

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100135

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

****Table of Contents****

Forms

1. <i>Application for Federal Assistance (SF-424)</i>	e1
2. <i>Standard Budget Sheet (ED 524)</i>	e5
3. <i>SF-424B - Assurances Non-Construction Programs</i>	e7
4. <i>Disclosure of Lobbying Activities</i>	e9
5. <i>ED 80-0013 Certification</i>	e10
6. <i>427 GEPA</i>	e11
<i>GEPA</i>	e13
7. <i>Dept of Education Supplemental Information for SF-424</i>	e14

Narratives

1. <i>Project Narrative - (Project Abstract...)</i>	e15
<i>SPS-TIF Abstract</i>	e16
2. <i>Project Narrative - (Application Narrative...)</i>	e17
<i>SPS TIF Project Narrative</i>	e18
3. <i>Project Narrative - (High-Need Schools Documentation...)</i>	e72
<i>High Needs Schools Perf Data</i>	e73
4. <i>Project Narrative - (Union, Teacher, Principal Commitment Letters or.....)</i>	e74
<i>Support Documentation</i>	e75
5. <i>Project Narrative - (Other Attachments...)</i>	e83
<i>Appendices A-I</i>	e84
6. <i>Budget Narrative - (Budget Narrative...)</i>	e117
<i>SPS-TIF Budget Narrative</i>	e118

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Seattle Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
---	---------------------------

	
--	--

d. Address:

* Street1:	
Street2:	
* City:	
County:	
State:	
Province:	
* Country:	
* Zip / Postal Code:	

e. Organizational Unit:

Department Name:	Division Name:
Strategic Planning and Alliances	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Carol
Middle Name:	R		

* Last Name: Treat

Suffix:

Title: Executive Director of Strategic Planning and Alliances

Organizational Affiliation:

Seattle Public Schools

* Telephone Number:

[REDACTED]

Fax Number:

[REDACTED]

* Email:

[REDACTED]

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA

84.385

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Seattle, WA

*** 15. Descriptive Title of Applicant's Project:**

Seattle Public Schools Teacher Incentive Fund Project

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: WA 7

* b. Program/Project: WA 7

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/1/2010

* b. End Date: 8/31/2015

18. Estimated Funding (\$):

a. Federal	\$ [REDACTED]
b. Applicant	\$ [REDACTED]
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ [REDACTED]

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Maria
Middle Name: L
* Last Name: Goodloe-Johnson
Suffix: Ph.D

Title: Superintendent

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Seattle Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	█	█	█	█	█	█
4. Equipment	\$ █	█	█	█	█	█
5. Supplies	█	█	█	█	█	█
6. Contractual	█	█	█	█	█	█
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	█	█	█	█	█	█
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs*	█	█	█	█	█	█
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 9/1/2006 To: 8/31/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 3.33%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Seattle Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	█	█	█
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	█	█	█	█	█
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. "794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Maria L. Goodloe-Johnson, Ph.D.

Title: Superintendent

Date Submitted: 07/01/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Seattle Public Schools Address: P.O. Box 34165 City: Seattle State: WA Zip Code + 4: 98124-1165 Congressional District, if known: 07	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.385A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Maria L. Goodloe-Johnson, Ph.D. Title: Superintendent Applicant: Seattle Public Schools Date: 07/01/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Seattle Public Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Maria Middle Name: L

Last Name: Goodloe-Johnson Suffix: Ph.D.

Title: Superintendent

Signature:

Date:

07/01/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA

File : C:\Documents and Settings\kgcorrigan\Desktop\International\GEPA.doc

Ensuring Access/Participation – Compliance with GEPA (General Education Provisions Act):

To ensure equal access and treatment, Seattle Public Schools will adhere to the following affirmative action policies in the operation of this program. Seattle Public Schools is committed to a policy of equal educational opportunities for all persons regardless of race, color, age, disability, sexual orientation, national origin or gender. This policy is adopted as a matter of law and as a matter of educational policy consistent with the goals and purposes of the District. The District also adheres to a policy of equal employment opportunity and affirmative action to end any illegal pattern of discrimination and to overcome the effects of past discrimination. The District schools enroll students without regard to gender, race, national origin, color, disability, or age.

- In the implementation of this program all partners and staff will provide services to all students regardless of race, color, age, disability, sexual orientation, national origin or gender by providing services to all students enrolled in the school and their families.
- All family involvement programs and events will be publicized in the native languages of the student or his/her family.
- All training and community events will be held in accessible locations and accommodations will be made for participants requiring sign language, computer adaptations or other support.
- All community partners will be apprised of and asked to act in compliance with the above policies. This will be overseen by the Project Coordinator.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Ms. Carol R Treat

Address:

* Street1: [REDACTED]
 Street2: [REDACTED]
 * City: [REDACTED]
 County: [REDACTED]
 * State: [REDACTED]

* Phone Number (give area code) Fax Number (give area code)
 [REDACTED] [REDACTED]

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Abstract

Attachment 1:

Title: **SPS-TIF Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\kgcorrigan\Desktop\SPS-TIF Abstract.doc**

Abstract

This proposal for the Main TIF Competition requests [REDACTED] as part of a larger [REDACTED] project that will position the Seattle Public Schools (SPS) as a strong regional model of how performance-based compensation systems can support teacher and principal professional growth and in the process, improve student learning outcomes. Over five years, this project will directly impact more than 800 teachers and 54 principals and assistant principals; and most importantly, more than 16,000 students who will be led by motivated, highly effective teachers and principals across 34 target high need schools. After the project period, SPS will sustain the momentum enabled by this TIF grant to reach all 88 schools in its K-12 system, the largest in the state, and set an example for school systems throughout the rest of the Washington.

Over the last three years, Seattle has moved from a collection of independent schools operating with little direction and no accountability, to one with clear system-wide performance goals, aligned supports to help schools and staff meet expectations, and differentiated interventions based on performance. This work to design and implement a performance management system for the district, schools and central office departments provides SPS with the foundation needed to be successful with the next phase of work: developing a similar system for our most impactful employees – teachers and principals. Having already launched improvements to hiring, evaluation, and mentoring, SPS will move forward on five comprehensive and strategic fronts that form the core work elements of this proposal: **(1) Recruit; (2) Mentor; (3) Support; (4) Evaluate & Assess; and (5) Recognize/Reward and Retain.**

The ultimate outcome of the proposed work will be a dramatic improvement in student achievement. Specifically, SPS expects that over the next five years the district will see a 15 percentage point decline in the number of schools performing in the lowest two segments of our quantitative performance framework. This shift from 40% of schools in these segments (68% of which enroll more than 50% FRL-eligible students) to no more than 25%, will result from continued focus on strengthening curriculum, content-focused instructional support, and high quality service programs, AND improved talent that is supported, mentored, and recognized for high performance with career growth opportunities. This is the success we are looking for.

Seattle Public Schools' state of readiness meets all three absolute competition priorities, but not all competitive preferences and core PBCS elements. Much of what is outlined in this proposal is currently being or will need to be bargained with our union partners. Therefore, SPS proposes taking one year to plan, further refine, and engage stakeholders in the proposed work plan. The district is committed to good faith bargaining and continuous improvement – as a result, we are confident of a productive planning year. Over the subsequent four years, SPS will roll-out new teacher and principal evaluations that include student growth expectations and offer recognition and rewards for high performers. As these new expectations and opportunities roll out, staff will be able to access additional mentoring, support, and PD to help them create the most supportive teaching and learning environment so that every student will achieve and everyone will be accountable for that success.

Project Narrative

Application Narrative

Attachment 1:

Title: **SPS TIF Project Narrative** Pages: **55** Uploaded File: **C:\Documents and Settings\kgcorrigan\Desktop\SPS TIF Project Narrative.doc**

PART 4: PROJECT NARRATIVE ATTACHMENT
CONTENTS

1. OVERVIEW AND NEED SECTION 1

 1.1 SEATTLE PUBLIC SCHOOLS: POISED TO MOVE AND INFLUENCE 1

 1.2 SEATTLE PUBLIC SCHOOLS OVERVIEW 3

 1.3 MAKING PROGRESS ON THE STRATEGIC PLAN 4

 1.4 STRENGTHENING HUMAN RESOURCES 5

 1.5 RESPONDING TO THE DATA ON TEACHER/PRINCIPAL EFFECTIVENESS 7

2. PROJECT DESIGN 8

 2.1 DESIGN OVERVIEW: EVERY STUDENT ACHIEVING, EVERYONE ACCOUNTABLE 8

 2.2 RECRUIT 10

 2.2.1 Teacher recruitment 10

 2.2.2 Principal recruitment 11

 2.3 MENTOR 12

 2.4 SUPPORT 12

 2.4.1 Teacher professional development aligned to new evaluation 12

 2.4.2 Support for struggling teachers 15

 2.4.3 Principal professional development aligned to new evaluation 16

 2.4.4 Support for struggling principals 18

 2.5 EVALUATE/ASSESS - TEACHERS 18

 2.5.1 Teacher evaluations – the tool 18

 2.5.2 Teacher evaluation – the process 19

 2.5.3 Teacher evaluation – adding student growth measures 20

 2.5.4 Bringing together evaluations of professional practice and student growth 24

 2.5.5 Roll-out of the new tool and process 25

 2.6 EVALUATE/ASSESS - PRINCIPALS 25

 2.6.1 Principal evaluation – the tool 25

 2.6.2 Principal evaluation – the process 26

 2.6.3 Principal evaluation – adding student growth measures 27

 2.6.4 Principal evaluation – professional development and roll-out 30

 2.7 RECOGNIZE/REWARD/RETAIN 30

 2.7.1 Teacher career ladder opportunities 30

 2.7.2 Principal recognition and growth opportunities 32

 2.7.3 Teacher and principal retention 32

 2.8 ENABLING ELEMENTS 33

 2.8.1 Building the technology infrastructure 33

 2.8.2 Stakeholder outreach and engagement 35

3. ADEQUACY OF SUPPORT AND SUSTAINABILITY 36

 3.1 MANAGEMENT PLAN 36

 3.2 TIMELINE AND MILESTONES 39

 3.3 KEY PERSONNEL 43

 3.4 COST SHARING, LEVERAGING, AND ADDITIONALITY 48

 3.5 ASSESSMENT OF FUND SUFFICIENCY 49

4. LOCAL EVALUATION 50

 4.1 OVERVIEW 50

 4.2 EVALUATION QUESTIONS 50

 4.3 OUTLINE 51

 4.4 REPORTING 54

 4.5 OUTCOME MEASURES 54

PART 4: PROJECT NARRATIVE ATTACHMENT

1. OVERVIEW AND NEED SECTION

1.1 Seattle Public Schools: Poised to Move and Influence

Seattle Public Schools is the largest K-12 school system in Washington state, serving more than 45,000 students in 88 schools. Over the last three years, Seattle has moved from a collection of independent schools operating with little direction and no accountability, to one with clear system-wide performance goals, aligned supports to help schools and staff meet expectations, and differentiated interventions based on performance. This work to design and implement a performance management system for the district, schools and central office departments has given SPS the foundation needed to be successful with the next phase of work: developing a similar system for our most impactful employees – teachers and principals.

As this proposal details, Seattle has built a multi-year strategic plan focused on dramatically improving student achievement across key milestones. The performance management work has been a critical component but there are other recent developments that position Seattle to be a regional leader in developing and implementing teacher and principal effectiveness strategies.

