students
The initiatives in the 5-year plan focused on initiatives and programs aimed at schools and students who need the most assistance. While these initiatives would have been possible with Local-Flex, State, school

and District officials all suggested that participation in the program allowed the District to more effectively develop plans and target funds toward reaching the District's goals. This is especially useful in time of tight budgets and declining program funds.

b. Greater Flexibility than Other Flexibility Provisions

Not surprisingly, District officials found Local-Flex preferable to the flexibility provisions included in Transferability. Under Transferability, only 50% of the funds associated with a given program were eligible for flexibility. The largest of the four programs, Title II Part A, accounted for three-quarters of all funds eligible for Transferability. As a result, the amount of funds available to transfer into Title II Part A was rather limited. Under Local-Flex, transferring of all funds associated with the four programs was allowable, which has allowed the District to transfer funds to the areas with the highest needs.

c. Rapid Response to Changing District Needs

As a result of the flexibility granted by Local-Flex, the District was able to quickly respond to changing District needs. For example, the District could quickly shift services after changes in accountability measures led to new schools being identified as Tier 1 or Tier 2. In addition, Seattle Public Schools also gained increased budgeting authority, because they no longer had to receive formal approval from the State for each title program. This allowed the District to move more quickly to fill funding gaps or severe subpopulations that might not be receiving adequate services.

d. Greater Collaboration Among District Officials

Local-Flex acted as an impetus to increase staff collaboration and cooperation at the District level. Prior to Local-Flex, District administrators rarely spoke because each administrator managed a specific set of funds and programs. Through participation in Local-Flex, all of the eligible funds were combined and District officials were forced to discuss the use of Local-Flex funds together rather than simply managing their own portion of funds. A District administrator described the development of a "professional community focused on outcomes for kids" as a direct consequence of Local-Flex.

e. Decreased Administrative Time Allowed More Focus on Services

District representatives indicated that the consolidation of funds through Local-Flex decreased administrative time and costs, and allowed the District to focus on providing services to schools and students. For example, the District no longer had to submit an annual plan to the State about the use of eligible program funds. Seattle Public Schools officials also identified a streamlined financial tracking system as one of the potential benefits of Local-Flex. The District already had a

sophisticated financial tracking system in place, so Local-Flex caused little or no change to the District's financial recordkeeping, but representatives indicated that if they had not had such a system in place, the participation in Local-Flex would have simplified accounting requirements for the District.

f. Improved Relationship with Private Schools

The relationship between the District and private schools markedly improved as a result of the District's participation in Local-Flex. The District used Local-Flex funds to hire a private school liaison, which meant that private schools had a clear point of contact in the District rather than needing to contact four or more different federal program managers in the District. The District created an umbrella form which traced the combined dollar amounts for all of the Local-Flex eligible programs as opposed to separate documentation for each program. Private school representatives indicated that simplified reporting requirements in combination with greater flexibility allowed them to access more of the federal funds set aside for use by private schools.

g. Improved Service and Communication with Public Schools

From the perspective of public school representatives, on-site coaches and the new teacher-mentoring program were the most visible benefit for public schools. Public school representatives indicated that schools with on-site coaches experienced improved communication between the schools and the District, because the coach acted as a liaison with the District office. Some schools in more affluent areas had less involvement with the District because they did not have on-site coaches. One school representative indicated that these schools received services as a result of Local-Flex funds indirectly through training programs and when applicable, through new teacher mentoring.

E-6 Challenges and Untapped Potential of Local-Flexibility

The preliminary findings of the Urban Institute's case study of the District's experience in implementing the Local-Flexibility Demonstration Program (Local-Flex) was generally beneficial; however, District representatives identified a number of remaining challenges associated with the Local-Flex programs.

a. Declining Program Funds

Over the last few years, Seattle Public Schools experienced a continual decrease in the amount of federal funding to eligible programs from \$4.6 million in 2002-2003 to \$4.0 million in 2005-2006. This was combined with decreases in the overall budget that made funding decisions especially difficult. Limited funds prevented full implementation of all best practice based initiatives. While Local-Flex allowed program administrators to focus on highest priorities within the District, the flexing of dollars also meant that

funds for some best practices would have to reduce. As one District official described it, “if we’re going to do something more with limited resources, then we also have to say we’re going to do something less.” Thus, while District administrators appreciated the ability to flex federal funds, their actions were still limited by the total amount of funds available. District officials indicated that the problem was exacerbated in recent years as the amount of Local-Flex funds diminished.

b. Limited Number of Federal Programs Included

District officials indicated that they would like flexibility extended to other federal education funds. District representatives highlighted what they viewed as a significant shortcoming in Local-Flex; the relatively small amount of funds available for reallocation. One District official wished that the District could use a greater percentage of federal funds as it wished without being tied to the mandated intent for the funds. In that official’s words, “it’s too restricted...to the four, because there’s only one of the four that are meaningful to Seattle and that’s Title II Part A.” Specifically, the set of programs from which a District may consolidate funds under Local-Flex does not currently include Title I. This provision was viewed as a significant limitation on the flexibility offered by Local-Flex, as it effectively excludes the majority of federally derived funding from reallocation. Several District and private school representatives expressed a desire that Title I funds be included in Local-Flex.

c. Difficult to Overcome Tradition of Categorical Programs

At the time of the case study, the District did not use the Local-Flex funds for purposes differently than those of the four affected programs. While the Local-Flex provisions required that the goals associated with the four programs still be met (and Seattle was clearly continuing to meet the intent of these programs), there was potential for Seattle to use Local-Flex money to fund other educational strategies. District officials indicated that they were not fully taking advantage of the unique features that distinguishes Local-Flex from other flexibility measures, such as Transferability. In addition, the District did not take full advantage of the opportunity presented by Local-Flex to integrate and streamline its staffing responsibilities. After the implementation of Local-Flex, there was no longer a need for a District-level director for each of the affected programs. A District representative identified the difficulty in changing established programs and job positions as a contributing factor in Seattle’s decision to use Local-Flex funds only for the original four programs. The District representative described the situation as a work in progress where the District hoped to take full advantage of the opportunities for collaboration and initiative development in the coming year. For example, one administrator now oversees some collaborative projects that previously had individual directors, effectively “breaking down silos” and allowing for consolidated, integrated use of funds.

d. Yet to Take Full Advantage of Local-Flex as a Public Relations Tool

The District did not take full advantage of the opportunity to improve community relations through the implementation of Local-Flex. A District official viewed Local-Flex as “a tremendously positive public relations, communications tool” because it could send a statement to the community that the District is committed to the academic achievement of all children and reducing the achievement gap. Furthermore, this representative explained that it tells the community that the District is proactive in its efforts, “because this was a choice, we didn’t have to do this. We’re doing it for the right reasons. And the reason we’re doing it is to improve academic achievement and the purposes of not only No Child Left Behind, but the flexibility that allows us to do it.” Aside from making its annual Local-Flex report available to the public, the District did little to promote it in the community. District representatives indicated that this represented a potential powerful untapped benefit of participating in Local-Flex.

e. Short-Time Horizon for Success

District representatives expressed concern that they may not have enough time to take advantage of all the benefits of the program because the District faced the risk of losing Local-Flex if it did not achieve adequate yearly progress for two consecutive years. The potentially short-time for implementation was made even more difficult by high levels of turnover in District leadership. District officials indicated that two years would not be enough time to implement the types of substantive changes made possible by Local-Flex. Representatives indicated that such change was especially difficult for a large district. From their perspective, it made little sense for a demonstration program to not have time to show the full benefits that the local-flexibility can offer.

