

Revised: July 27, 2005

[Follow-up to Interim Evaluation Report – May 4, 2005 Video Conference Between the Seattle Public Schools and the U.S. Department of Education]

INTERIM PERFORMANCE REPORT
Local Flexibility Demonstration Program
Seattle Public Schools
SY 2003-2004 and SY 2004-2005

□ Question/Statement #1

Please elaborate on the process used by the interdisciplinary team to continuously monitor the impact of intervention support strategies and to modify interventions as needed. (See page 7)

District Response

The education director for each school monitors the school's progress toward meeting their school Transformation Goals and Transformation Plan. The instructional coaches (funded through Local-Flex) also work with these schools to examine data and adjust the strategies implemented. The instructional coaches and education directors meet monthly to review and analyze the data.

A school's progress toward goals is also monitored by the examination of data at the school site. In March 2005, each school participated in a review of their Transformation Plan. The review panel consisted of a representative from Title 1, Bilingual, Special Education, an instructional coach and education director, and a representative from the Budget and Human Resources Departments. Each Transformation Plan is kept on file in the District's Teaching and Learning Department. (The instructional coaches that work with Tier 1 and 2 schools are very familiar with the specific plans of each of the Tier 1 and 2 schools in which they work.)

There is a very rigorous review of the data, as well as discussion of the strategies (e.g., Guided Language Acquisition strategies, guided reading) that are implemented and have been proven effective. If the strategies are proven ineffective, changes are made.

□ Question/Statement #2

Your report seems to indicate that there were not enough Latino or Native American students in grades 4, 7 or 10 to report disaggregated assessment results. Is this correct? (See page 16).

District Response

Between 2003 and 2004, the Washington State Office of Superintendent of Public Instruction sought a number of changes in the way Annual Yearly Progress (AYP) was determined for Washington schools and districts. The approved changes that apply to 2004 AYP determination are at <http://www.k12.wa.us/ESEA/>. See document submitted June 16, 2004.

One approved change was the minimum cell size below on which data would not be reported. For 2004, the minimum cell size for Seattle District was 475 or 1 percent of our student enrolment. This contrasted with the minimum cell size of 50 for District data in 2003.

Because of these cell size changes, some cells for which we reported data in 2003 did not have data for 2004 for AYP determination. In other data summaries we have done at the District level for internal purposes, we have reported data for Latinos and Native Americans.

□ Question/Statement #3

How many private schools took advantage of access to equitable service provisions (on a categorical program basis) for the 2003-2004 school year?

District Response

The following table identifies how many private schools took advantage of access to equitable service provisions during the 2003-2004 school year.

Categorical Program 2003-2004	Number of Participating Schools
ESEA Title II Part A – Quality Teaching	30 schools/39 eligible
ESEA Title II Part D – Technology	No reported
ESEA Title IV Part A – Safe and Drug-Free Schools	9 schools/112 people
ESEA Title V Part A – Innovative Education	32 schools/39 eligible

The following table identifies the “equitable dollar amount of services” made available to private schools during the **2003-2004 school year** for two categorical programs: *ESEA Title II Part A – Quality Staff* and *ESEA Title V Part A – Innovative Education*. For the remaining two federal categorical programs (*ESEA Title II Part D – Technology* and *ESEA Title IV Part A – Safe and Drug-Free Schools*), private schools accessed District services rather than choosing to design their own equitable service interventions.