First, three of Seattle's schools were recently identified as being among the state's lowest performing and thus eligible for federal School Improvement Grants (SIG). Seattle's application for \$5.7 million over three years was ranked first out of 21 district applications. And Seattle was the only district who applied having already received support from its teachers union (see Appendix F for SIG MOU); SPS has also reached agreement on the SIG work with its principals

union. The SIG work requires the district to use student growth in evaluations, displacement decisions and recognition opportunities. Additionally as is evident from the MOU, SPS has negotiated to make sure these schools do not have to take forced placements. **The unions and the district collaborated on the SIG to put together an approach** that would give these schools every opportunity for success, and much of that approach forms the basis for this grant.

Second, Seattle has spent the last year working with the teachers union to develop a **new multi-tiered (versus binary) teacher evaluation tool**. A joint task force has made a recommendation to adopt a new model and the current contract negotiations are determining the roll-out strategy. This collaborative effort is creating readiness among teachers to consider new ways of being assessed and supported in the classroom.

Third and final, through all of this work, Seattle has re-established itself as a powerful education **influencer in the state and region**. The state's Office of the Superintendent of Public Instruction (OSPI) recently recognized this and awarded SPS [REDACTED] to work with other "districts in improvement" and provide them with tools, training and support around developing a performance management system that supports all levels (district, school and individual). Seattle is using some of those funds to coordinate a consortium of small, large, rural and urban Washington state SIG districts (seven including SPS) interested in developing student growth measures that can be used to recognize high performing teachers and principals. The districts will meet over the next six months to design workable growth models that could be used beginning in 2011-12.

Seattle has the foundation, the readiness, the partners and the plan to be a strong regional model of how performance-based compensation systems can support teacher and principal professional growth and in the process, improve student learning outcomes.

Most of what is outlined in this proposal is currently being or will need to be bargained with our union partners. Where we have agreement, we have noted it. The district is committed to good faith bargaining and advancing proposals – like those in this proposal – that create the most supportive teaching and learning environment so that our staff and students can succeed together.

1.2 Seattle Public Schools Overview

The majority of schools in the SPS system serve communities identified by ethnic diversity, large immigrant populations, high rates of poverty, and low median household incomes.

Approximately 13% receive special education services (e.g. traditional bilingual services) and nearly 40% of students qualify for free or reduced-price lunch.

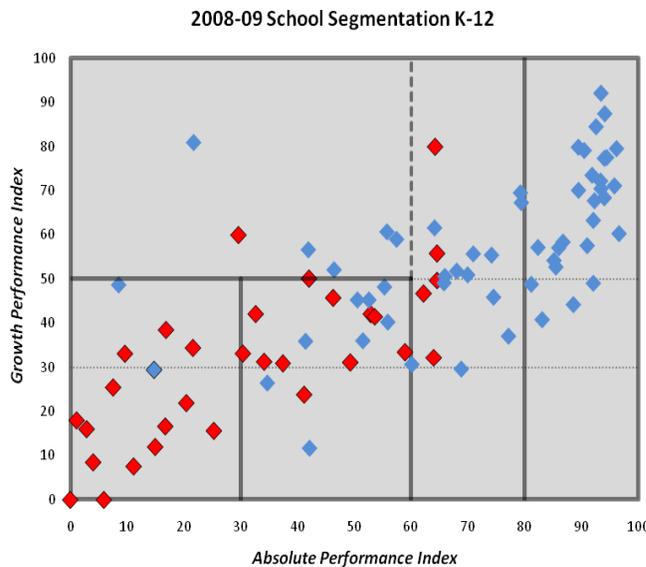


Figure 1. Performance of 88 schools as defined by SPS School Performance Framework. The dark colored symbols (red) denote 34 High Need Schools (> 50% FRL).

The performance of District schools is reflected in the segmentation chart to the left. This shows both growth and absolute performance of all of Seattle schools on state reading and math tests and graduation rates. Thirty four schools currently enroll 50% or more students eligible for free or reduced price lunch (FRL), and most of these reside in the two lowest performing bounded areas

referred to as Segments 1 and 2 (see Appendix D). The purpose of the segmentation methodology is to monitor school progress toward meeting district-wide 2013 goals, and to help customize supports for schools based on performance and need. Performance measures such as these will be used to guide the phased rollout of the SPS TIF program.

1.3 Making Progress on the Strategic Plan

In June 2008, Seattle's School Board adopted *Excellence for All* as its strategic plan to improve student performance at all levels. The plan was designed to directly impact student achievement across a set of performance milestones from kindergarten readiness to college and career readiness. There has been a tremendous amount of focused work to follow-through on the commitments in *Excellence for All*. Student performance has improved in some areas but not enough, and in other areas much more growth is needed.

The district laid out five primary areas of focus in the strategic plan: academics, human resources, infrastructure, performance management, and stakeholder engagement. Outlined below are the accomplishments of the last two years that have laid the foundation for the next stage of work.

Academics - The district is aligning curriculum in core content areas to ensure all students are using the same materials and have equitable access to quality education. SPS has implemented a new assessment system (MAP), which tests students three times per year so that teachers have frequent, student-specific information to determine what students are ready to learn next and where they may need more help. And new teacher professional development (PD) requirements ensure that SPS staff have the training and support necessary to meet performance expectations.

Human Resources - New performance evaluations for central office staff are now in place, setting clear expectations and holding staff accountable for performance towards outcomes. Leadership and career growth opportunities are available for school leaders and central office managers through a formal professional development program.

Infrastructure - A new student assignment plan is being rolled out; this plan gives families greater convenience, predictability and transparency in their assignment and provides services

closer to home.

Engage Stakeholders - Family Engagement Action Teams have been established in 37 schools to give parents the skills they need to help their students achieve academically. The district is working to improve customer service to families by creating a customer contact center so families will have a central hub to direct their questions and concerns.

Performance Management - SPS has set ambitious goals for both academic and operational performance and is holding itself accountable for meeting these goals through the annual public release of district scorecard and school progress reports. Using these tools, stakeholders will be able to track the district’s progress, and the district will be able to address areas where additional focus is needed. The district has also grouped schools based on academic performance (see school performance framework in Figure 1) to determine how best to prioritize and allocate resources and services.

1.4 Strengthening Human Resources

SPS has developed a ‘Theory of Action’ for ensuring highly effective staff in every role (Figure 2). The model has four primary components: recruitment, hiring and orientation, mentoring and PD, and evaluation. High performance is fostered by extra support, recognition, opportunities for growth, and, if needed, intervention.

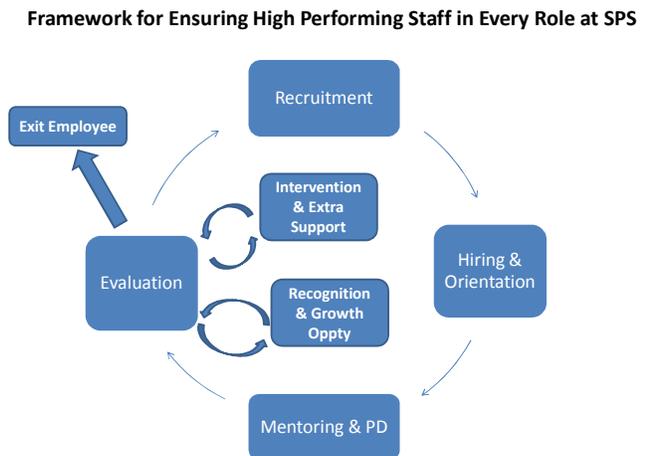


Figure 2. SPS Human Resources ‘Theory of Action’

In accord with this model, over the past two years, SPS has focused on improving its

capabilities in the following four areas.

Hiring - A new electronic applicant hiring and tracking system was implemented in the fall 2009. Principals and other hiring managers now receive applications of prescreened, well-qualified applicants within two weeks of a closed posting. Previously, these individuals screened all candidates for a position, which wasted principal and applicant time.

Evaluation - A draft evaluation system for teachers based on the Charlotte Danielson framework has been jointly developed with Seattle Education Association (SEA – the Seattle teachers’ union) and piloted successfully. Use of this tool will be reviewed as part of the current labor negotiations with SEA. This tool is described more fully in section 2.2.1 and in Appendix G.

Intervention & Extra Support – Seattle Public Schools HR department has redefined a couple positions to create a small team to provide support to principals and managers in working with struggling teachers. This year, this team supported 20 teachers on performance improvement plans and helped train 158 principals and managers on the skills needed to conduct effective evaluations throughout the year.

Professional Development - SPS and SEA jointly developed and are implementing a new PD plan for teachers in September 2009. All PD is aligned to the district's Strategic Plan and includes a focus on cultural relevance, service to English Language Learners, Special Education students, advanced learning, and overall differentiation. To facilitate this PD, a new on-line professional development registration system was installed in January 2010. A feature of this new registration system is electronic record keeping of all district-offered courses teachers have courses taken since August 2009. This information will feed into SAP and hence minimize errors in salary determinations and payroll disbursement.

The district is also developing a plan to evaluate the impact of PD offerings. The evaluation will measure how the offerings improve teacher practice and performance as reflected in teacher evaluations, observations, walk-throughs, self-assessments, etc.

1.5 Responding to the Data on Teacher/Principal Effectiveness

The District's strategic plan work has laid the foundation to focus on addressing what research says is the most impactful intervention on student learning – the effectiveness of teachers and principals.

Teacher quality is the single most important school-based factor for improving student achievement. A one standard deviation increase in teacher quality raises achievement as much as lowering class size by 10 to 13 students (Rivkin et al., 2005). It has been shown that very little variation in teacher effectiveness is tied to advanced graduate degrees or years of classroom experience (Aaronson et al., 2007). Interestingly, teacher quality appears to overwhelm the effect of reduced class size. For example, some top school systems have large class sizes as in South Korea where a student-to-teacher ratio of 30:1 compares to the 17:1 OECD average.

The negative impact of low-performing teachers is compelling. Students taught by the bottom 5% of teachers realize achievement gains between one-half and two-thirds of a grade equivalent (Hanushek, 2008). Achievement of 8-year-olds taught by low and high performing teachers diverge by 50 percentile points within three years (Sanders & Rivers, 1996). Perhaps most compelling is the estimate that removing the worst-performing 5-10 percent of teachers would raise overall achievement in the USA to world-class levels.

Seattle suffers from the same issues that plague many urban districts – a disproportionate number of teacher vacancies (almost 2x rate) in high-need versus non high-need schools (Table 1).

Table 1. Teacher Vacancy Rates in SPS High Need vs. non-High Need Schools

School Category	Vacancies Between 3/1/10 and 6/18/10	
	Schools > 50% Free/Red. Lunch	Schools < 50% Free/Red. Lunch
SPS High Schools	14	10
SPS Middle Schools	17	8
SPS Elementary Schools	6	3

Principal turnover historically has been quite low (~8%) but was high this academic year (~20%). The district expects principal turnover to be about 10% per year moving forward as a result of expected retirements, recent state legislation changes that only effect Seattle principals, and the continued rapid pace of change and specific performance expectations. But there is little difference in principal turnover rates in high need vs. non-high need schools (this is due in part to the Superintendent’s authority to place strong principals in lower performing schools).

The HR Theory of Action (Fig. 2) outlines what the district needs to focus on in order to improve teacher and principal effectiveness: recruitment, mentoring, evaluation, PD and recognition/retention. The need is as real as is the opportunity. The district has no shortage of staff openings in high need schools and these present opportunities to attract, mentor, evaluate, recognize and retain high performers.