The District’s participation in the Local-Flex appeared to be a positive experience that led to thoughtful planning and implementation of programs targeted toward goals laid out in the plan. In addition, there were clear improvements in collaboration within the District office and between the District and schools (both public and private). As it is very closely coordinated with District’s larger accountability effort, it is difficult to evaluate outcomes. In addition, the short implementation period combined with a difficult budget situation has made it difficult for the District to fully take advantage of the new opportunities Local-Flex offers.

E-7 Description as to Why the District was Unable to Meet Adequate Yearly Progress for Two Consecutive Years

Although there were a number of reasons why the District was unable to meet Adequate Yearly Progress (AYP) for two consecutive years (2004-2005 and projected 2005-2006), the main reason was that the “preconditions” necessary for

system-wide improvement were not fully in place until the start of the current school year. Major factors included:

1. The District did not have a strategic plan in place prior to May 2005. The District lacked a shared vision, set of core values and strategic goals until this document was formally approved by the Board.
2. The District did not have its District Improvement Plan (as required under the *No Child Left Behind Act of 2001*) completed and approved by the Superintendent until the end of September 2005.
3. The District did not have an accountability work plan for the implementation of the District's strategic plan, *Seattle Public Schools Plan for Student Success*, until October 2005.
4. The District did not have its system of priorities for school and District transformation *Priority Academic Actions* approved until November 2005. The priority action areas included Effective Leadership; Teacher Quality; Cultural Competence; Curriculum, Assessment and Instruction; Personalization; Family and Community Involvement; Professional Learning Communities; and Learning Support. These "priority action plans" were approved by the Superintendent in November 2005.
5. All staff were not fully aware of or trained to implement the priority academic actions described above. Staff is currently being trained in these eight dimensions of a "high performing school district".
6. Formative and summative assessment tools and systems were not in place for elementary school principals and teachers until the start of the current school year.

E-8 Programs to be Included in the New Local-Flexibility Demonstration Program

Under this application, the District is requesting "local-flex authority" for up to five years to combine or consolidate funding under the following four federal entitlement programs to address specific purposes of the *No Child Left Behind Act of 2001*.

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

SECTION F

DESCRIPTION OF NEED

Adequate Yearly Progress (AYP) for the 2005-2006 school year will not be announced by the State until October 2006. This application reflects both the AYP data and the list of Tier 1 and Tier 2 schools as reflected in our District's Year Two Annual Performance Report dated January 12, 2006. Information related to AYP data (and listing of targeted schools) will be updated once the AYP data for the 2005-2006 school year is announced.

F-1 Changes to the Washington State Annual Performance Targets 2004-2005 School Year

As described on Pages 27-28 of our *Year 1 Local-Flexibility Demonstration Program Annual Performance Report* (November 19, 2004), the annual performance targets for Reading and Mathematics were changed in March 2004. The changes were to be effective starting with the 2004-2005 school year. In short, for the 2003-2004 school year, State standards were delimited in the "State Uniform Bar" which provided specific targets for Reading and Mathematics for 4th, 7th and 10th grades. The State Uniform Bar was a straight-line map between the 2002 (baseline) and the 2014 target (100%). Each subject in each grade had to make an even increment increase in the percentage of students who are considered proficient on the exam in order to make annually yearly progress (AYP). The percentage increase required to meet each target varied depending on the grade or subject being evaluated. Our Local-Flexibility Demonstration Program Plan included annual targets based upon this "straight-line" uniform bar.

Beginning with the 2004 testing cycle, the State received approval from the U.S. Department of Education to change the State Uniform Bar from an "even increment approach" [a straight-line uniform bar] to a "stair-step approach". In a stair-step approach, the target remains the same for three years, then increases, remains the same for three years, then increases, etc. For example, the target is the same for 2003 and 2004, jumps in 2005, remains the same for 2005, 2006 and 2007, and jumps in 2008, etc. The stair-step approach has the same baseline (2002) and the same end point (100% in 2014), but has changed the yearly targets from the yearly increments to the stair-step increments.

As a result of the changes to the State Uniform Bar, many schools made annually yearly progress during the 2003-2004 school year that were not expected to do so. For the 2004-2005 school year, (*the timeframe reported in this document*), the bar moved to the next stair-step, a significantly more challenging AYP target. As a result of this change to a more challenging AYP target, twenty (20) additional schools were identified as not meeting AYP for the first time in the 2004-2005 school year. (Please refer to Table on page 31 for a list of these schools.)

F-2 Adequate Yearly Progress Summary District-Wide Data

The District made AYP in fifty-eight (58) of the 71 proficiency cells (81.7%).

The charts below indicate which student group (proficiency cell) did not meet AYP for the 2004-2005 school year. [Source: Washington State Report Card – OSPI web site]

2.1 Fourth Grade (Reading and Mathematics)

Student Group	Reading	Mathematics
African-American		No
Limited-English	No	No
Special Education	No	No
Low Income		No

Number of Yes: 23 Number of No: 6 % of Yes/Total: 79.3%

2.2 Seventh Grade (Reading, Mathematics and other Indicators)

Student Group	Reading	Mathematics	Other Indicator
African-American	No	No	
Low Income	No	No	
			No

Number of Yes: 16 Number of No: 6 % of Yes/Total: 76.2%

2.3 Tenth Grade (Reading and Mathematics)

Student Group	Reading	Mathematics
African-American		No
Low Income		No

Number of Yes: 19 Number of No: 2 % of Yes/Total: 90.5%

Observations/Analysis of Data

- African-American and low income students failed to meet AYP in Mathematics for all grade levels tested (grades 4, 7 and 10).
- Limited English and special education students failed to meet AYP for both Reading and Mathematics for Grade 4.
- African American and low income students failed to meet AYP for both Reading and Mathematics for Grade 7.

F-3 Project Status
Year 2 of the District's Local-Flexibility Demonstration Program

This section describes program accomplishments for the period of September 1, 2004 through August 31, 2005. Included are:

1. Accomplishments by measurable objectives;
2. Summaries of 2004-2005 program accomplishments by major program strategies;
3. Changes in program activities; and
4. Accomplishments in meeting the consultation provisions for private school students and staff.