**Title II Part A and Title V Part A
2004 Non-Public School Allocations**

School	Title II A	School	Title V A
Amazing Grace	\$2,048.00	Amazing Grace	\$281.00
Assumption-St Bridget	\$22,165.00	Assumption-St Bridget	\$3,040.00
Blanchet	\$42,526.00	Bertschi School	\$1,102.00
Christ the King	\$7,170.00		\$5,834.00
Clearwater School	\$819.00	Christ the King	\$984.00
Concordia Lutheran	\$2,950.00	Clearwater School	\$112.00
First Place	\$2,663.00	Concordia Lutheran	\$405.00
Happy Medium	\$4,302.00	Epiphany School	\$618.00
Holy Family	\$9,423.00	Fremont Community	\$949.00
Holy Names	\$24,664.00	Happy Medium	\$590.00
Holy Rosary	\$19,665.00	Holy Family	\$1,293.00
Hope Lutheran	\$2,322.00	Holy Names	\$3,383.00
Lake Washington Girls MS	\$860.00	Holy Rosary	\$2,698.00
Matheia	\$942.00	Islamic School of Seattle	\$214.00
Morningside Academy	\$2,663.00	Lake Washington Girls MS	\$118.00
Our Lady of Fatima	\$11,799.00	Learning Way School	\$101.00
Our Lady of Guadalupe	\$9,218.00	Meridian School	\$950.00
Our Lady of the Lake	\$8,276.00	O'Dea High School	\$2,714.00
Pacific Crest M/S	\$9,259.00	Our Lady of Fatima	\$1,619.00
Seattle Hebrew Academy	\$7,088.00	Our Lady of Guadalupe	\$1,265.00
Seattle Jewish Community	\$4,261.00	Our Lady of the Lake	\$1,135.00
Seattle Prep/Matteo	\$26,794.00	Pacific Crest M/S	\$1,270.00
Seattle Urban Academy	\$1,270.00	Seattle Prep/Matteo	\$3,675.00
Seattle Waldorf	\$9,136.00	Seattle Waldorf	\$1,253.00
St Alphonsus	\$7,375.00	St Alphonsus	\$1,012.00
St Anne	\$8,481.00	St Anne	\$1,163.00
St Benedict	\$7,334.00	St Benedict	\$1,006.00
St Catherine	\$8,030.00	St Catherine	\$1,102.00
St Edward	\$5,613.00	St Edward	\$770.00
St George	\$7,907.00	St George	\$1,085.00
St John	\$14,462.00	St John	\$1,984.00
St Joseph	\$26,220.00	St Joseph	\$3,597.00
St Matthew	\$9,177.00	St Matthew	\$1,259.00
St Paul	\$9,054.00	St Paul	\$1,242.00
St Therese	\$8,972.00	St Therese	\$1,231.00
University Child Development	\$10,160.00		\$1,394.00
Villa Academy	\$17,371.00	Villa Academy	\$2,383.00
West Seattle Christian	\$5,285.00	West Seattle Christian	\$725.00
Zion Prep	\$5,490.00	Zion Prep	\$753.00
	\$383,214.0		\$56,309.00

□ Question/Statement #4

The data seems to indicate that achievement gaps between white and non-white students are increasing. (NOTE: In looking at the tables on page 18, we don't always get the same results as Seattle. For example, the table on page 18 shows the achievement gap in 4th-grade mathematics between African American and white students widening. However, it appears to us that the gap actually narrowed (from almost 41 percent to about 39 percent). Are we misinterpreting the data? On page 25 of the report, you indicated that you would concentrate the delivery of resources and services on specific student subgroups. Can you please provide some detail on what your plans are? In addition, what steps are being taken to identify and address the needs of schools that are still not meeting state standards and/or showing a decline in scores (i.e., Cleveland High School, Summit K-12, Rainier View, Rainer Beach High School)?

District Response

A. Interpretation of Data

On Page 18, we show changes in the achievement gap from 2003 to 2004. This data is the same data that was used to determine AYP for different cells in the two years. In section A4.1, the analysis indicates that the reading achievement gap was narrowed over the two years for African Americans and Asians. (NOTE: Positive numbers indicate a reduction in the size of the gap.) In section A4.2, the data indicate the mathematics achievement gap was narrowed only for 4th grade while the gap increased for grades 7 and 10 for African Americans and Asians. (NOTE: Negative numbers indicate a widening of the achievement gap.)

It should be noted that the data reported for achievement gap closing is taken directly from the State web site where AYP status is reported. The percent meeting standard for purpose of AYP determination is subject to several modifications by the State agency: (1) Students who have been enrolled after October 1 are not counted; (2) cells below a certain size are excluded from the data reporting; and (3) the percent meeting standard is adjusted for a margin of error to recognize the inherent uncertainty in the testing data. Between 2003 and 2004, the margin of error formula was adjusted to allow for a 99 percent confidence interval in 2004 versus a 95 percent confidence interval in 2003. All other things equal, because of smaller cell sizes this adjustment would lead to a larger increase in minority subgroup scores.