2. PROJECT DESIGN

2.1 Design Overview: Every Student Achieving, Everyone Accountable

Seattle Public Schools puts forward this proposal based on the premise is that if we recruit, mentor, evaluate, support, recognize, and exit our staff effectively, we will have only strong performers working with our students. This will take time, but we will eventually have a system where **every student will achieve and everyone will be accountable for that success.**

Having started with improvements to hiring, evaluation, and mentoring, SPS is ready to move

forward focusing on strengthening five areas – these form the core elements of this proposal:

1. **Recruit**
2. **Mentor**
3. **Support**
4. **Evaluate & Assess**
5. **Recognize/Reward and Retain**

The ultimate outcome of the work outlined below is a dramatic improvement in student achievement. Specifically, SPS expects that over the next five years the district will see a 15 percentage point decline in the number of schools performing in the lowest two segments on our performance framework (see Fig. 1). This shift from 40% of schools in these segments, 68% of which enroll more than 50% FRL-eligible students, to no more than 25% will propel Seattle forward. This dramatic improvement in student performance will be possible in part because of the continued focus on strengthening curriculum and materials, content-focused instructional support, and high quality service programs (Special Education, English Language Learners, and Advanced Learning).

The work outlined in this proposal will be another powerful factor in our success. When we have the talent we need in our highest need schools, and that talent is supported, mentored, and recognized for high performance with career growth opportunities, then students will receive the instructional guidance they need to perform at the high levels they are capable of. This is the success we are looking for.

Seattle Public Schools proposes taking one year to plan, further refine, and engage stakeholders in the work outlined below. **Over the subsequent four years, SPS will roll-out new teacher and principal evaluations that include student growth expectations and offer recognition and rewards for high performers. As these new expectations and opportunities roll out, staff will be able to access additional mentoring, support, and PD to help them**

reach their performance targets. Seattle requests [REDACTED] over the five years to support the effort outlined below.

Over five years, this project will directly impact more than 800 teachers and 54 principals and assistant principals; and most importantly, more than 16,000 students should be taught and led by motivated, highly effective teachers and principals across these 34 schools. students.

The work will require some back-end software development and a high degree of stakeholder engagement and communications, but **more than 50% of the proposed project funds will directly support the teachers and principals** in addition to SPS' direct contributions that ramp up significantly over the five years. These commitments will help ensure Seattle teachers and principals can meet these new expectations, access new career opportunities, and celebrate in their students' successes.

2.2 Recruit

2.2.1 Teacher recruitment

SPS will launch a multi-prong effort to improve its teaching workforce through better interview and hiring practices, strategic movement of existing high quality talent, and expedited attrition. Initial strategies are noted below.

Attracting talent - SPS will centralize hiring responsibility and improve accountability of hiring managers for screening, interviewing and hiring. The district will launch a new 'image campaign' based on having *our* best talent bring in more of the same. And the district will strengthen its own recruiting capacity with additional resources – either on staff or contracted.

Staff mobility - SPS will establish a district-wide culture of moving talent where it is most

needed based on the belief that talent belongs to the district, not to buildings or individual managers. The district will develop and implement succession planning to meet strategic goals, gaps in workforce, gaps in skills, and to fill key jobs. A succession plan profile will include knowledge, skills and abilities, evaluation ratings history, student growth, etc. A focal point will be migration of high performing teachers to low performing schools or hard-to-staff subjects in high need schools in “service teacher” roles that carry attractive incentives.

Attrition and turnover – SPS will continuously review attrition and turnover data and identify voluntary and involuntary attrition goals. The district will proactively help seasoned teachers understand their retirement options and provide transition opportunities as coaches, mentors, community builders, and district interviewers. Involuntary attrition will be expedited through the probation process and support from the HRCTs.

2.2.2 Principal recruitment

As noted in 1.5, SPS anticipates an average, annual district-wide principal turnover of about 10% (~9 principals). To help with both recruiting high quality talent and keeping current high performers, SPS will use three initial strategies.

Additional recruiting help – SPS will hire and/or contract with outside recruiting firms to help attract high performing and high potential school leaders to our schools. (This is the same resource covered above for teacher recruitment.)

Incentives to attract talent – The district will pay an incentive for *Innovative/High Growth* principals to accept assignments to work in the district’s low performing / low growth schools by providing a one-time ████████ bonus. SPS assumes that there will be at least three openings each year in the high need schools.

2.3 Mentor

There are two components of the mentoring strategy – one for teachers and one for principals. STAR (Staff Training Assistance and Reflection) is a program that provides mentors to first year SPS teachers. Currently new teachers receive only one year of support; this proposal envisions up to three years of differentiated support/induction, recognizing that teachers will exit out of needing the intensive support at different times. A STAR Mentor will retain the flexibility to either meet more often, if necessary, or to recommend that a Tier I teacher “graduate” from the program prior to the end of the teacher’s third year. This grant would fund the expansion of the STAR program and would support aligning the mentoring protocol with the new evaluation tool.

This program helps to retain bright, new talent and equip them with the tools, skills and connections to have a successful teaching career – as such it is also mentioned below in the ‘Recruit’ section.

The second component is for principal mentors – principals who are high performing on both their professional practice rubric and have met their student growth targets are eligible to become mentors to principals in high-need schools. These mentor principals would receive a bonus of [REDACTED] for this work and up to [REDACTED] for substitute coverage.

2.4 Support

2.4.1 Teacher professional development aligned to new evaluation

The district is developing an innovative professional development system for teachers that is focused on improved practice and enhanced student learning. This new system is grounded in best practice research around teacher effectiveness and is focused on raising student academic achievement.

Currently, the district's teacher professional development offerings are primarily focused on strengthening content knowledge, enhancing pedagogical skills and increasing cultural competency. Professional development offerings for teachers are developed based on student performance data and content gaps, not on staff performance or knowledge gaps. Within this system teachers design professional development plans based on self reflection and analysis of peer and student feedback and seek out opportunities for professional development based on areas of need and/or interest.

This new professional development system will use both student and staff performance data to better align and target development opportunities. This differentiated support structure will provide specific interventions and supports for teachers based on agreed upon performance data. It will be embedded as part of a four-tier evaluation system, rather than the two-tier system that is currently in place. SPS will spend the next year designing and implementing a new professional development plan that is framed around the four domains of Charlotte Danielson's "Framework for Teaching" model (Planning and Preparation; Classroom Environment; Instruction; Professional Responsibilities) , and includes the components listed below.

- PD aligned to evaluation and assessed needs – The district will work on the following improvements to teacher professional development:
 - Develop a new menu of course offerings that is based in best-practice and is aligned to the Charlotte Danielson evaluation model Utilize online tools so teachers can get ongoing access to PD supports to inform their practice in the classroom *immediately*. This includes development of an online portal for viewing video clips of master

- teachers demonstrating best practices across subject areas and grade levels (e.g. collaborative teaching, differentiation, classroom management techniques).
- Offer courses that are differentiated for new and experienced teachers
 - Include instructional strategies, classroom management and cultural competency strands as stand-alone sessions
 - Embed the most critical skill areas from the evaluation tool within other content learning (especially the academic content areas for teaching—e.g. literacy, math, etc.)
 - Establish common/shared learning time in schools for teachers around identified needs (using early release and planned PD time)
- PD for those who do NOT qualify for incentives – SPS will provide teachers who do not qualify for incentives with the tools needed to make improvements. If they are struggling, they will receive support from an HRCT and a personalized PD plan aligned to their assessed areas in need of improvement. Principals will help teachers who do not qualify for an incentive to develop PD plans centered on the areas where they need improvement.
 - PD for those who DO qualify for incentives – SPS will support the continued development of teachers who qualify for incentives by providing them with the opportunity to assume additional responsibility and leadership roles, such as a master teacher program. SPS will develop professional development opportunities aligned to career ladder roles, giving these teachers focused and relevant training and support.
 - PD that improves practice and academic achievement – The district is developing a PD plan that supports teachers in using measures of effectiveness to improve practice and student achievement. This is where the evaluation tool and PD system are completely integrated.

The rubrics establish a clear picture of what it would look like to be at various levels of effectiveness (basic, proficient, innovative) for each of the elements under the four domains. SPS will establish a way for teachers and principals to observe each other in their classroom/schools in relationship to a key area and provide feedback on how they are doing. This adds an intermediate feedback loop between PD and the actual evaluation. Using the self-assessment tool from the evaluation (where teachers have to provide clear evidence for their ratings) could also be helpful as teachers and principals monitor their own progress throughout the year in relationship to the areas they are working on.

- Assessing PD effectiveness – The district will establish a systematic process of collecting classroom observation data, using the current walk-through tool, to assess the effectiveness of PD in changing practice and student achievement. This process will be a coordinated effort between Executive Directors and Principals and will inform adjustments in the PD provided. Although, increases in student achievement will be the ultimate indicator of PD effectiveness, we will also ask teachers to provide *very specific feedback* on how the PD helped them change their practice and share where they need support.

2.4.2 Support for struggling teachers

The joint PG&E taskforce established a Human Resources Consulting Teacher (HRCT) role. These roles are part of HR's Leadership Development and Employee Performance team and provide support for struggling teachers or those already on performance improvement plans. HRCTs work with SEA representatives and the targeted teachers to co-design professional development plans for these teachers based on their evaluated or assessed areas for improvement. They also serve as a broker for additional district resources that could help these teachers, giving them every opportunity to be successful. HRCTs do not serve an evaluative function.

This past school year two HRCTs supported 20 teachers on probation but were not able to sufficiently support all of the teachers who needed their help (especially at the elementary level). And they would have no capacity for teachers deemed basic, not unsatisfactory – this is where the support is needed most. With two additional HRCT teachers, the district could provide intensive support to an additional 30-35 teachers in the ‘pre-unsatisfactory’ stage. This proposal envisions strengthening and expanding this group to allow for this expanded support for teachers, and as noted below, for principals as well.

2.4.3 Principal professional development aligned to new evaluation

In order to develop a strong cadre of school leaders we will need to ensure that we have focused learning opportunities for new principals being brought into the district and/or who are moved to principal positions. This will require that the district clarify the most critical and basic leadership skills (from the new evaluation) and begin the professional development for new and aspiring leaders in those key competencies.

This coming school year sets the foundation for moving to PD that supports the new principal evaluation. It builds a culture of learning as well as instructional leadership skills that will improve principals’ practice. The focus of the year’s work (especially around clarifying the framework for instructional leadership) should also influence the development of the principal evaluation tool. Once the new evaluation is in place and we have done an initial assessment of principal performance, we will develop targeted learning experiences in key areas, as outlined below.

PD Targeted to Needs Identified in Evaluation – Specific leadership courses will be offered throughout the year for principals to access based on their evaluation and self-assessment.

Established principal professional learning communities (2010-11 is second year with UW CEL

providing support for principal PLCs) will target specific areas of learning focused around the 5 Dimensions of Teaching and Learning.

PD for Those Who Do Not Qualify for Incentives – Executive Directors will help principals and assistant principals develop PD plans. Learning structures will be established across schools for principals to learn together for similar learning needs—executive directors lead these learning groups (be they professional learning communities or ongoing small group sessions) for principals

PD for Those Who Qualify for Incentives – SPS will support the continued development of principals who qualify for incentives by providing them with the opportunity to assume additional responsibility and leadership roles. This may take the form of accessing additional and more rigorous materials (books, articles) and national/local PD sessions or the opportunity to lead PD for their colleagues.

PD that Improves Practice and Academic Achievement – We will make stronger connections between teacher PD and principal PD. We will have instructional coaches participating in some of the principal PD sessions throughout the year to create a common language and understanding of quality instruction.

Assessing PD Effectiveness – Success of these learning programs will be determined by (1) the evaluation scoring of new principals over the first and second years in the district, (2) the retention of new principals, and (3) the number of assistant principals that move into principal positions.