Accomplishments by Measurable Objectives

a) Academic Achievement in Reading and Mathematics

System-Wide WASL Results 2004-2005

Reading	2003-2004	2004-2005	Gain	Math	2003-2004	2004-2005	Gain
Grade 4	72.0%	79.0%	7.0%	Grade 4	59.6%	61.5%	1.9%
Grade 7	55.0%	66.3%	11.3%	Grade 7	43.6%	50.4%	6.8%
Grade 10	55.1%	71.0%	15.9%	Grade 10	38.6%	44.9%	6.3%

Summary

System-wide WASL test results between the 2003-2004 and 2004-2005 school years showed gains for Reading and Mathematics for all three grade levels tested (Grades 4, 7 and 10). Gains in Reading test scores ranged from an increase of 7.0 percentage points (Grade 4) to an increase of 15.9 percentage points (Grade 10). Gains in Mathematics test scores ranged from an increase of 1.9 percentage points (Grade 4) to an increase of 6.8 percentage points (Grade 7).

b) Reading and Math: Tier 1 and Tier 2 Elementary Schools

Adjusted Percent Meeting State Standards

Tier	School	Reading 2003	Reading 2004	Reading 2005	Math 2003	Math 2004	Math 2005
1	African American Academy K-8	71.4	87.3	88.2	51.2	71.8	63.5
1	Concord	52.2	65.9	69.4	40.8	62.8	48.5
1	Dearborn Park	44.2	77.0	70.6	34.9	44.6	59.4
1	Gatzert	51.9	64.8	77.4	35.4	61.1	41.2
1	Highland Park	45.1	75.4	81.5	48.6	53.8	42.4
1	Madrona K-8	66.4	90.6	79.0	35.0	72.4	42.9
1	Martin Luther King	N<30	92.4	94.1	N<30	60.5	87.9
1	Rainier View	36.5	47.8	70.5	25.6	21.9	40.7
1	Roxhill	67.6	69.4	91.5	42.1	40.0	62.4
1	Thurgood Marshall	75.8	83.4	74.9	75.8	56.1	54.8
2	Brighton	45.9	100.0	81.4	53.1	100.0	66.3
2	Cooper	51.4	86.5	73.3	38.4	55.7	42.6
2	Dunlap	43.5	69.6	78.6	36.8	61.5	29.8
2	Emerson	62.1	55.3	68.3	26.6	44.0	31.9
2	Graham Hill	44.0	86.8	81.2	42.2	67.3	57.3

2	Northgate	55.5	94.1	89.6	38.3	56.8	54.8
2	Orca (Columbia)	62.5	59.3	82.2	31.1	46.4	48.5
2	Summit K-12	70.9	82.4	98.3	70.9	82.4	83.2
2	Whitworth	39.6	48.2	65.2	39.6	45.6	60.6
	State Target	56.2	52.2	64.2	35.6	29.7	47.3

Summary - Grade 4 State Standards in Reading and Mathematics

- All ten (10) Tier 1 and all nine (9) Tier 2 elementary schools met State Standards in **Reading** for the 2004-2005 school year.
- Four (4) of ten (10) Tier 1 elementary schools (Gatzert, Highland Park, Madrona and Rainier View) failed to meet State Standards in **Mathematics** for the 2004-2005 school year.
- Three (3) of nine (9) Tier 2 elementary schools (Cooper, Dunlap and Emerson) failed to meet State Standards in **Mathematics** for the 2004-2005 school year.

c) Reading and Math: Tier 1 and Tier 2 Middle Schools

Adjusted Percent Meeting State Standards

Tier	School	Reading 2003	Reading 2004	Reading 2005	Math 2003	Math 2004	Math 2005
1	African American Academy K-8	32.5	65.6	59.4	4.8	32.4	27.5
1	Aki Kurose	31.1	41.0	55.6	13.4	30.4	35.4
1	Denny	35.5	45.7	52.1	21.9	29.6	33.6
1	Madrona K-8	23.5	53.8	76.1	N<30	35.9	40.5
1	Meany	34.7	46.7	54.5	20.8	36.1	35.0
2	Eckstein	77.1	86.3	93.3	63.0	80.0	85.5
2	Hamilton International	41.9	53.7	62.9	30.2	46.9	49.1
2	Madison	41.0	58.9	68.8	24.1	37.9	51.7
2	McClure	55.6	54.5	71.5	41.7	50.3	53.4
2	Mercer	34.7	58.7	65.5	20.8	40.6	40.6
2	Summit K-12	55.5	70.2	79.3	26.2	46.5	47.7
2	Washington	70.0	73.8	80.6	57.5	67.5	72.7
2	Whitman	65.5	70.4	81.9	57.6	63.6	67.6
	State Target	35.9	30.1	47.6	24.2	17.3	38.0

Summary - Grade 7 State Standards in Reading and Mathematics

- All five (5) Tier 1 and all eight (8) Tier 2 middle schools met State Standards in **Reading** for the 2004-2005 school year.
- Four (4) of the five (5) Tier 1 middle schools (African American Academy K-8, Aki Kurose, Denny and Meany) failed to meet State Standards in **Mathematics** for the 2004-2005 school year.
- All eight (8) Tier 2 middle schools met State Standards in **Mathematics** for the 2004-2005 school year.

d) Reading and Math: Tier 1 and Tier 2 High Schools

Adjusted Percent Meeting State Standards

Tier	School	Reading 2003	Reading 2004	Reading 2005	Math 2003	Math 2004	Math 2005
1	Cleveland	27.8	31.5	68.9	14.0	7.1	33.3
1	Rainier Beach	38.2	56.9	66.0	11.7	22.7	19.4
2	Ballard	78.0	74.0	82.7	54.2	59.0	59.3
2	Franklin	52.6	56.8	70.5	29.0	30.4	37.1
2	Garfield	64.8	76.2	82.1	54.1	64.7	62.7
2	Ingraham	56.7	53.0	72.1	32.2	37.1	46.3
2	Roosevelt	75.3	77.6	86.4	58.8	70.8	69.8
2	Sealth	42.8	57.7	62.6	27.5	36.8	33.7
2	South Lake	17.9	30.0	32.1	0.0	0.0	0.0
2	Summit K-12	54.3	32.6	87.1	5.7	25.6	44.3
2	West Seattle	64.9	67.5	78.1	43.2	49.1	46.3
	State Target	52.9	48.6	61.5	31.1	24.8	43.6

Summary - Grade 10 State Standards in Reading and Mathematics

- Both Tier 1 high schools (Cleveland and Rainier Beach) met State Standards in **Reading** for the 2004-2005 school year.
- Only one of the nine (9) Tier 2 high schools (South Lake) failed to meet State Standards in **Reading** for the 2004-2005 school year.
- Both Tier 1 high schools (Cleveland and Rainier Beach) failed to meet State Standards in **Mathematics** for the 2004-2005 school year.
- Three (3) of the nine (9) Tier 2 high schools (Franklin, Sealth and South Lake) failed to meet State Standards in **Mathematics** for the 2004-2005 school year.