B. Plans for Concentration and Delivery of Resources and Services – 2004-2006

Please refer to Page 11 (Supplemental Information – A Program View of the Budget 2004-2006)

C. Steps Taken to Identify and Address the Needs of Schools That Are Not Meeting State Standards

- We are offering American Ethnic Studies courses that are specifically geared to subgroups. We have developed and are offering courses on understanding and addressing the learning needs of African American, Latino, Native American and Pacific Islander students.
- Teachers in targeted schools are participating in our literacy initiative and are taking the Guided Language Acquisition Development (GLAD) training. Many of the targeted elementary schools have a school-based literacy coach. This coach works side by side with teachers to assist them in meeting the needs of specific students or groups of students in their classrooms.

- Principals in targeted schools have participated in “learning walks” at schools where there is consistently, strong instruction going on in classrooms. They have specific attributes to look for in relation to the level of rigor and the relevance of the curriculum for the students in the class. After the learning walks, principals debrief what they observe with their education director. The observations then move to address the specific learning needs of subgroups of students within the classrooms that have been observed.
- We are in the process of developing an extensive program for leadership development that will include supporting school leaders (including teachers) in learning to observe for and give feedback on instructional issues, including meeting the diverse learning needs of students.

Cleveland

Our team of high school instructional coaches developed a plan to address the needs in each of Cleveland’s three small schools. The coaches looked at data with teachers in each of the small schools and established professional development plans and specific intervention strategies for students. One example of this will be the development of a course (titled Academic Literacy) geared to students who are several years below grade level in reading.

Summit K-12

The focus of the work at Summit has been with the Building Leadership Team. Technical support was provided to assist them in developing and implementing their Transformation Plan. We have provided support for middle school science and have implemented a literacy book study group that specifically speaks to meeting the needs of underserved students.

Rainier View

Rainier View is doing extensive work in building teacher capacity to work with families and students of color. They have contracted with Margery Ginsberg and are using her motivational framework for designing culturally responsive lessons. We have also provided a school-based literacy coach to Rainier View and they are implementing a 90-minute reading block using a guided reading structure. An instructional service coach has been working at the school to determine what data should be used to monitor progress. The instructional coach has worked with the staff over the last eight months to build structures for looking at data sources and using that data to make necessary changes in teaching practices.

Rainier Beach High School

We provided staffing interventions at Rainier Beach this year to increase the staff to allow for a wider range of courses in order to meet the needs of the students at the school. We have also provided instructional coach support at Rainier Beach. Rainier Beach has a new principal this year so we have also provided technical support to strengthen their 2005-06 transformation plan. We are hoping to implement the Academic Literacy course at Rainier Beach in the 2005-2006 school year.

□ Question/Statement #5

What strategies will be used to reduce the number of unexcused absences at the African American Academy, Concord, and Brighton?

District Response

The following strategies were used by the District to reduce unexcused absences for the three identified schools:

- Training was provided to staff at each school to ensure that accurate attendance data was entered into the District’s Student Information System (eSIS) Program.
- Each school’s attendance secretary ran a truancy roster at least twice a month to identify students who had unexcused absences.
- Staff checked regularly with parents to follow-up on students who had unexcused absences.

□ Question/Statement #6

What accounts for the dramatic drop in the graduation rate (69% in 2003 to 33.64% in 2004) at Summit K-12? What steps are being taken to address this decline?

We are working on developing a more personalized approach to our high school curriculum. We have a grant from the Department of Education to develop small learning communities in four of our high schools. Teachers are learning to differentiate instruction as well as implement advisories. We have had public engagement sessions with parents in the community as well. We are also developing a long-range, aggressive plan for increasing the number of Career and Technical Education (CTE) courses in our high schools. We have found recent data that suggests that the more CTE courses that are taken by “high risk” students, the less likely it is that they will drop out.