2.4.4 Support for struggling principals

Upon implementation of the new principal evaluation system the district will need to provide support for those principals who have received an unsatisfactory rating and need additional support. This proposal envisions creating a role for principals similar to the HRCT role for teachers. These would be HRCs (Human Resources Consulting Principals). This would be done in conjunction with our principals union. These would be former principals or principals on leave who would provide support, coaching and a detailed professional development plan for struggling teachers.

2.5 Evaluate and Assess - Teachers

2.5.1 Teacher evaluations – the tool

As part of the 2004-2009 SPS-SEA collective Bargaining Agreement (CBA), a Professional Growth and Evaluation (PG&E) Pilot Program was undertaken. This pilot program was a collaborative effort between the teachers union, District, and consultant Charlotte Danielson. The outcome was the development of Professional Practice Standards to be used as a basis for a sound, fair, and objective teacher evaluation system named *Performance Cycle and Professional Growth Cycle*.

The Professional Growth system is built upon a two-tier process based on years of teaching experience: Tier 1 includes staff with four years or less experience and certificated staff new to SPS; and Tier 2 is for staff with five years or more experience. Each tier requires setting academic achievement goal(s) and individual professional growth goal(s). The employee and the evaluator have a joint responsibility to develop professional growth goal(s) collaboratively. Beginning September 2010, SPS will introduce a new evaluation tool recommended by the PG&E joint taskforce and drawn from Charlotte Danielson's book, *Enhancing Professional*

Practice (see Appendix G). The new methodology will comply with a new state law (SB 6696) that calls for a "four level rating system" for all teachers and principals by 2013. The approach lays out four domains by which to evaluate educators:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Each domain is broken into 5-6 components, and each component has a “four level rated” rubric: Unsatisfactory, Basic, Proficient, and Distinguished or Innovative. The schedule below shows expectations for teacher performance based on this new system.

Table 2. Domain Performance Schedule per New SPS Teacher Evaluation Tool

SATISFACTORY PERFORMANCE SCHEDULE							
YEAR 1		YEAR 2		YEAR 3		YEAR 4	
DOMAIN 1:	BASIC	DOMAIN 1:	PROFICIENT	DOMAIN 1:	PROFICIENT	DOMAIN 1:	PROFICIENT
DOMAIN 2:	PROFICIENT	DOMAIN 2:	PROFICIENT	DOMAIN 2:	PROFICIENT	DOMAIN 2:	PROFICIENT
DOMAIN 3:	BASIC	DOMAIN 3:	BASIC	DOMAIN 3:	PROFICIENT	DOMAIN 3:	PROFICIENT
DOMAIN 4:	BASIC	DOMAIN 4:	BASIC	DOMAIN 4:	BASIC	DOMAIN 4:	PROFICIENT

Satisfactory performance equates to meeting the Performance Schedule identified for Tier 1 teachers for each of their first four years. For Tier 2 teachers, satisfactory performance is maintaining at least a “proficient” performance level in each of the four domains. Unsatisfactory performance equates to non meeting the Performance Schedule identified for both Tier 1 and Tier 2 as an overall rating. Basic performance is still being defined

2.5.2 Teacher evaluation – the process

Teacher Observations - Tier 1 teachers have three formal observations for a minimum total of 90 minutes of observation each year. Observations are conducted by a certificated building supervisor (principal or assistant principal), who has received specific training in the evaluation tool and process (as outlined below). The first observation is no less than 30 minutes

and will occur during the first 90 calendar days of employment. A pre-observation conference to discuss professional activities to be observed is held prior to each formal observation. A post observation conference is held within one week following each formal observation.

Tier 2 teachers have at least two formal observations totaling at least 60 minutes.

Evaluation Timeline – The full teacher evaluation process as it progresses through the academic year is summarized in Table 3.

Table 3. Annual Timeline for SPS Teacher Evaluations

Process Steps	Key Dates	Process Description
Step 1 – Comprehensive Goal Setting and Alignment	October	Certificated staff will use data to set and link individual, school, and organizational goals.
Step 2 – Self Reflection, Professional Growth and Student Achievement Goals	October	Certificated staff will use the SPS-SEA rubric to self-reflect on their current level of proficiency across the four level ratings, and identify professional growth goal(s) that will have a direct impact on their student achievement goal.
Step 3 – PLC Goals	October	Certificated staff will set goals to build upon their professional learning communities (PLCs) structure.
Step 4 – Observation and Actionable Feedback	November	Certificated staff will receive actionable feedback through observations and pre-post conferences according to their Tier level and as required by Senate Bill 6696.
Step 5 – Mid-Year Reflection and Feedback	January	Certificated staff will participate in a mid-year reflection and actionable feedback process through observations and pre-post conferences.
Step 6 – End of Year Reflection and Feedback	April	Certificated staff will participate in an end-of-year reflection and actionable feedback process through observations and pre-post conference.
Step 7 – District-wide calibration process to monitor inter-rater reliability	June	Evaluators of certificated staff will participate in a calibration process to assess and evaluate inter-rater reliability. This will also help us determine the baseline of performance and the gap needed to increase effectiveness. It will also help us determine our highest and lowest performance.
Step 8 – Annual Evaluation process ends	June	Certificated staff complete the annual evaluation process.
Step 9 – Management Reporting	July	HR will conduct analysis of performance across the system
Step 10 – Determine high performance rewards and low performance support	August	Performance based pay recommendations and implementation.

Note: This timeline is based on current deadlines and state constraints. SPS is considering what is needed to revise this timeline to better align with the performance framework.

2.5.3 Teacher evaluation – adding student growth measures

Student growth is an essential evaluation element in teacher evaluation. Its inclusion will

(1) focus *all staff members'* attention on student data and student achievement growth; (2) enable

recognition and reward of the *highest* performers, who may pursue new career ladder opportunities and serve the district in expanded ways; and (3) hold accountable the *lowest* performers, who will receive intensive monitoring and support and then face dismissal if they fail to improve. The evaluation system proposed will include two key components of student growth:

1. Student Growth Percentiles (SGPs): a measure of the extent to which staff met and/or exceeded typical growth for **all** of their students based on mandated common assessments or other key performance indicators, and
2. Student Growth Objectives (SGOs): a measure of the extent to which staff have met two student achievement goals that are targeted at student subpopulations that they serve and/or based in alternate standards-based assessments.

Recognizing the current limitations on using SGPs in subjects and grade levels for which we do not have common assessments (social studies, world languages, some science and math, physical education, arts, etc.), **this proposal recommends that all teachers have SGOs included in their evaluations and SGPs will be rolled-out as assessments become available** (and can be negotiated, piloted, and tested for reliability). Whole school growth targets may also be included in staff evaluations. SPS currently has valid, reliable assessments to use for this purpose for elementary core classroom teachers in grades 1-5, and for English and Math grades 6-10.

Building a more robust assessment system to ensure that we have accurate, reliable data for the growth measures will require acquiring additional tests for some untested grades and subjects. The proposed plan would have SPS both purchase and develop additional assessments in high school subjects. Following are more details about SGPs and SGOs.

Student Growth Percentiles (SGPs)

- Students' growth will be measured and analyzed in relation to their "academic peers": those with the same prior performance on state and district assessments in a subject.
- A teacher's student growth score will be based on the *overall* performance of his/her students relative to their academic peers in the district or the state as a whole.
- The **SGP** will be based on a rolling two-year average, to increase the reliability and stability of scoring.
- Based on this score, each teacher will earn a rating on a five-point performance scale: e.g., *unsatisfactory, needs improvement, average, strong, exemplary*. The scale will be based on district standards for growth that will be established using a transparent statistical methodology (e.g. the **Colorado Growth Model** or a **Value-Added Model**, which controls for student characteristics and other external factors that may have an impact on academic achievement). While exact cut-off points for each level have not yet been determined, we estimate that teachers whose students' growth is in the lowest 15% of their peers would be labeled "unsatisfactory" and teachers whose students exhibit growth in the top 15% would be labeled "exemplary."

Student Growth Objectives (SGOs)

All certificated staff will develop two Student Growth Objectives (SGOs) for which they will be held accountable:

a. Subgroup Growth on Common Assessments: Rigorous and measurable goals tied to a specific subgroup (e.g. English language learners; teen mothers; African-American boys) of students on a district-wide assessment

b. Student Growth on Alternative Assessments: Rigorous and measurable goals based on approved alternative *standards-based* curricular assessments (e.g. unit tests, developmental reading assessments, off-the-shelf standardized assessments, AP/IB exams, student portfolios).

- All SGOs must be rooted in student achievement data and should be rigorous yet attainable—over the time. The District may develop an online portal/resource library that will include examples of exemplary SGOs and may generate reasonable goal targets based on a staff member’s relevant student data.
- To the extent possible, teachers will develop goals and strategies for improvement in conjunction with their colleagues, as part of their professional learning communities (PLCs); PLCs may choose identical or complementary SGOs, but each teacher will be held individually accountable based on the performance of his/her students.
- Through the year, teachers will meet with their PLCs and/or their instructional managers to discuss formative assessments and/or leading indicators relevant to their student growth goals; the purpose of these sessions is to link student achievement to specific changes in practice and to adjust strategies when necessary.
- *Provisions for Certificated Staff in Alternative Circumstances* - Measures used to evaluate special education and English language development teachers will vary according to the nature and level of support provided to students. For students exempt from district testing, evaluations may be based on student growth in English proficiency assessments or IEP goals. For non-exempt students, teachers may use a combination of standardized assessments and IEP and/or English proficiency goals. Certificated Professionals that do not teach should develop goals aligned with increased student

achievement. To the extent possible, these should be tied to specific metrics identified by the district as key performance indicators.

Student Growth Scores: Combining the SGO and the SGP

A teacher’s overall **student growth score** is based on his/her **Student Growth Percentile (SGP)** rating and the number of **Student Growth Objectives (SGOs)** that were fulfilled.

Table 4. Sample Method for Combining SGO & SGP Results (for Illustration Purposes Only)

		Student Growth Percentile Rating				
		1	2	3	4	5
# Student growth objectives met		<i>15th percentile or below</i>	<i>15-30th percentile</i>	<i>30th-70th percentile</i>	<i>70-85th percentile</i>	<i>85% or above</i>
	0	Unsatisfactory	Unsatisfactory	Needs Improvement	Average	Strong
	1	Unsatisfactory	Needs Improvement	Average	Strong	Exemplary
	2	Needs Improvement	Average	Strong	Exemplary	Exemplary

2.5.4 Bringing together evaluations of professional practice and student growth

Staff Members’ overall evaluations will be based on both instructional practice, as measured by the Professional Growth and Evaluation system (based in the Charlotte Danielson Model), and on the academic growth of the students they serve.

The precise means by which these two measures will be combined is still in development and negotiations. *Possible* approaches include:

- Holding staff members accountable to a dual bar—requiring them to score average or above in student growth and proficient (on a scale of unsatisfactory, basic, proficient and innovative) or above in professional practice.
- Calculating a numerical average of each score.

- Combining a teacher's instructional practice score with his/her student student growth score using a matrix such as illustrated in Table 4.

2.5.5 Roll-out of the new tool and process

To ensure successful roll out of the new evaluation tool and support principals and teachers in using it, SPS and SEA have appointed a design team to develop a training curriculum and roll out strategy. This group has members of the joint PG&E taskforce, instructional coaches, teachers, principals and central office staff, and will train approximately 30 individuals from across the district (including principals, SEA leadership, HR staff, and curriculum and instruction staff). These 30 individuals will be organized by school regions into Regional PG&E teams to provide ongoing support and training on the new evaluation tool.

The Regional PG&E teams will provide professional development to principals and assistant principals during the annual School Leaders Institute in August, 2010 to ensure they are prepared to use the tool. SPS-SEA will also hold and simulcast a joint training session on August 31, 2010 for all teachers to communicate the joint collaboration for the new evaluation system. In addition, teachers will receive another 10 hours of professional development on the new tool throughout the school year (using already scheduled PD time).