Disproportionality in Student Achievement in Reading and Mathematics

*(District-wide by grade level and ethnic group; comparison between 2003-2004 and 2004-2005)**

a) Grade 4: Percent of Students Meeting AYP State Targets

Adjusted Percent Meeting State Standards

Grade 4 Ethnic Group	% Meeting Target 2004 Reading	% Meeting Target 2005 Reading	% Meeting Target 2004 Math	% Meeting Target 2005 Math
African American	60.3	66.5	41.6	37.6
Asian	76.6	80.5	67.6	64.6
Caucasian	89.2	92.5	80.5	82.1
Latino	N<Req	N<Req	N<Req	N<Req
Native American	N<Req	N<Req	N<Req	N<Req
State Target	52.2	64.2	29.7	47.3

* N<Req is considered to have met State standard

Summary - State Standards in Reading and Mathematics

- All three ethnic groups reported (African American, Asian and Caucasian) met the State Target in **Reading** during the 2004-2005 school year.
- African American students were the only ethnic group reported that did not meet the State Target in **Mathematics** during the 2004-2005 school year.

b) Grade 7: Percent of Students Meeting AYP State Targets
Adjusted Percent Meeting State Standards

Grade 7 Ethnic Group	% Meeting Target 2004 Reading	% Meeting Target 2005 Reading	% Meeting Target 2004 Math	% Meeting Target 2005 Math
African American	36.2	44.6	20.2	21.4
Asian	60.6	71.3	50.3	58.2
Caucasian	76.0	81.7	67.3	68.9
Latino	N<Req	N<Req	N<Req	N<Req
Native American	N<Req	N<Req	N<Req	N<Req
State Target	30.1	47.6	17.3	38.0

Summary - State Standards in Reading and Mathematics

- African American students were the only ethnic group reported that did not meet the State Target in **Reading** during the 2004-2005 school year.
- African American students were the only ethnic group reported that did not meet the State Target in **Mathematics** during the 2004-2005 school year.

c) Grade 10: Percent of Students Meeting AYP State Targets
Adjusted Percent Meeting State Standards

Grade 10 Ethnic Group	% Meeting Target 2004 Reading	% Meeting Target 2005 Reading	% Meeting Target 2004 Math	% Meeting Target 2005 Math
African American	36.4	53.6	14.8	16.5
Asian	60.6	72.7	45.1	51.3
Caucasian	79.4	85.0	63.6	62.1
Latino	N<Req	N<Req	N<Req	N<Req
Native American	N<Req	N<Req	N<Req	N<Req
State Target	48.6	61.5	24.8	43.6

Summary - State Standards in Reading and Mathematics

- African American students were the only ethnic group reported that did not meet the State Target in **Reading** during the 2004-2005 school year.
- African American students were the only ethnic group reported that did not meet the State Target in **Mathematics** during the 2004-2005 school year.

Reduction in the Achievement Gap in Reading and Mathematics

Reduction in achievement gap from 2004 to 2005 is measured by the change in percent of students meeting standard on WASL. The gap reduction is measured by the amount (in percentage points) by which gains each ethnic group exceeded Caucasian gains.

Note

Negative numbers indicate Caucasian gains from 2004 to 2005 exceed gain for ethnic group. If number is negative, the gap widened from 2004 to 2005. If the number is 0 or positive, the gap narrowed from 2004-2005.

Reading	African American	Asian	Latino	Native American
4 th Grade	2.9	0.6	NA	NA
7 th Grade	2.7	5.0	NA	NA
10 th Grade	11.6	6.5	NA	NA
Math				
4 th Grade	-5.6	-4.6	NA	NA
7 th Grade	-0.4	+6.3	NA	NA
10 th Grade	+3.2	+7.7	NA	NA

Summary - State Standards in Reading and Mathematics

- For both ethnic groups reported (African American and Asian), the “gap” in student achievement in **Reading** narrowed in comparison to the achievement of Caucasian students for all three grade levels.
- For both ethnic groups reported (African American and Asian), the “gap” in student achievement in **Mathematics** increased in comparison to the achievement of Caucasian students in Grade 4.
- The “achievement gap” in **Mathematics** increased for African American students in comparison to the achievement of Caucasian students for Grade 7.)
- For both ethnic groups reported (African American and Asian), the “gap” in student achievement in Mathematics narrowed in comparison to the achievement of Caucasian students for Grade 10.

Percent of Students with Unexcused Absences

a) Unexcused Absences: Tier 1 and Tier 2 Elementary Schools

Tier	School	2003	2004	2005	Met 2005 State Standards
1	African American Academy K-8	1.1	2.14	1.25	Yes
1	Concord	1.6	1.07	0.59	Yes
1	Dearborn Park	0.3	0.4	1.17	No
1	Gatzert	0.8	0.75	0.52	Yes
1	Highland Park	0.3	0.37	0.29	Yes
1	Madrona K-8	2.8	0.56	0.55	Yes
1	Martin Luther King	0.6	0.09	0.27	Yes
1	Rainier View	0.2	0.0	0.01	Yes
1	Roxhill	0.9	0.26	0.23	Yes
1	Thurgood Marshall	1.5	1.3	0.69	Yes

Tier	School	2003	2004	2005	Met 2005 State Standards
2	Brighton	1.8	2.1	1.91	Yes
2	Cooper	2.1	1.53	1.5	Yes
2	Dunlap	0.9	0.28	0.5	Yes
2	Emerson	1.9	1.24	0.64	Yes
2	Graham Hill	0.8	0.69	0.53	Yes
2	Northgate	0.5	0.25	0.07	Yes
2	Orca (Columbia)	0.2	0.04	0.03	Yes
2	Summit K-12	1.4	1.19	1.24	No
2	Whitworth	0.0	0.07	0.05	Yes
State Target		<1% or decrease from prior year			

Summary - State Standards in Unexcused Absences (Elementary Schools)

- One of the ten (10) Tier 1 elementary schools (Dearborn Park) failed to meet the State Standards for *unexcused absences* for the 2004-2005 school year.
- One of the nine (9) Tier 2 elementary schools (Summit K-12) failed to meet the State Standard for *unexcused absences* for the 2004-2005 school year.

b) Unexcused Absences: Tier 1 and Tier 2 Middle Schools

Tier	School	2003	2004	2005	Met 2005 State Standards
1	African American Academy K-8	1.1	2.14	1.25	Yes
1	Aki Kurose	4.6	3.83	5.17	No
1	Denny	0.3	1.03	2.36	No
1	Madrona K-8	2.8	0.56	0.55	Yes
1	Meany	4.5	2.77	2.37	Yes
2	Eckstein	0.3	0.24	0.36	Yes
2	Hamilton International	1.2	0.87	0.87	Yes
2	Madison	1.3	1.16	1.6	No
2	McClure	2.1	2.15	1.45	Yes
2	Mercer	1.4	1.44	1.53	No
2	Summit K-12	1.4	1.19	1.24	No
2	Washington	0.3	0.21	0.49	Yes
2	Whitman	0.3	0.28	0.41	Yes
State Target		<1% or decrease from prior year			

Summary - State Standards - Unexcused Absences (Middle Schools)

- Two (2) of the five (5) Tier 1 middle schools (Aki Kurose and Denny) failed to meet the State Standards for *unexcused absences* for the 2004-2005 school year.
- Three (3) of the eight (8) Tier 2 middle schools (Madison, Mercer and Summit K-12) failed to meet the State Standards for *unexcused absences* for the 2004-2005 school year.