District Response

The graduation rates shown on page 21 should have been titled 2002 and 2003 graduation rates, not 2003 and 3004 graduation rates. Graduation rates for 2004 will be included when the 2005 AYP data is released by the State office in August 2005. The data reported on page 21 was taken directly form the State web site and reflects the computational methodology the State uses to estimate a 4-year graduation rate. The State’s methodology is described at their web site: <http://www.k12.wa.us/DataAdmin/default.aspx>

Our own methodology for computing 4-year graduation rates is different from the States, but the drop between 2002 and 2003 is reflected in our own data.

The 4-year cohort graduation rate for Summit K-12 is shown on our own web site and summarized below:

Year	Number of graduates	Graduation Rate
2002	37	74%
2003	13	34.2%
2004	25	64.1% (2004 not yet reported by State)

Our data indicates that graduation rates in 2004 have returned to roughly the 2002 levels. The abnormal drop in the graduation rates for 2003 is not readily explained. We are investigating this further. Our initial conclusion is that in 2003 there was a larger number of late graduates who extended into their 5th year.

□ Question/Statement #7

Please elaborate on the accomplishments noted on page 22 of the report. It would be helpful to be more specific regarding level of service (i.e., strategy #4 “2-3 hours a week for Tier 1 and Tier 2 schools” for a total of X hours during the reporting period). An occasional anecdote would also be helpful.

District Response

Service	Level of service	Anecdote
Coaching in Literacy or Mathematics	6 hours per week x 38 weeks = 228 hours	We are in the process of doing focus groups at the Tier 1 and 2 schools to get feedback on our coaching services. We are generally finding that teachers want more time with the coaches. We are planning to revisit the number of schools that a coach serves to see if we can increase time for next year.
Culturally Responsive Teaching – American Ethnic Studies	250 teachers have taken 20 hours of training in these courses (2004-05) (5,000 hours)	We have gotten rave reviews from teachers about these courses. The UW professors are learning a lot from our instructional coaches and the coaches are learning a great deal of content knowledge. It’s been a wonderful model to jointly plan and teach these courses in partnership with the University of Washington’s American Ethnic Studies department.
Nine full-time mentors serving beginning teachers	9 mentors x 18 teachers x 40 hours of contact time = 6,480 of contact time (average)	We have just received feedback from our beginning teachers about the mentoring support they are receiving. This information is available (it is overwhelmingly positive) upon request.
Deployment of technology teachers	100 Individual Education Techs in 96 schools; 104 individuals with either full or partial stipends; Partial FTE funding for each of 10 Centrally located Instructional Technologists.	There are 6 2-hour training meetings for all the Education Techs throughout the year. They work closely with the Instructional Techs, as well as with their Network Analysts. During the course of the year, topics and issues related to the deployment, infusion and support of instructional technologies are discussed and trainings provided. Please visit: http://ets.seadesk.seattleschools.org

Service	Level of service	Anecdote
Drug and alcohol, School-based prevention and intervention services	Intervention: 290 students served at 13 schools. Prevention: 2,104 students, parents and staff served at 13 schools.	Surveys of a sample of students served by the program reported an increase in the individual protective factors index from 2.95 to 3.06 during the 2003-2004 school year. Students reported a decrease in skipping school and decrease in substance abuse. Prevention services consisted of assemblies, classroom presentations, presentations to parents and staff: Family Awareness of drug/alcohol issues. Strengthening Families. Staff Development. Anti-Smoking. Education. Peer Leadership.

□ Question/Statement #8

Elaboration is needed regarding the Description of Changes (page 24) (i.e., explain how the use of assessment data to inform instruction has been changed).

District Response

Change	How is this different?
1. Use of assessment data to inform instruction.	Prior to the 2004-2005 school year, we used the Value Added Data, WASL and ITBS with schools as data sources for instructional planning. We have since developed a 'toolbox' of data strategies including strategies for looking at student work and using classroom-based assessments as data sources. One of our instructional coaches has been specifically assigned to develop this toolbox and work with teachers on using classroom-based evidence.
2. American Ethnic Studies courses.	We did implement these courses in 2004-2005 but we used the data from the evaluations to make changes in the curriculum. We also added or exchanged one course for another based on student data or teacher's expressing an interest. One example of this is the addition of a literature course.