2.6 Evaluate and Assess - Principals

2.6.1 Principal evaluation – the tool

Currently SPS uses a binary evaluation tool for principals (satisfactory or unsatisfactory), but consistent with new and existing state law, the district and PASS (Principals Association of Seattle Schools – the principals' union) will develop new evaluation tools for principals and assistant principals ready for early use in 2010-11 and wide-scale use in 2011-12. These tools

will align with the district's own investment in professional training for school leaders. Over the last two years, all principals and assistant principals have received training from the University of Washington's Center for Educational Leadership on five dimensions of effective instruction and leadership (called 5Ds) – Purpose, Student Engagement, Curriculum & Pedagogy, Assessment of Student Learning, Classroom Environment & Culture. These were culled from research on what constitutes good teaching, including but not limited to the following: *Understanding by Design* (Wiggins and McTighe); *Authentic Intellectual Engagement* (Newman, King & Carmichael); *Accountable Talk* (Resnick & Zurawsky); *Enhancing Professional Practice* (Danielson & Bizar); *Classroom Instruction That Works* (Marzano, Pickering & Pollock); *Assessment for Learning* (Stiggins); and *Developing Expertise* (Bransford, Brown & Cocking).

Senate Bill 6696 requires that principals are on a four level rating system by 2013. SPS plans to leverage the work completed by the joint PG&E (teacher-district taskforce on evaluation) to expedite the process to develop a principal evaluation tool and have one ready for implementation in fall 2010. While the principal evaluation tool will mirror the teacher evaluation, it will also incorporate broader, non-instructional behavioral standards into the evaluation rubric.

2.6.2 Principal evaluation – the process

Upon completion of the principal evaluation tool design, the implementation schedule will be developed in alignment with the district's annual evaluation process. A draft schedule is noted below.

Table 5. Draft Annual Timeline for SPS Principal Evaluations

Process Steps	Key Dates	Process Description
Step 1 – Comprehensive Goal Setting and Alignment	October	Participants will use data to set and link individual, school, and organizational goals.

Process Steps	Key Dates	Process Description
Step 2 – Self Reflection, Professional Growth and Student Achievement Goals	October	Participants will use the SPS-SEA rubric to self reflect of their current level of proficiency across the four level ratings and identify professional growth goal(s) that will have a direct impact on their student achievement goal.
Step 3 – PLC Goals	October	Participants will set goals to build upon their professional learning communities (PLCs) structure.
Step 4 – Observation and Actionable Feedback	November	Participants will receive actionable feedback through observations and pre-post conferences according to their Tier level and as required by Senate Bill 6696.
Step 5 – Mid-Year Reflection and Feedback	January	Participants will have a mid-year reflection and actionable feedback process with their district-level supervisor based on observations and pre-post conferences.
Step 6 – End of Year Reflection and Feedback	April	Participants will have an end-of-year reflection and actionable feedback process with their district-level supervisor based on observations and pre-post conference.
Step 7 – District-wide calibration process to monitor inter-rater reliability	June	Evaluators of principals will participate in a calibration process to assess and evaluate inter-rater reliability.
Step 8 – Annual Evaluation process ends	June	Participants and their evaluators will complete the annual evaluation process.
Step 9 – Management Reporting	July	HR and Education Directors will conduct analyses of performance across the system.
Step 10 – Determine high performance rewards and low performance support	August	Performance based pay recommendations and implementation.

Note: This timeline is based on current deadlines and state constraints. SPS is considering what is needed to revise this timeline to better align with the performance framework.

2.6.3 Principal evaluation – adding student growth measures

The principal evaluation tool will include a whole school growth model. Currently the district is negotiating a model that uses both growth trend data and individual student gains data. The model is based on the district's school reports – individual, annual school performance report cards that detail specific performance metrics to which the school is held accountable (see Appendix H). At this time, these reports only use current district-wide assessments and other commonly tracked metrics (attendance, graduation rates, etc.), but as additional assessments become available over time, those could be added as well.

- For state tests and End of Course exams, a **statistical model** (the one SPS is using is called the Colorado Growth Model¹) will be used to calculate how well a student

¹ The Colorado Growth Model is a statistical model used to calculate each student's progress in comparison to the progress of other students in the same grade with a similar test score history. The model generates a **growth**

performed compared to his/her **academic peers** – i.e., students in the same grade with similar scores in previous years in a subject.

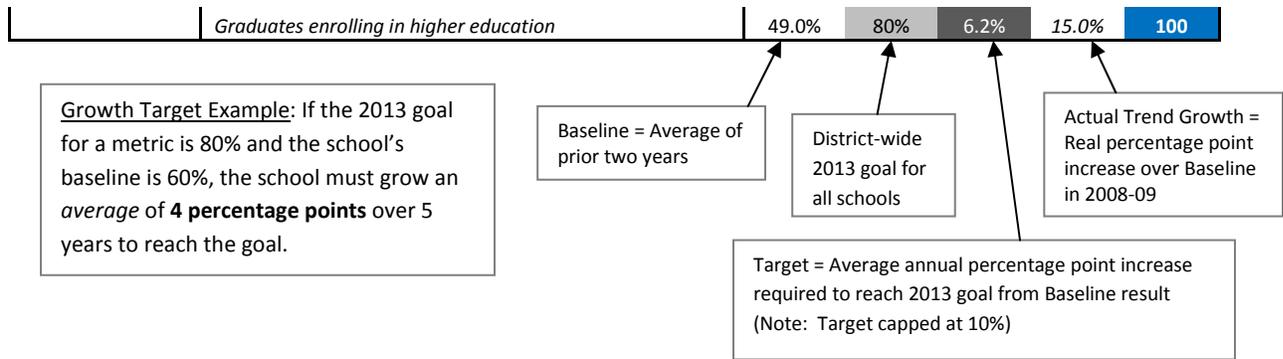
- For the district’s MAP tests, results from the test developer’s **norms study** will be used to determine if students achieved **average/typical or better growth** compared to students in their grade with the same score the previous spring. Average or better growth is the percent of students with Growth Percentile of 50 or higher. MAP “typical growth” is the average level of improvement, based on a *norms study conducted by the test developer*, for a student in a particular grade with a given MAP score.

Below is an example of what this model would look like for a Seattle high school – based on current annual school report format. The model shows how the different elements of performance – growth and gains – would come together to determine which school leaders would be eligible for recognition and which need additional, targeted support.

PART I. CROSS-SECTIONAL TREND GROWTH

CATEGORY	METRIC	School Baseline	2013 District Goal	2009 School Target	2009 Actual Change	POINTS
Standards-Based Achievement Trend Growth (HSPE)	10th graders proficient on state reading test	62.0%	95%	6.6%	2.3%	35
	10th graders proficient on state math test	15.0%	82%	10.0%	6.2%	62
	10th graders proficient on state writing test	74.2%	95%	4.2%	1.9%	47
	10th graders proficient on state science test	7.4%	80%	10.0%	8.1%	81
Attendance & Completion	Percent of students with fewer than 10 absences	26.7%	70%	8.7%	7.4%	86
	First-time 9th graders on track	77.0%	90%	2.6%	-1.6%	0
	Repeat 9th graders on track	55.6%	75%	3.9%	-9.4%	0
	Students graduating in 4 years or fewer	63.2%	80%	3.4%	-6.5%	0
Post-Secondary Readiness	Students graduating in 6 years or fewer	69.4%	85%	3.1%	2.3%	75
	Students taking a college-level course during high school	6.9%	80%	10.0%	33.9%	100
	Test-takers passing a college-level test during high school	2.6%	75%	10.0%	2.4%	24
	Students taking college admissions tests	49.4%	80%	6.1%	-1.0%	0
	Test-takers scoring above avg. on college admissions tests	13.5%	60%	9.3%	-5.2%	0

percentile for each student that reveals how a student’s test score change from one year to the next compares to his/her academic peer group. For the purposes of growth, academic peers are students in the same grade with a similar test score history in a subject. The Colorado Growth Model is blind to the demographic characteristics of the students, since growth is measured from a student’s previous scores, whether low or high.



Trend Growth Scoring

- Schools earn **100 points** if achieve their **School Growth Target**
 - Schools earn **zero points** if do not improve over their **Baseline** (average of prior two years)
 - Schools earn **some points** if achieve positive growth that is below their growth target
- Exceptions:**
- Schools always earn 100 points if improve by *10 or more percentage points*
 - Schools near or above 2013 Goal earn 100 points if they do not decline

RUBRIC KEY	
0-24 Pts.	Unsatisfactory
25-49 Pts.	Below Expectations
50-74 Pts.	Meets Expectations
75-100 Pts.	Exceeds Expectations

PART II. STUDENT-LEVEL GAINS

CATEGORY	METRIC	2009 Result	POINTS
Student-Level Growth Analysis (MAP and HSPE)	9th Graders Achieving Average Growth in Math	32.4%	0
	9th Graders Achieving Average Growth in Reading	38.9%	0
	10th Graders Achieving Average Growth in Math	49.8%	49
	10th Graders Achieving Average Growth in Reading	54.8%	74
	10th Graders Achieving Average Growth in Writing	50.5%	52
	10th Graders Achieving Average Growth in Science	41.9%	9
	Low Achieving 11th-12th Graders Making Progress	31.5%	0

Student Level Growth Scoring – SAMPLE ONLY

- Schools earn **100 points** if 60% or more students achieved average or better growth
- Schools earn **zero points** if less than 40% of students achieved average or better growth
- Schools earn **some points** if between 40% & 60% of students achieved average or better growth

PART III. SUMMARY OF ALL METRICS

CATEGORY	POINTS
----------	--------

Standards-Based Achievement Trend Growth (HSPE)	56.3
Attendance & Completion	32.2
Post-Secondary Readiness	44.9
Student-Level Growth Analysis (MAP or HSPE)	26.3
TOTAL	37.8

RUBRIC KEY	
0-24 Pts.	Unsatisfactory
25-49 Pts.	Below Expectations
50-74 Pts.	Meets Expectations
75-100 Pts.	Exceeds Expectations

2.6.4 Principal evaluation – professional development and roll-out

Training on the new principal evaluation system will be needed for principals themselves and for the Regional Education Directors who supervise principals. SPS will work with PASS to outline what that the training should include and develop an outreach and training schedule that has all training complete by the start of school in 2011. Annual training sessions will also be incorporated into the summer leadership training institute for all school leaders and their supervisors.

2.7 Recognize/Reward/Retain

2.7.1 Teacher career ladder opportunities

SPS proposed recognizing high performing teacher with career opportunities that bring additional responsibility and additional compensation. Teachers who have scored ‘innovative’ on all four SPS/SEA evaluation domains and have demonstrated consistently high student growth will be eligible for Career Ladder opportunities, including stipends and leadership opportunities to support their colleagues’ professional growth by serving in the positions listed below:

On-Site Demonstration Teacher: Opens classroom for “instructional rounds” and offers professional development sessions to colleagues.

On-Site Mentor Teacher: Agrees to mentor new and/or struggling teachers on site. He or she is available to provide immediate support and guidance in ways that complement the long-term work of STAR (Staff Training Assistance and Reflection) mentors.

On-Site Master Teacher: Leads school professional learning communities as an instructional coach or facilitator and may assume responsibility for tracking and coordinating school-wide PD opportunities and monitoring implementation and results.

Each school will be eligible for Career Ladder positions; SPS will determine how the positions are distributed across schools based upon SPS priorities and building needs. (We have estimated that there would be approximately 15% of teachers eligible for career ladders in high-need schools and about 10% in non-high-need schools, which are not covered by TIF but are noted for comparison.)