Four-Year Graduation Rate

Tier 1 and Tier 2 High Schools

Tier	School	2003	2004	2005	Met 2005 State Standards
1	Cleveland	46	48.52	77	Yes
1	Rainier Beach	45	48.53	62	Yes
2	Ballard	85	85.81	91	Yes
2	Franklin	81	85.45	78	Yes
2	Garfield	82	83.37	96	Yes
2	Ingraham	65	63.63	84	Yes
2	Roosevelt	89	84.74	90	Yes
2	Sealth	65	60.5	74	Yes
2	South Lake	13	23.38	15	No
2	Summit K-12	69	33.64	77	Yes
2	West Seattle	72	71.03	74	Yes
State Target		>66% or 1% increase			

Summary – State Standards – Four-Year Graduation Rate

- Both Tier 1 high schools (Cleveland and Rainier Beach) met the State Standards for *graduation rates* for the 2004-2005 school year.
- One (1) of nine (9) Tier 2 high schools (South Lake) failed to meet the State Standards for *graduation rates* for the 2004-2005 school year.

F-4 Statement of Measurable Objectives

Based upon an analysis of: 1) current student achievement data – *adequate yearly progress* (AYP); 2) the major goals, objectives and benchmarks of the District’s Five-Year Plan (Seattle Public Schools Plan for Student Success, the District Improvement Plan and the Superintendent’s Performance and Accountability Work Plan); 3) the District’s four system-wide improvement strategies and its seven Academic Action Initiatives; and 4) the District’s accomplishments to date under its current Local-Flexibility Demonstration Program and its ESEA Title I Program, the District’s new Local-Flexibility Demonstration Program Plan will focus on the following four measurable objectives:

1. All students enrolled in 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; and
3. The graduation rate for high school students will meet or exceed State standards by 2013-2014.
4. The unexcused absence rates for elementary and middle school students will be less than or equal to State standards by 2013-2014.

5. Each subgroup of students will meet or exceed their annual performance targets for each year of the District's new five-year Local-Flexibility Demonstration Program.

F-5 Statement of Major Goals

Funds consolidated under our new Local-Flexibility Demonstration Program Plan will be used to achieve the following six major program goals:

1. To assist the District to make adequate yearly progress (AYP) in accordance with the State's Accountability System;
2. Improve teacher knowledge, rigor and skill in the application of research-based practices and strategies for Mathematics, literacy content and pedagogy;
3. Improve teacher knowledge and skill in standards-based, culturally-responsive teaching and learning, differentiation of instruction, and the use of data to inform instruction;
4. Improve beginning teacher quality and preparation for service to underserved students of diverse backgrounds
5. Enhance the integration of technology in the classroom for teacher productivity and the teaching and learning program; and
6. Provide intervention and support services for academic achievement, reentry and substance abuse issues for targeted student populations.

Note

Five of these six goals were included in the District's original Local-Flexibility Demonstration Program Plan. The first goal was added in response to a May 2, 2006 recommendation from the U.S. Department of Education.

F-6 Statement of Program Strategies and Interventions

In order to address the stated goals and objectives of our new 5-year Local-Flexibility Demonstration Program, the District will implement the following strategies and interventions for the first year. These strategies might be changed for future years of the Local-Flexibility Agreement due to updated adequate yearly progress (AYP) data, changes to the State's Accountability System, changes in the level of federal funding and changes in District priorities.

The selected strategies and interventions have been identified for five of the six major program goals. All of these interventions support the first goal: *to assist the District to make adequate yearly progress in accordance with the State's Accountability System.*

	Goal	Interventions
1.	Improve teacher knowledge, rigor and skill in application of researched-based practices and strategies for Mathematics, literacy content and pedagogy.	Provide expert coaching in Reading and Mathematics and offer 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.	Provide professional development for culturally responsive teaching and learning.
3.	Improve beginning teacher quality and preparation for services to underserved students of diverse backgrounds.	Provide mentors for beginning teachers of higher-need students and schools. Recruit high quality teachers.
4.	Enhance the integration of technology in the classroom for teacher productivity and for the teaching and learning program.	Develop “instructional technology master teachers”. Provide professional development for school-based technology teacher leaders.
5.	Provide intervention and support services for academic achievement, reentry and substance abuse issues for targeted students.	Hire intervention specialists. Provide support to student reentry programs. Target support for bilingual students. Provide professional development for teachers of advanced learners.

The centrally-based services or interventions described above will be distributed to Tier 1 and Tier 2 schools based on their AYP status and their “tailored” need for services. Please refer to F-7 for a definition of Tier 1 and Tier 2 schools and their current status in meeting State AYP benchmarks.

F-7 Definition and List of Tier 1 and Tier 2 Schools

Until more current average yearly progress (AYP) data is available, the District will continue to use the following definition and list of Tier 1 and Tier 2 schools for the first year of our new Local-Flexibility Demonstration Program. The list of Tier 1 and Tier 2 schools may change once the AYP data becomes available for the current school year.

The following definitions will hold for the 2006-2007 school year:

Tier 1 Schools

Schools that did not make AYP for 2003-2004 and 2004-2005 and schools that were originally identified as a Tier 1 school in the approved application. (These schools have been identified as “high priority schools” for receiving services under our 2005-2006 Local-Flexibility Program. Services are being provided to these schools to assist them to meet AYP for the 2006-2007 school year.)

Tier 2 Schools

Schools that were not previously identified to receive targeted services under our Local-Flexibility Program. This list of schools, with one exception (AS #1), includes schools that previously made AYP in both Reading and Mathematics did not make AYP for the first time in 2004-2005. (These schools have been identified for receiving targeted services under our 2005-2006 Local-Flexibility Program and will be targeted to receive services for the 2006-2007 school year.)

Based upon these new definitions and because of the 2004-2005 testing, the following changes have been made in the status of schools between the 2004-2005 and 2005-2006 school years:

1. Twenty (20) schools maintained their original tier status (Tier 1 and Tier 2);
2. Ten (10) schools moved from a Tier 2 status to a Tier 1 status.
3. Eleven (11) schools were added as Tier 2 schools.
4. Nine (9) schools were removed from either a Tier 1 or Tier 2 status.
5. Four (4) schools that failed to meet AYP for the first year were not added to a Tier 2 status (please see the notes on the following table.)