Change	How is this different?
3. Action Research Teams.	Because of reduced funding in Local Flex we were not able to continue this activity. Caprice Hollins, director of equity and race relations, is working with a group of teachers and community members to adjust curriculum for our Courageous Conversations. We will implement these new strategies in 2005-2006.
4. Use of Value Added Data.	Please see # 1 above
Video case studies.	We are using local grant money to develop video case studies of strong literacy teachers who are implementing guided reading.
Increase the number of mentor teachers.	We used local grant funds to hire a larger number of elementary teachers in 2004-05 than we did in 2003-2004, so we needed to increase the number of mentors.

□ Question/Statement #9

Please share your thoughts on what Seattle has been able to do under the Local Flex Agreement that the school system would not have been able to do in the absence of the agreement.

District Response

The flexibility provision of this agreement has allowed us to adjust our strategies for improving student performance in response to the needs of our students and teachers. For example, when we discovered the greater numbers of new teachers who were hired this year to reduce class size at the primary level, we were able to hire a mentor with expertise in that area. We are working to implement a 90-minute reading block in the primary grades across our school system and are recognizing the need to provide training for our elementary teachers in how to set up and implement a 90-minute reading block that includes guided reading. We plan to use our local flex dollars to provide this training over the summer. The flexibility of this grant allows us to respond quickly to emerging needs.

Supplemental Information

*Overview of Grant Award Amounts and Projected Grant Revenues by School Year
Seattle's Local-Flexibility Demonstration Program*

The following table identifies the amount of the grant award for each of the four programs included in our Local-Flexibility Demonstration Program for the 2003-2004 and 2004-2005 school years. Also included is a preliminary estimate of grant revenues for these four programs for the 2005-2006 school year. Please note that there has consistently been a reduction each year in the level of federal funds available to the District to fund the program strategies of the Local-Flexibility Demonstration Program. The level of funding has declined by approximately \$1.2 million (23%) from the first through the third year of the program.

Federal Program	2003-2004 Allocation	2004-2005 Allocation	2005-2006 Allocation
Project Period	Year One	Year Two	Year Three
ESEA Title II Part A	\$4,256,702	\$3,234,878	\$3,234,878
ESEA Title II Part D	\$ 338,514	\$ 324,144	\$ 307,937
ESEA Title IV Part A	\$ 397,880	\$ 395,680	\$ 378,896
ESEA Title V Part A	\$ 347,782	\$ 253,988	\$ 215,890
Totals	\$5,340,878	\$4,208,690	\$4,134,601

A. Program View of the Budget for 2004-2005 Local-Flex Demonstration Program

The following page (Page 11) contains a program view of our Local-Flex Demonstration Program budget for 2004-2006 school years. The material identifies planned expenditures by major strategy and activity of the District's Local-Flex Demonstration Program. Please refer to column 3 for a description of the planned expenditures for 2004-2005.

B. Update – Private School Participation – 2004-2005

The following table indicates the number of private schools participating this year (2004-2005) under the provisions of our Local-Flex Demonstration Program as well as the equivalent dollar amount set-aside by fund source. This information is reported as of April 22, 2005.

Categorical Program 2004-2005	Number of Participating Schools*	Equivalent Set-Aside for Private Schools
ESEA Title II Part A – Quality Teaching	34schools/43eligible	\$ 539,618
ESEA Title II Part D – Technology	34 schools/43 eligible	\$ 54,071
ESEA Title IV Part A – Safe and Drug-Free Schools	34 schools/43 eligible	\$ 66,004
ESEA Title V Part A – Innovative Education	34 schools/43 eligible	\$ 42,933
Total of 4 Programs	N.A.	\$ 702,626

* Under this year's Local-Flexibility Program, when a private school indicated an interest in participating in at least one of the four federal programs on the required State "Intent to Participate" form, the District qualified the private school for accessing services from all four federal programs included in our Local-Flexibility Plan. Currently of the 43 eligible private schools, 34 have both indicated *intent to participate* and have in fact accessed services under this program.