Any eligible teacher may apply for available site-based Demonstration Teacher, Mentor Teacher, or Master Teacher positions in their building. The Building Leadership Teams will create an *ad hoc* committee of 5-7 certificated personnel to review and consider applicants and will submit a list of recommended candidates to the principal. The principal will make the final selection. The principal may choose to re-open the application process and consider candidates from other schools within SPS if an insufficient number of the applicants merit selection based upon the panel's recommendation or the principal's determination.

Career ladder teachers will continue to have classroom teaching responsibilities, but will receive release time every month to meet and work with the teachers they support (specifics to be negotiated). Those selected as a Demonstration Teacher, Mentor Teacher, or Master Teacher must satisfactorily complete, prior to working with their colleagues, the same professional development course provided to STAR mentors, and, contingent on funding, other training as

determined by SPS. Teachers will serve in no more than one full-time career ladder position, though in some cases schools may choose to create positions that combine elements of mentoring, demonstration and/or leading professional development.

2.7.2 Principal recognition and growth opportunities

High performing principals will be able to earn a Student Achievement Bonus of up to [REDACTED] ([REDACTED]) annually based on demonstrated growth in student achievement. The bonus amount will not be retained in a school administrator's base salary. The Student Achievement Bonus formula will be designed by a Performance Evaluation Development Task Force. To be eligible for a subsequent year's bonus, principals must maintain *Innovative/High Growth* status.

As covered above in the 'Mentor' section, principals who perform at the *Innovative/High Growth* level will also be eligible to become principal mentors.

2.7.3 Teacher and principal retention

Teacher Retention - SPS will use three strategies to retain its most effective teachers: (1) strengthened and expanded new teacher mentoring; (2) additional teacher collaboration time, and (3) an attractive, clearly defined career ladder system (already described in 2.7.1). All of these are things that teachers, their representatives, and research say is critical to keeping high performing teachers engaged and wanting to stay in the classroom.

Mentoring - STAR (Staff Training Assistance and Reflection) Mentors focus on helping teachers develop in the four domains of the SEA/SPS Evaluation Tool (classroom environment, instruction, planning and preparation, professional responsibilities). Currently new teachers receive only one year of support; this proposal envisions up to three years of differentiated support/induction, recognizing that teachers will exit out of needing the intensive support at

different times. STAR Mentors may meet with first year teachers bi-weekly, with second year teachers monthly, and third year teachers quarterly. A STAR Mentor will retain the flexibility to either meet more often, if necessary, or to recommend that a Tier I teacher “graduate” from the program prior to the end of the teacher’s third year. This program helps to retain bright, new talent and equip them with the tools, skills and connections to have a successful teaching career. This grant would fund the expansion of this program, and by year four the district would assume the costs of this expansion (through anticipated levy funds as outlined below).

Additional Teacher Collaboration Time – The district is in conversations with the teachers union to increase the number of early release or late start days from four to 19 to allow for more common planning time and shared professional development opportunities. The district would shift the school day calendar so that no instructional minutes would be lost and so that teachers would not have additional work time.

Principal Retention - The district will provide principals in lower performing/ low growth schools with principal mentors (*Innovative/High Growth* principals who would receive a bonus of \$█████ and up to \$█████ for substitute coverage). All principals will also continue to meet and work in their PLCs.

2.8 Enabling Elements

2.8.1 Building the technology infrastructure

To support the integration of the student academic data systems, the payroll system, and staff evaluations that contain the student growth goals/objectives, SPS will need to strengthen its technical capacity. Three core platforms provide the basis of our current capacity: a) eSIS (Student Information System), b) SAP (Enterprise Resource Planning), and c) the Academic Data Warehouse (Enterprise Reporting) and a fourth, (d) a new Employee Performance

Evaluation system, will need to be acquired. The following are the needed technology requirements and enhancements to support the project design.

a. Student and Teacher Data Additions and Transfer – Student Information System

Employee data from eSIS is required to populate the employee evaluation tool and ADW during the review cycle. There are already several programs available to extract data from eSIS. An existing extract could be used or modified slightly in order to pull student data for teachers from eSIS to ADW. Integration with other support systems would require these actions:

Student Information System (eSIS) - NEEDS	
a)	Identify data to be shared
b)	Create a data export from eSIS to employee evaluation software
c)	Create a data export from eSIS to ADW

b. Enterprise Resource Planning – Business System

Employee data from SAP is required to populate the Performance Evaluation tool during the review cycle. Employee information and organization hierarchies already reside in SAP. Integration with other support systems would require these actions:

Enterprise Resource Planning (SAP) - NEEDS	
a)	Identify data to be shared
b)	Create a system interface between SAP and employee evaluation software
c)	Create a system interface between employee evaluation and payroll software
d)	Create a system interface between SAP and data warehouse

c. Student Achievement Progress and Goals – Academic Data Warehouse (ADW)

The ADW is currently being built to include student achievement data. This system will contain: MAP scores, WASL results, current grades and credits. Additionally, reports and dashboards will be available to help administrators and teachers track against their goals. Integration with other support systems would require these actions:

Academic Data Warehouse (ADW) - NEEDS	
a)	Determine data and reports to be shared
b)	Design and build application to track data
c)	Create a data export from ADW to employee evaluation software

d. *Employee Performance Evaluation – Application Solution*

No automated performance evaluation solution currently exists. Initial system requirements have been scoped that suggest three possible technical approaches:

Employee Performance Evaluation (new application) - NEEDS	
a)	Self managed software – integrate with SAP
b)	Self managed software – SAP module
c)	Third-Party Hosted software – integrate with SAP

The above enhancements, additions, and system integration will take about three years of design and trial use before becoming operational in year-4 of the project. As a result, the budget will see heavy expenditures in years 1-3 followed by a steep decline in years four and five as SPS demonstrates sustainability by fully subsuming the system into district operations.

2.8.2 Stakeholder outreach and engagement

Rolling out a new set of performance expectations and professional growth opportunities will require not only in-depth changes to teacher and principal PD, but also a broader outreach and engagement effort to a larger group of stakeholders. A detailed stakeholder outreach and engagement strategy will be developed in the first six months of the planning year, but key elements of what will be addressed are described below.

There are both internal and external audiences that need to be engaged. Internal audiences (including teachers, principals, principal supervisors, central office support staff, etc.) are largely embraced by the project plan and represented in the project management structure detailed in 3.1. External audiences include parents, students, community based organizations, civic leaders, state legislative leaders, and the media. A primary focus with these audiences is to have them understand why SPS is moving to a performance-based compensation model. SPS will build on the transparency and accessibility of SPS performance data that the district has been sharing

through annual scorecards and school reports. Understanding the performance data can help people understand what the district and schools are doing to make improvements such as raising performance expectations for school staff and providing additional growth opportunities for high performers. Making these connections clear and explicit will help our critical community partners understand not just SPS’ improvement efforts but also how they can support the work (outreach will include a focus on specific ways different audiences can be involved and show support).

3. ADEQUACY OF SUPPORT AND SUSTAINABILITY

3.1 Management Plan

This grant requires cross-functional teaming and coordination (Figure 3); it also requires building new internal capacity and relying on external capacity where it makes more sense. SPS will hire a TIF Project Director to lead this work. This position will report to the Executive Director of Human Resources and have a dotted line reporting relationship directly to the Superintendent. While we have identified a couple of internal candidates for this role, we may also consider looking externally to find the best candidate possible.

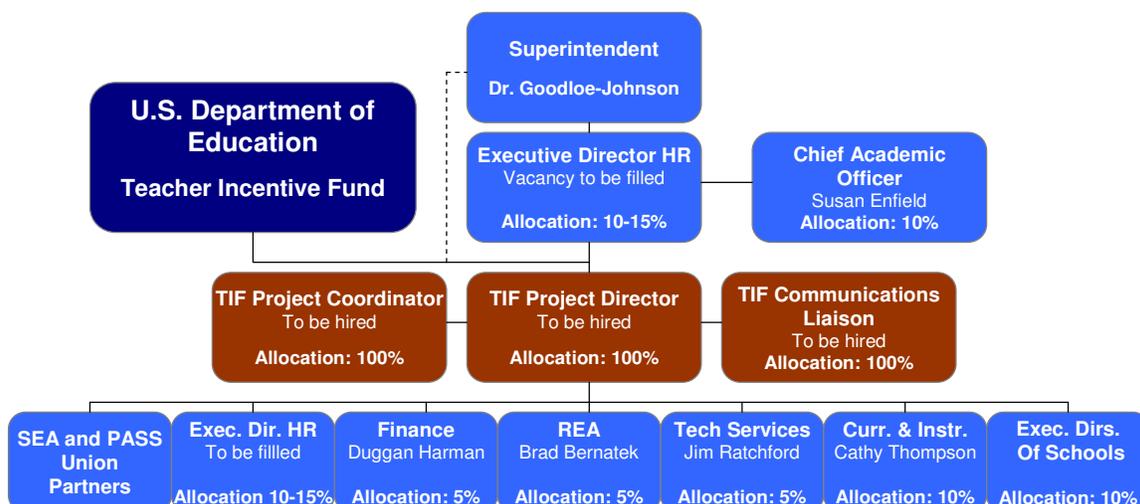


Figure 3. Seattle Public Schools Proposed TIF Team Structure
(see Appendix I for a more detailed version)

The Project Director will oversee a matrixed group and a coordinating team (tentatively titled ‘TIFT’ – TIF Team) that will provide grant oversight and guidance to the work. That team will be managed by the Project Director with support from a cross-functional TIF project coordinator (new, junior-level hire who will support the Project Director). The team will meet monthly and prepare a one-page implementation summary of progress and challenges every month for circulation among their teams and to the Superintendent. This process will help ensure fidelity to the plan laid out here and coherency across the district as the work moves forward in many different groups. The team will include functional leads from each of the following departments and/or groups:

Human Resources: Five key HR functions will directly support this project: evaluation and support; labor relations; school employment analysts; recruitment; and leadership development. As the project structure included in Appendix I shows, these groups will all contribute current resources (FTE and time) to this project but many will also require additional capacity to successfully execute on the plan. The HR director will devote 10-15% of his time to this work as well.

Finance: HR will coordinate with finance to ensure payroll adjustments are made on-time and accurately. While the automated system that will link student and staff performance records with payroll is being developed, a manual work-around will be needed. So one additional payroll position is required for the first three years of this grant.

Research, Evaluation & Assessment: REA will oversee four critical elements of this work: data systems, analytic support, assessments, and evaluation. First, REA will coordinate

with Technology Services to develop an integrated data system that links student performance, staff performance, and payroll. Second, REA will provide analytic support. Eric Anderson (see bio below), will lead this effort, putting 30% of his time toward the project. Eric will receive additional support from two new FTEs. Third, REA will coordinate with Curriculum and Instruction on the development (either in-house or purchased) of new assessments. A new FTE, the assessment manager, will be hired to lead this work, including design, testing, and implementation support. Fourth, REA will develop the 5-year evaluation plan, monitor select outcomes, and conduct an outcomes evaluation. Marina Groenewald (see bio below) will lead this work. The project evaluation will be conducted by an outside, third party vendor.

Department of Technology Services: The development of a new technology solution to link existing systems and develop a new one is complicated. DOTS has strong project managers with software development experience. This will require a full-time project manager – either an internal position that will need to be backfilled or a new hire, in addition to a team of cross-functional developers. Nancy Peterson, Senior Manager with DOTS, will oversee the project manager.