The following table reflects the change of school status between the 2004-2005 and 2005-2006 school year. The 2005-2006 school year will be used for the first year of the District's new Local-Flexibility Demonstration program starting in September 2006.

This group of schools maintains their original tier status - NO CHANGE					
School	Level	Org Tier	Recommended Tier 2006-2007	AYP Met 2003-2004	AYP Met 2004-2005
AAA	K-8	1	1	No	No
Aki Kurose	Middle School	1	1	No	No
Cleveland	High School	1	1	No	Yes
Dearborn Park	Elementary	1	1	Yes	No
Denny	Middle School	1	1	Yes	No
Gatzert	Elementary	1	1	Yes	No
Highland Park	Elementary	1	1	Yes	No
Madrona	K-8	1	1	Yes	No
Meany	Middle School	1	1	Yes	No
Rainier Beach	High School	1	1	No	No
Rainier View	Elementary	1	1	No	No
T Marshall	Elementary	1	1	Yes	No
Cooper	Elementary	2	2	Yes	No
Dunlap	Elementary	2	2	Yes	No
Hamilton	Middle School	2	2	Yes	No
McClure	Middle School	2	2	No	No
Roosevelt	High School	2	2	No	Yes
Summit	K-12	2	2	No	No
Washington	Middle School	2	2	Yes	No
Whitworth	Elementary	2	2	No	Yes

This group of schools moves from Tier 2 to Tier 1 status having failed AYP two years

School	Level	Org Tier	Recommended Tier 2006-2007	AYP Met 2003-2004	AYP Met 2004-2005
Ballard	High School	2	1	No	No
Emerson	Elementary	2	1	No	No
Franklin	High School	2	1	No	No
Garfield	High School	2	1	No	No
Ingraham	High School	2	1	No	No
Madison	Middle School	2	1	No	No
Mercer	Middle School	2	1	No	No
Sealth	High School	2	1	No	No
South Lake	High School	2	1	No	No
West Seattle	High School	2	1	No	No

This group of schools added as Tier 2 schools having failed 04-05 AYP – NEW SCHOOLS

School	Level	Org Tier	Recommended Tier 2006-2007	AYP Met 2003-2004	AYP Met 2004-2005
AS #1	K-8	-	2	No	No
Fairmount Park	Elementary	-	2	Yes	No
Hale	High School	-	2	Yes	No
Hawthorne	Elementary	-	2	Yes	No
Leschi	Elementary	-	2	Yes	No
Marshall	High School	-	2	Yes	No
Middle College	High School	-	2	Yes	No
Pathfinder	K-8	-	2	Yes	No
Seahawks Academy	Middle/High School	-	2	Yes	No
Secondary BOC	High School	-	2	Yes	No
Van Asselt	Elementary	-	2	Yes	No

This group of schools removed from either Tier having met AYP two years

School	Level	Org Tier	Recommended Tier 2006-2007	AYP Met 2003-2004	AYP Met 2004 -2005
Brighton	Elementary	2	-	Yes	Yes
Concord	Elementary	1	-	Yes	Yes
Eckstein	Middle School	2	-	Yes	Yes
Graham Hill	Elementary	2	-	Yes	Yes
MLK	Elementary	1	-	Yes	Yes
Northgate	Elementary	2	-	Yes	Yes
Orca	Elementary	2	-	Yes	Yes
Roxhill	Elementary	1	-	Yes	Yes
Whitman	Middle School	2	-	Yes	Yes

The following four (4) schools were not added to a Tier 2 status because the data from the Office of the Superintendent of Public Instruction was not completed or the school represents a non-traditional school that spans more than one grade configuration: Education Service Centers, Home School Resource Center, Interagency Programs and the John Stanford International School.

F-8 Grant Revenue Projections for the First Year of the District’s New Local-Flexibility Demonstration Program

The following table identifies the level of federal funds received by the District for the 2002-2003 through 2005-2006 school years for the four programs consolidated under the District’s original Local-Flexibility Demonstration Program. The table also includes “grant revenue projections” for these four federal programs for the 2006-2007 school year; the first year of the District’s new Local-Flexibility Demonstration Program.

Program	Prior to Local-Flex	During Local-Flexibility			Projected
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Title II Part A	\$ 3,400,435	\$ 3,272,700	\$ 3,234,878	\$ 3,273,362	\$ 3,273,362
Title II Part D	393,515	338,514	324,144	233,104	130,538
Title IV Part A	438,676	397,880	395,680	358,759	233,104
Title V Part A	368,078	347,782	253,988	163,153	86,149
Total Initial Allocation	\$ 4,600,704	\$ 4,356,876	\$ 4,208,690	\$ 4,028,378	\$ 3,723,153
Total Carryover from Prior Year (when available)		\$ 1,110,772	\$ 1,124,893		
Final Total Available	\$ 4,600,704	\$ 5,467,648	\$ 5,333,583	\$ 4,028,378	\$ 3,723,153

For the 2006-2007 school year, the consolidated funds represent less than 1 percent of the District’s current operating budget. Since the year prior to the District’s participation under its initial Local-Flexibility Demonstration Program (2002-2003), the amount of funds available for consolidation has decreased each year from approximately \$4.6 million in 2002-2003 to a projected revenue of \$3.7 million for 2006-2007 (first year of the District’s new Local-Flexibility Demonstration Program). [Note: the level of ESEA Title II Part A funds has remained approximately the same for each of these years, while the level of funding for the other three federal programs (ESEA Title II Part D, ESEA Title IV Part A and ESEA Title V Part A) has experienced significant reductions in funding over this time period.

The decrease in federal funding to the District has resulted from: 1) a reduction in the level of federal appropriations; 2) a slight decrease in District enrollment; and 3) a reduction in the District’s percent of total poverty of the State (i.e., the increase in the number of families in poverty in the State has grown faster than the increase in the number of families in poverty in the District).

F-9 Consultation with Private School Officials
Provisions for Equitable Services

Section G of this application (Attachments and Resource Materials) provides a *link* to the Office of Grant Services’ web site. Under the *Private School* menu bar you will find a copy of the District’s Comprehensive Plan for Consultation with Private Schools for the 2006-2007 school year. This plan describes steps to be

taken by the District to provide meaningful and timely consultation with private school officials in the implementation and operation of the four federal programs consolidated under the District’s new Local-Flexibility Demonstration Program.

Also posted at this web site is a copy of the District’s May 2006 Private Schools Participation in Federal Programs Newsletter. This newsletter notified private school officials of the “Spring Consolidation Meeting” scheduled for May 25, 2006 and provided updated information related to: 1) how private schools can access equitable services for the 2006-2007 school year; 2) the creation of a new web site for private schools within the Seattle Public Schools attendance area; 3) description of required forms for private schools to participate in federal programs 2006-2007; and 4) the status of 2006-2007 federal allocations to the District and to private schools.