C. Projected Changes in the Delivery of Services for 2005-2005

The following page (Page 11) contains a program view of our planned Local-Flex Demonstration Program budget for 2005-2006 school year. The material identifies planned expenditures by major strategy and activity of the District's Local-Flex Demonstration Program. Please refer to column 4 for a description of the planned

Strategies	Revised 04	Consolidated 2005 Initial Plan 05	Consolidated 2006 Initial Plan 06
Activities	Budget by Strategy	By Strategy	by Strategy
1 Improve teacher knowledge, rigor and skill in application of research-based practices and strategies for mathematics, literacy content and pedagogy.	\$ 1,714,469	\$ 1,174,657	\$ 1,177,759
<i>1.1 Expert coaching in reading and mathematics</i>			
<i>1.2 Comprehensive professional development in brain-based literacy instruction</i>			
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.	\$ 391,990	\$ 175,000	\$ -
<i>2.1 Professional development for culturally responsive teaching and learning</i>			
3 Improve beginning teacher quality and preparation for service to underserved students of diverse backgrounds	\$ 1,035,533	\$ 741,621	\$ 851,071
<i>3.1 Mentors for beginning teachers of higher-need students and schools</i>			
<i>3.2 Human Resources for recruitment of quality teachers</i>			
4 Enhance the integration of technology in the classroom for teacher productivity and for the teaching and learning program	\$ 352,992	\$ 259,648	\$ 259,648
<i>4.1 Deployment of Instructional Technology Master Teachers</i>			
<i>4.2 Provision of professional development for school-based technology teacher leaders</i>			
5 Provide intervention and support services for academic achievement, re-entry and substance abuse issues for targeted students.	\$ 941,141	\$ 843,167	\$ 857,346
<i>5.1 Hire Intervention Specialists</i>			
<i>5.2 Support student Re-entry Programs</i>			
<i>5.3 Target support for bilingual students</i>			
<i>5.4 Conduct a bilingual program review</i>			
<i>5.5 Provide professional development for teachers of advanced learners</i>			
<i>Private School Funds</i>	\$ 481,696	\$ 752,626	\$ 750,524
<i>Reserves/Expenditures for ROPE, Subs, Revenue +/-</i>	\$ 284,186	\$ 131,471	\$ 152,608
Total Direct	\$ 5,202,007	\$ 4,078,190	\$ 4,048,956
Total Indirect	\$ 210,294	\$ 130,500	\$ 99,647
Total Funds	\$ 5,412,301	\$ 4,208,690	\$ 4,148,603

expenditures for 2005-2006. By comparing column's 3 and 4 one can identify the changes in the delivery of services to Tier I and Tier II schools.

The only changes we are anticipating for 2005-2006 are:

1. Potential changes in the schools being served by the instructional coaches (due to the 2005 data).
2. Adding science as a content focus to literacy and mathematics.

D. Identification of Need for Technical Assistance from the U.S. Dept. of Education.

An ongoing area where we continually need technical assistance from the U.S. Department of Education relates to guidance pertaining to the equitable participation of private schools under our Local-Flexibility Demonstration Program.

CHANGES FOR FUTURE REPORTS

In general we would like for future reports to provide more descriptive information about the district's implementation of the plan (for instance, what does "aggressive" recruitment of new teachers mean—what did you actually do?) and anecdotes about what is happening in schools would also be appreciated. While we understand why this wasn't included this year, future reports should also include additional information on steps taken relevant to private school participation (outreach efforts, report # private schools participating, a copy of newsletter--we appreciate the private school coordination newsletter sent recently). It would also be helpful for future annual reports to include the report cards for T1 and T2 schools that show results according to subgroup.

District Response

In future reports, we will provide a more in depth description about what is happening in schools as a result of our Local-Flexibility Demonstration Program. We plan to include anecdotal information and efforts taken to provide private schools equitable participation in the program. We will provide in our annual performance report an illustration or diagram of the model used by instructional coaches to deliver services to targeted schools. In addition, we will include more information about how decisions were made based upon the analysis of the performance data. In late September or early October 2005, we will schedule another video teleconference with the U.S. Department of Education where principals and staff from targeted schools will share their observations related to the services provided to them under the District's Local-Flexibility Demonstration Program.