Curriculum & Instruction: This project requires changing the orientation of teacher professional development (principal PD largely sits in the leadership development group of HR) from one that is solely based on the gaps in student performance to one that both reflects student and staff learning gaps. This will require shifting of internal resources and assigning a full-time position for the first three years to lead this work. Likely this will be an internal hire (see below bios).

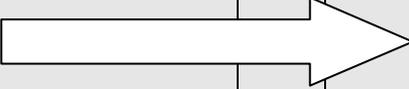
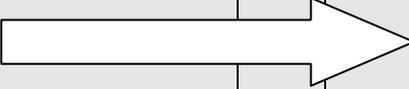
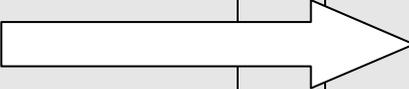
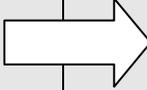
Other departments will also be involved from both a support and implementation role. In particular, Communications & Family Engagement will be critical partners in ensuring that

stakeholders are engaged, connected and understanding of this work. And the Regional Education Directors, who supervise the principals and report to the Chief Academic Officer, will be leaders in implementing and overseeing much of this work and will need to be involved in many of the design, development and roll-out conversations. The three Education Directors who have schools involved in this work will sit on the TIFT.

Finally, this work will not be possible without our teacher and principal labor partners. They will be part of the design and implementation questions for all of these pieces, largely using existing committees and coordinating structures (e.g., the PGE Taskforce).

3.2 Timeline and Milestones

The program timeline and key milestones are presented on the next page as a full-page graphic. Work categories follow from the five major thrusts articulated in the Project Design (section 2): Recruit – Mentor – Support – Evaluate/Assess– Recognize/Reward/Retain.

OVERALL BELIEF AND APPROACH	YEAR 1 – PLANNING MILESTONES	YEAR 2 MILESTONES	YEAR 3 MILESTONES	YR 4	YR 5	OUTCOMES
1 – RECRUIT <ul style="list-style-type: none"> Hiring is most important decision Better use of data can inform how and where we recruit Best recruiters are own employees Strong performance-based comp. attracts different talent Incentives can help attract staff to hard-to-serve schools/subjects 	<ul style="list-style-type: none"> Recruitment strategy for teachers and principals finalized Add'l recruitment capacity hired Baseline measures captured and annual recruitment targets set 	<ul style="list-style-type: none"> Key internal 'employee recruiters' identified and trained Incentives offered for high performing teacher and principals to work in high need schools Increased local/national visibility for SPS as a desirable place to work Hiring data tracked 				<ul style="list-style-type: none"> Strong candidate pool and at least 3 principals with growth track record for every opening High demand for open teacher positions in high need schools => at least 3 high perf. candidates for every opening SPS recognized nat'lly as desirable workplace => 25% increase in apps
2 – MENTOR <ul style="list-style-type: none"> New principals & teachers need specific guidance and support Teachers may need up to 3 years of induction support Best mentors from same field 	<ul style="list-style-type: none"> Add'l STAR Mentors hired to extend mentoring to 2nd year of teaching for new teachers Baseline data collected on retention rates of new teachers receiving mentoring support 	<ul style="list-style-type: none"> STAR mentoring continues for 1st year, some 2nd and some year teachers Data collected on retention rates of new teachers receiving mentoring support 				<ul style="list-style-type: none"> New teacher retention rates increase by 25% New teachers and principals advance beyond 'basic' performance level in fewer than 3 years
3 – SUPPORT <ul style="list-style-type: none"> Professional development offerings must align with data - both student and staff perf data Struggling staff need intensive, focused support 	<ul style="list-style-type: none"> New teacher PD offerings developed to align with new evaluation tool Principal PD/PLCs aligned to new evaluation tool Add'l HCRTs hired to support struggling teachers HRPT established to help struggling principals 	<ul style="list-style-type: none"> Teachers/Principals use new eval. tool to set ind. & school-wide PD priorities Targeted intervention provided to staff on perf. plans and many @ basic level Personalized PD plans aligned to assessed strengths/weaknesses for struggling teachers/principals Data collected on effectiveness of support and PD offerings 				<ul style="list-style-type: none"> Teachers & principals have professional growth goals aligned to assessed strengths and weaknesses District PD offerings aligned to student and staff performance gaps All teachers & principals perf. plans receive intense support & coaching PD and support are improved annually based on efficacy data
4 - EVALUATE/ASSESS <ul style="list-style-type: none"> Every employee needs clear perf goals as part of their eval tool – jointly developed w mgr Student growth targets need to be part of perf goals Frequent feedback sessions strengthen annual evals Eval tools with multiple ratings 	<ul style="list-style-type: none"> New teacher evaluation tool rolled out to subset of schools New principal evaluation tool rolled out to subset of principals (starting with high need) Student growth models and roll-out plan detailed Student growth data integrated with staff performance data 	<ul style="list-style-type: none"> New teacher evaluation tool used with 80% of teachers Principal evaluation tool used with all principals Growth measures included in teacher and principal evaluation Payroll system connected to staff performance data system 	<ul style="list-style-type: none"> Teacher evaluation tool used with 100% of teachers 			<ul style="list-style-type: none"> Every teacher and principal is held accountable for professional practice and student achievement => effective evaluations completed annually on all teachers & principals and staffing decisions made based on performance
5 - RECOGNIZE/REWARD/RETAIN <ul style="list-style-type: none"> Staff that achieve perf goals should be recognized High performing staff should have access to add'l career oppts and associated compensation Staff will stay in positions longer when performance is rewarded 	<ul style="list-style-type: none"> SPS, SEA and PASS refine career ladder approach and definitions SPS determines allocation of positions 	<ul style="list-style-type: none"> Outreach and communication conducted to teachers on new career ladder opps High performing principals eligible for incentive pay (top 15% in high need schools) High performing principals eligible for mentor principal opportunities Data tracking of retention rates for high performing teachers & principals 	<ul style="list-style-type: none"> Career ladder opportunities available for high performing teachers (top 15% for high need schools, 10% for non- high need) High perf. teachers and high perf. principals given incentive to move to high need school 			<ul style="list-style-type: none"> Employee satisfaction increases 20% as measured by annual survey Retention of high performing teachers and principals increases 20%

3.3 Key Personnel

Dr. Maria Goodloe-Johnson, Superintendent

Dr. Maria Goodloe-Johnson was selected as Superintendent of Seattle Public Schools by the Seattle School Board on April 12, 2007. She directs all learning, teaching and operational activities for more than 46,000 students and 7,900 staff members. Dr. Goodloe-Johnson manages an operating budget of [REDACTED] and a capital budget of about [REDACTED]

Dr. Goodloe-Johnson is the former Superintendent of Charleston County School District in South Carolina. Prior to joining Charleston County School District, she served as an assistant superintendent in Corpus Christi, Texas. Dr. Goodloe-Johnson holds a Bachelor of Science in Special Education from the University of Nebraska at Lincoln; a Master of Arts in Educationally Handicapped K-12 from the University of Northern Colorado at Greeley, and a Ph.D. in Educational Administration, Supervision, Curriculum and Instruction from the University of Colorado at Denver. Dr. Goodloe-Johnson is also a 2003 graduate of the prestigious Broad Superintendent's Academy.

Executive Director, Human Resources (to be hired)

This position is responsible for managing the processes and programs that drive the attraction, retention and development of high potential talent and provides leadership in human capital management and expertise in human resources throughout the district. The TIF Project Director will report to this position.

Dr. Susan Enfield, Chief Academic Officer

Dr. Susan Enfield is currently the Chief Academic Officer. She came to Seattle from Evergreen Public Schools in Vancouver, WA where she served as the Deputy Superintendent from 2006-

2009. Before moving to Washington, she was the Director of Teaching and Learning for Portland Public Schools where she oversaw curriculum, instruction, federal programs and professional development district-wide. Prior to coming to Portland, Dr. Enfield served as the Bureau Director for Teaching and Learning Support for the Pennsylvania Department of Education. Dr. Enfield is a graduate of the University of California at Berkeley and earned master's degrees in education from Stanford University and Harvard University. She also earned a doctorate in Administration, Planning and Social Policy from Harvard University with a concentration in the Urban Superintendents Program.

Duggan Harman, Executive Director of Finance

Duggan Harman has been in the Executive Director of Finance position since July 2009. In this role he is responsible for the Grants, Budget, Accounting and Payroll departments. He joined Seattle Public Schools in 1992, working as a Program Evaluator. Most recently, he served for four years as Manager of Fiscal Compliance and Grants for the District. Mr. Harman holds a bachelor's degree in political science from the University of Idaho and a master's degree in political science with an emphasis in research methods from Washington State University.

Brad Bernatek, Director of REA

Brad is the Director of Research, Evaluation and Assessment (REA). In this role he manages staff who are responsible for monitoring enrollment figures, supporting standardized testing, conducting surveys, tracking and reporting student & school academic achievement indicators, publishes the Data Profile District Summary, school reports and school outcome profiles. He is a valued member of the Superintendent's Executive Management Team and holds a Master's degree in Business Administration, and a MBA in Marketing & Finance. Additionally, Brad is also a graduate of the Broad Superintendent's Academy.

Jim Ratchford, Chief Information Officer

Jim Ratchford directs a full array of IT services for SPS that includes applications, desktop systems, instructional systems, networks, data center operations, and project management.

Previous roles have included Director, IT Infrastructure with Boeing Employees' Credit Union; Director, Technology Services with The Walt Disney Company, and various executive positions with the U.S. Air Force during a 28-yr military career. He holds an MS in Information Systems Management from Bowie State University and a BA from the University of Maryland.

Cathy Thompson, Executive Director, Curriculum & Instruction

Catherine Thompson is the Executive Director of Curriculum and Instruction. In her role, Catherine oversees all curriculum content areas as well as several student service departments, grades preschool through 12th. She recently completed her doctorate in Educational Leadership and Policy Studies at the University of Washington. She has worked in schools in multiple roles over the past 20 years, including as classroom teacher, instructional literacy coach, professional development consultant, elementary principal, parent volunteer, and PTSA president. In every role, she has demonstrated a commitment to ensuring every child receives a high quality education in a safe and caring environment.

Elaine Williams, Human Resources Manager, Recruitment

Elaine Williams is a Manager of Human Resources for Seattle Public Schools. In this capacity Ms. Williams has leadership responsibility for Classification, Compensation, Benefits, 403(b), Substitute Services, HRIS, Staffing and the Leave Office. Prior to the District she was the Compensation Manager at Seattle Children's and also served as the statewide Recruitment Manager for the State of Alaska. Ms. Williams holds a BS in Social Sciences and M.Ed. in

College Student Services Administration from Oregon State University and is a Certified Compensation Professional (CCP) and Senior Professional in Human Resources (SPHR).

Jude Garnier, Human Resources Manager, Leadership Development

Jude Garnier currently serves at the Manager of Leadership Development for SPS overseeing professional development for school and central office leaders. After sixteen years of teaching, Jude received her Ph.D. in Educational Leadership/Systems from the Union Institute and University. For ten years she supported leaders in school and systems involved in reinvention work through grants provided by the Bill & Melinda Gates Foundation and was a founding member of the Change Leadership Group at Harvard Graduate School of Education.

Jacqueline Hill, Human Resources, Evaluation Support

Jacqueline Hill is the architect of the talent performance strategy for the district. She has leadership responsibility for providing a systemic approach to evaluating performance and providing support for all employees. Prior to joining SPS, Jacqueline managed her own HR Consulting firm which included Fortune 100, non-profit, and public sector clients. She is a top-performing HR practitioner with over 25 years of experience and an exceptionally strong track record of success in business and organizational development/management. She holds multiple certifications, a BS in Business with an emphasis in IT, and is currently pursuing her MS.