At the May 25, 2006 Spring Consultation Meeting, private school officials were provided an overview of the District’s Local-Flexibility Demonstration program and guidance on how they could take advantage of this “local-flex authority” for the 2006-2007 school year.

The following chart indicates how many of the eligible private schools indicated an interest in taking advantage of this “local-flex authority” and the estimated dollar amount set-aside by fund source. The actual level of set-asides will not be known until the District receives its final federal allocations, which is expected to be at the end of June 2006.

Federal Programs 2006-2007	Number of Participating Schools	Estimated Set-Aside of Funds
ESEA Title II Part A – Quality Teachers	45	\$ 504,564
ESEA Title II Part D - Technology	45	18,864
ESEA Title IV Part A - Safe/Drug-Free Schools	45	33,686
ESEA Title V Part A - Innovative Programs	45	12,449
Total Schools/Estimated Set-Asides	45 Schools	\$ 569,563

The District has scheduled an October 16, 2006 Fall Consultation Meeting with private school officials to update them on the District’s “equitable expenditure per student” calculations for their school and to assist them in accessing these services for the 2006-2007 school year.

**F-10 Alignment of Local-Flexibility Demonstration Program
With Major District Initiatives**

The five major program strategies outlined in our new Local-Flexibility Demonstration Program Plan were developed through an extensive District-wide planning process that included an analysis of: 1) student achievement; 2) staff

needs; 3) current District and school improvement initiatives (5-year plan, the Improvement Plan, Superintendent's Performance and Accountability Work Plan, Academic Action Strategies, and Division and School Transformation Plans); 4) the alignment and assessment of all federal entitlement programs (ESEA Title I Part A, ESEA Title II Part A, ESEA Title II Part D, ESEA Title III Part A, ESEA Title IV Part A and ESEA Title V Part A) and major State special purpose programs (I-728 Student Achievement and Learning Assistance Program); and 5) the allocation and commitment of baseline and grant funds in support of improving the academic achievement of all students and reducing achievement gaps in student performance consistent with the intent of the *No Child Left Behind Act of 2001* and the Washington State Accountability System.

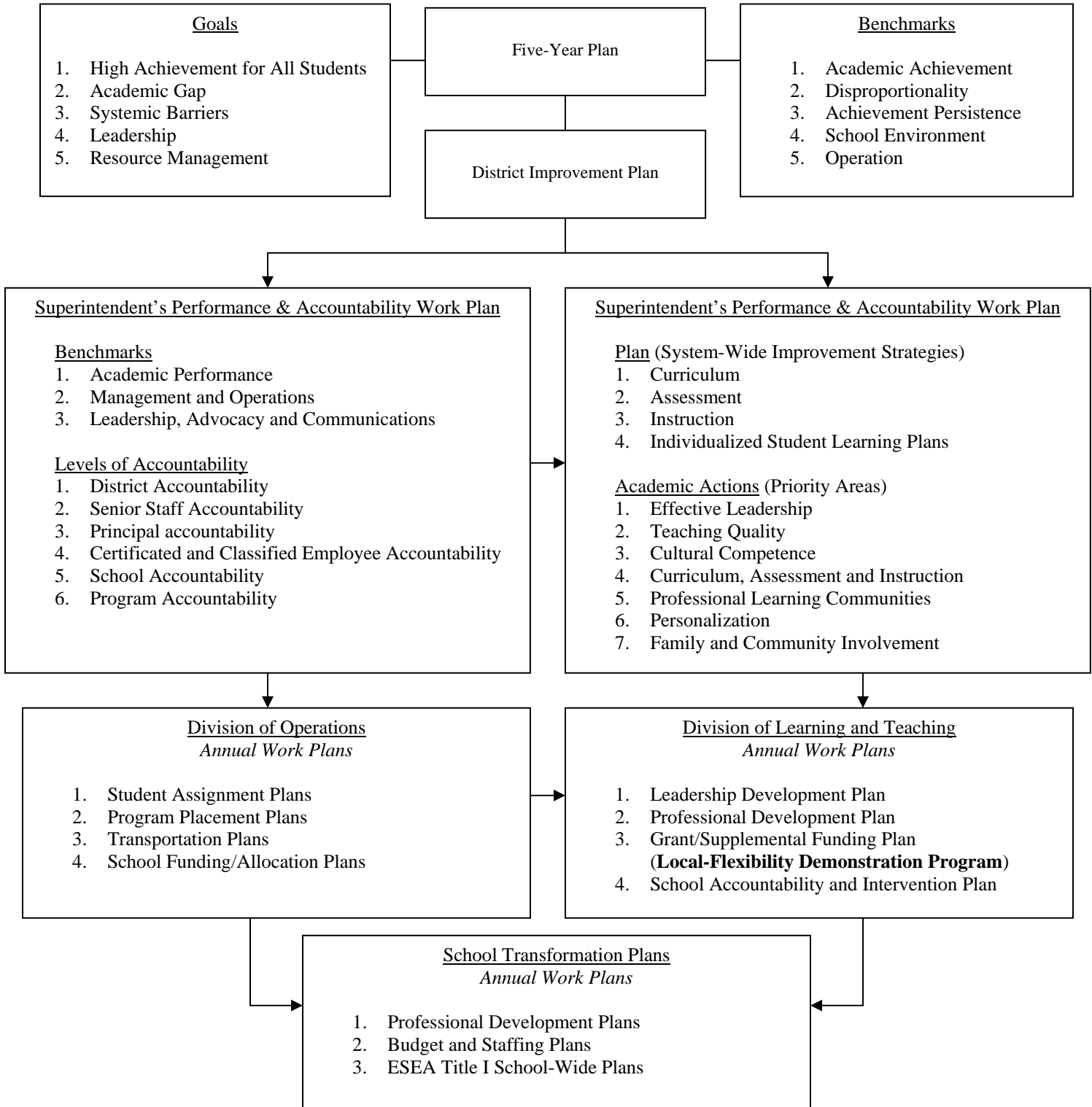
This extensive District-wide planning process included requesting and receiving input and recommendations over the past two years from all major stakeholders of the District (central office and building-level staff, parents, community and others) as to how the District could more effectively address and meet the academic needs of its students, especially students who are at-risk of not meeting State standards in Reading and Mathematics.

The District's new Local-Flexibility Demonstration Program is but one of a number of local District initiatives designed to improve student academic achievement for the 2006-2007 school year and beyond. The ability of the District to meet or exceed State adequate yearly progress targets is heavily based upon its ability to effectively integrate and align the funds consolidated under the District's Local-Flexibility Demonstration Program with other resources committed to improve student academic achievement.

The following chart describes how the Local-Flexibility Demonstration Program is integrated, aligned and support the major improvement initiatives of the District:

Major District Improvement Initiatives

Vision	Mission	Values
Every student- regardless of race, ethnicity, gender or socioeconomic background – will graduate and be fully prepared to lead a successful life.	To provide every student with effective, high-quality teaching and learning experiences, relevant curriculum and support services in a safe and healthy environment.	Academic effectiveness, accountability, equity, inclusivity, justice and sustainability.



F-11 An Activity-Based and Line-Item View of the District's Consolidated Budget for the First Year of the New Local-Flexibility Demonstration Program

F-11-1 An Activity-Based Budget View

The following chart identifies the planned expenditure budget for the first year of the District's new Local-Flexibility Demonstration Program for 2006-2007. The chart describes the planned level of expenditure for each of the five major program strategies as well as the set-asides for private schools and indirect costs.

An Activity-Based View of the District's Consolidated Budget for 2006-2007

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

\$1,199,477

- 1.1 Expert coaching in Reading and Mathematics.
- 1.2 Comprehensive professional development in brain-based literacy instruction.

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

\$1,457,671

- 2.1 Expert coaching in Reading and Mathematics.
- 2.2 Comprehensive professional development in brain-based literacy instruction.

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

\$ 616,215

- 3.1 Mentors for beginning teachers of higher-need students and schools.
- 3.2 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.

\$ 130,538

- 4.1 Deployment of Instruction Technology Master Teachers.
- 4.2 Provision of professional development for school-based technology teacher leaders.

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

\$ 233,104

- 5.1 Hire intervention specialists.
- 5.2 Support student reentry programs.
- 5.3 Target support for bilingual students.

Note:

Budgeted amounts include set-asides for “equitable expenditures/student” for private schools but do not include estimated grant revenues from ESEA Title V Part A of \$86,149. ESEA Title V Part A revenues currently reside in a reserve or undistributed amount pending further decision-making.

F-11-2 Line-Item Budget View

The following chart identifies the planned line-item budget for the first year of the District’s new Local-Flexibility Demonstration Program for 2006-2007. The chart describes the planned level of expenditure for each of the five major program strategies as well as the set-asides for private schools and indirect costs.

Note: These expenditure budgets are expected to change once the district is notified of its final federal allocation under the four programs consolidated under our new Local-Flexibility program.

**A Line-Item View of the District's Consolidated
Budget for 2006-2007**

Personnel		T2A	T2D	T4A	T5A	Total
1.5	Personnel Specialist	\$ 82,021				\$ 82,021
.12	Senior Human Resources Analyst	\$ 9,733				\$ 9,733
.3	Director of Instruction Services	\$ 35,280				\$ 35,280
13	Teacher – Science/Resource	\$ 11,205				\$ 11,205
14	Instruct Services Coaches	\$ 1,199,477				\$ 1,199,477
6	STAR Consultants	\$ 519,851				\$ 519,851
.22	Teacher – High School	\$ 15,834				\$ 15,834
2	Teacher – High School	\$ 139,417				\$ 139,417
2	Teacher – MS School	\$ 143,947				\$ 143,947
2	Corrections Ed Associations	\$ 88,504				\$ 88,504
	Secretary II 201	\$		\$ 17,967		\$ 17,967
.8	Drug/Alcohol Specialist	\$		\$ 52,120		\$ 52,120
1.8	Drug/Alcohol Intervention	\$		\$ 102,086		\$ 102,086
Total Personnel						\$ 2,417,442

Non-Staff Budget		T2A	T2D	T4A	T5A	Total
Chartered Buses				\$ 500		\$ 500
	Contractual Services	\$ 65,650		\$ 1,000		\$ 66,650
	District Printing	\$ 10,000	\$	\$ 500		\$ 10,500
	Ed Technology Leaderships I Stipends		\$ 72,933			\$ 72,933
	Ed Technology Leadership II Stipends		\$ 24,010			\$ 24,010
	Extended Travel			\$ 1,000		\$ 1,000
	Extra Time Certificated	\$ 10,836	\$ 6,536			\$ 17,372
	Extra Time Classified	\$ 117	\$ 115			\$ 232
	Hourly Certificated	\$ 2,882				\$ 2,882
	Local Travel	\$ 5,500		\$ 1,412		\$ 6,912
	Other Supplies			\$ 502		\$ 502
	Registrations/Memberships	\$ 5,050				\$ 5,050
	Salary Reserve	\$ 206,688				\$ 206,688
	Sick Leave Substitutes			\$ 4,183		\$ 4,183
	Supplemental Compensation	\$ 4,052				\$ 4,052
	Supplies		\$ 1,278	\$ 2,500		\$ 3,778
	Textual Materials	\$ 1,000		\$ 5,500		\$ 6,500
	Vacant Positions Sub Cert	\$ 884				\$ 884
	Workshop Subs Certificated	\$ 11,055				\$ 11,055
Total: Non-Staff						\$ 445,683

Private Schools		T2A	T2D	T4A	T5A	Total
	Non-Public Allocation	\$ 70,487	\$ 18,864	\$ 33,686	\$ 12,449	\$ 135,486
	Contractual Services	\$ 434,077				\$ 434,077
Total Private						\$ 569,563

Indirect/Reserve		T2A	T2D	T4A	T5A	Total
	Indirect	\$ 119,833	\$ 4,779	\$ 8,534	\$ 3,154	\$ 136,300
	Grant Reserve	\$ 79,982	\$ 2,023	\$ 1,614	\$ 70,546	\$ 154,165
Total Indirect/Reserve						\$ 290,466

Grand Total \$ 3,273,362 \$ 130,538 \$ 233,104 \$ 86,149 \$ 3,723,153

SECTION G

REFERENCE LINKS TO RESOURCE MATERIALS

Seattle Public Schools

Five-Year Plan

(<http://www.seattleschools.org/area/fiveyearplan/index.xml>)

- **Plan for Student Success**
- **Detailed Action Plans Associated with the Strategies of the 5-Year Plan**

Office of Grant Services

(<http://www.seattleschools.org/area/grants/index.dxml>)

- **Local-Flexibility Application
(September 2003)**
- **Local-Flexibility Annual Performance Report – Year 1
(November 2004)**
- **Local-Flexibility Interim Evaluation Report 2004-2005
Comprehensive Plan for Consultation with Private Schools
(2005-2006 and 2006-2007)**
- **(July 2005)**
- **Local-Flexibility Annual Performance Report – Year 2
(January 2006)**
- **Newsletter to Private Schools
(May 2006)**

State of Washington

Office of the Superintendent of Public Instruction

- **Revised Washington State Consolidated State Application**
(<http://www.k12.wa.us/esea/pubdocs/aypworkbookrevisionsjuly21-2005sent.doc>)
- **Washington State Report Card**
(<http://reportcard.ospi.k12.wa.us/>)