Nancy Petersen, Senior Manager, DOTS

Nancy Petersen is Senior Manager of Customer Support for the Department of Technology Services (DOTS). Ms. Petersen has leadership responsibility for business analysis and support of the Business and Academic Systems, the Help Desk, technology training and documentation, and development and management of SPS' web presence. Prior to joining the District, she was

Director of Technical Services for the Community and Technical Colleges of Washington. Ms. Petersen holds a BA in Education, completed the Management Program with the Executive Programs at the University of Washington.

Eric Anderson, Data Fellow

Eric Anderson graduated *summa cum laude* from University of California, Davis, and received his doctorate from Stanford University in 2002. He has over six years of experience working for large urban school districts (Los Angeles, Long Beach, and Seattle) in education research, program evaluation, and policy analysis. Dr. Anderson is an expert in qualitative and quantitative evaluation methods, applied longitudinal data analysis, and statistical measures of student growth, including value-added models.

Paul Robb, Instructional Coach

Paul Robb's 30 years in education includes: instructional coach, mentor, school principal, classroom teacher, music teacher, college instructor, and consultant. His work with administrators, teachers and community groups is focused primarily on teacher induction, cultural competence, literacy, facilitation, and school reform by incorporating adult learning pedagogy and motivational theory. He is a contributing author for "*Implementing Evidence – Based Academic Interventions in School Settings*," Oxford University Press, 2009.

Marina Groenewald, REA Program Evaluator

Marina Groenewald, Program Evaluator and Data Steward within the Research, Evaluation, and Assessment department, serves as a core member of the Academic Data Warehouse development team as well as being an active contributor to numerous district strategic projects, including Performance Management. She is responsible for fostering a common language and literacy

around academic data, particularly student academic performance measures. Marina specializes in the design and implementation of practical large-scale educational research and evaluation tools that support student academic achievement. She received her MS in Nonprofit Management from The New School and BA in Sociology from Seattle University.

3.4 Cost Sharing, Leveraging, and Additionality

Creating additional compensation opportunities for staff in a declining fiscal environment involves either additional revenue sources and/or reallocation of current funds. SPS has investigated if and how it might be able to be open up or change Washington's statewide teacher salary schedule. SPS concludes, however, that there is little local or state political will to do so. Seattle, then, is looking at additional revenue sources to be able to support this work as it moves forward (in out years of the grant) and as it expands beyond the 34 schools supported by TIF. Seattle will make 'in-kind' contributions to the costs of this work through three channels. First, current staff will be allocated to support various components and stages of this work (much of this is reflected in the project management chart). SPS has talented staff and their experiences and knowledge in bringing significant change to the district will help ensure the success of this work. Second, scheduled teacher and principal learning time will be devoted to professional development and outreach around these changes to expectations and new opportunities (this will be particularly important in the first three years). Time for teachers and principals is the most valuable (and expensive) commodity. This time includes pre-service days in the summer as well as scheduled principal PLC time supported by UW's CEL and a series of teacher early release days. And third, SPS will leverage current efforts that can be used to directly support the TIF project. These include SIG, which involves many similar changes and is on a faster timeline, making that work and those people a tremendous resource for this effort. Additionally, the

performance management work and shift to performance data driving resource allocation decisions directly connects with this work and many of the tools developed for that work will be critical in the outreach and communication of the TIF efforts (school reports, district scorecard, Comprehensive School Improvement Plans, etc.). Finally, the creation of an Academic Data Warehouse (version one is functional June 2010) also positions the district well both from a technology standpoint and for transparency and accessibility of information for those who will be held accountable to student performance.

3.5 Assessment of Fund Sufficiency

SPS' request of \$ [REDACTED] will only cover a portion of the anticipated costs. SPS will have to directly cover and seek additional funds to cover the remaining costs. Seattle has been fortunate to have a population that regularly and overwhelmingly supports funding its public schools. In February 2010, SPS passed two levies – both received more than 72% approval. In this past state legislative session, Seattle (along with a few other districts) was granted additional levy capacity and is now planning for a November 2010 supplemental levy (which would then be rolled into the regular levy cycle every three years). This levy is estimated at about [REDACTED]/year for three years. Current plans have [REDACTED] in year one and [REDACTED] in each of the two subsequent years going to directly support teacher reform efforts. About \$2M each year will likely support additional coaches and mentors (which have had to be significantly cut in the last two years – down to one K-12 science coach for example); the remaining will be split between salary adjustments and career ladder/incentive pay. **While we cannot count on this levy being approved this fall or every three years, this levy is the only identified source that will allow SPS to not only sustain the TIF work, but also to expand it to all schools in the district.** Our responsibility will be to fully engage our stakeholders from the beginning so that they and Seattle's voting public understand what these funds support and how they are helping to

strengthen every Seattle classroom.

4. LOCAL EVALUATION

4.1 Project Evaluation Overview

The local evaluation will support and engage in the planning, monitoring, and analysis of select process, intermediate, and long-term outcomes of Seattle Public Schools’ performance-based compensation system, as outlined in this proposal, which aims to:

1. Add student growth to teacher and principal evaluations
2. Align professional development to assessed needs and evaluation categories
3. Establish a recognition/reward system
4. Strengthen recruitment and retention efforts

Seattle Public Schools will contract with an experienced, credentialed professional evaluator to develop a full 4-year evaluation plan in year one, monitor select project outcomes in years 2-5 and conduct an outcomes evaluation in year 5. The evaluator will be selected through a request for proposal process that will require candidates to demonstrate contextual knowledge and technical skill.

4.2 Evaluation Questions

The following questions form the basis for evaluation activities:

Overall Impact of SPS’ Performance-based Compensation System on Student Academic Achievement	
1.	What district-wide trends describe student achievement on standardized state test scores in reading and mathematics before and after implementation of the principal and teacher performance-based compensation system? <ol style="list-style-type: none"> a. How does this compare to student achievement trends at the state level? b. To what degree might changes in district-wide trends be associated with the performance-based compensation system?
2.	What beliefs and attitudes do principals and teachers hold about performance-based

<p>compensation plans in general and the district's plan in particular, and to what extent do these beliefs and attitudes change over time?</p> <p>3. To what extent do principals and teachers believe the district's performance-based compensation plan has the ability to increase student achievement?</p>
Principal and Teacher Attitudes and Behaviors and Instructional Practice
<p>1. To what extent do principals and teachers report improvements in instructional practice, career satisfaction, and aligned professional development opportunities in years 2 - 5?</p> <p>2. Do attitudes and behaviors of principals and teachers differ across educator characteristics and over time?</p>
Recruitment and Retention of High Quality Talent
<p>1. To what degree does the composition the applicant pool differ before, during, and after implementation of the performance-based compensation system?</p> <p>2. To what degree does the composition of Seattle Public School's principal and teacher workforce differ before, during and after implementation of the performance-based compensation system?</p> <p style="padding-left: 40px;">a. To what degree might the performance-based compensation system account for any differences present?</p> <p>3. To what degree do consistent high performing teachers report a change in motivation to pursue career ladder opportunities offered through the performance-based compensation system?</p> <p>4. To what degree do newly hired teachers report that career ladder opportunities influenced their decision to accept a position within Seattle Public Schools?</p>

4.3 Outline

Evaluation Planning (Year 1) - The evaluator will join or consult with relevant planning teams in order to develop a deep understanding of the performance-based compensation model and any changes to the initial design that may occur during the scheduled planning year. During this time, the evaluator will provide relevant planning teams with guidance on the development of protocols and instruments to obtain consistently reliable and accurate outcome data throughout implementation in years 2 – 5. The evaluator will also be required to consult with the district's Research, Evaluation, and Assessment (REA) department during year one to understand, in detail, the district's performance management system, including the school segmentation model and related student growth measures. These efforts will support the development of the final

evaluation plan, which will be submitted by the evaluator no later than June 30, 2011. Baseline data will be obtained in year 1 through data analysis and document review, including descriptive statistics related to principal and teacher recruitment, turnover, evaluation, support, and participation in professional development activities.

Project Outcomes Monitoring (Year 2– 5) – Outcome monitoring will be conducted through both quantitative and qualitative methods in years 2 - 5 in order to continually measure and report outcome indicators as well as to inform the outcomes evaluation at the conclusion of year 5. Relevant data sources may include, but are not limited to student standardized state assessment data, de-identified staff application, evaluation and exit interview documents, and observed or self-reported principal and teachers attitudes, beliefs and behaviors related to career satisfaction, professional development, and instructional practice. Principal and teacher attitudinal data will likely be collected through closed-ended annual surveys, or equivalent tool(s). New items will be introduced as necessary in years three through five in order to adequately collect outcome change over time. Data collected through the instrument(s) will be analyzed and reported using descriptive statistics, including frequency distributions and means for all attitudinal items. Longitudinal analysis will be conducted where possible to compare responses year over year. A limited number (less than 10) of principal and teachers interviews will also be conducted each year. Interview protocols will include open-ended questions related to attitudinal survey instrument items. Data collected during interviews will be reported in a case study design as part of annual progress reporting. Finally, to help ensure the project plans are implemented with fidelity, project management planning status reports, which are required as part of the district's

project management structure, will be reviewed annually. See section 4.4 for early outcome measures.

Outcomes Evaluation (Year 5) - Data collected and reported in years 2-5 will directly inform an outcomes evaluation to be completed at the conclusion of year 5. Simultaneous district-wide implementation of the performance-based compensation system in all eligible schools (N=34) generates challenges in terms of constructing a reliable comparison group (through *propensity score matching* or other methodology) for *quasi-experimental* testing of the aggregate effects of the system on student academic achievement. Nonetheless, longitudinal statistical analysis of student achievement growth using a properly-specified growth model (e.g., Colorado Growth Model) or Value Added Model (VAM) – i.e., one that controls for each student’s prior achievement as well as contextual factors such as the demographic composition of a student’s classroom or school – can be leveraged in an observational study to draw inferences about the possible aggregate effects of the performance-based compensation system. Moreover, examining district-wide trends in student achievement on standardized tests in reading and math relative to the similar schools (as determined by demographic variables such as eligibility for F/RL) within the state as well as to the state as a whole can also be utilized to assess whether the performance-based compensation system is correlated with positive achievement growth. The evaluator will work closely with the district’s Research, Evaluation, and Assessment department in year 1 to develop the specific technical design to be used in the outcomes evaluation completed during year 5.

4.4 Reporting

The evaluator will be required to submit annual progress reports on performance measures to inform project implementation and continuous improvement at the end of years 1 – 4. The evaluator will submit an outcomes evaluation at conclusion of year five (after the fourth year of implementation). The final report will also include recommendations for sustaining operations within the evaluated areas.

4.5 Proposed Outcome Measures

The following candidate performance measures have been identified. The evaluator will review and finalize all measures as part of evaluation planning conducted in year 1.

Outcome 1: Increased student academic achievement through the addition of student growth to teacher and principal evaluations

Measure 1: By the end of year 1, the student growth models will be finalized, including a specific roll out plan, timeline, and associated responsibilities as demonstrated by project documents.

Measure 2: By the beginning of year 2, growth measures will be included in teacher and principal evaluation tools as demonstrated by evaluation tool content.

Measure 3: By end of year of year 2, 80% of teachers will be evaluated using the evaluation tool as measured by the number of completed evaluations and the total teacher population; by the end of year five, 100% of teachers will be evaluated using the evaluation tool as measured by the number of completed evaluations and the total teacher population.

Measure 4: By the end of year 2, 100% of principals will be evaluated using the evaluation tool as measured by the number of completed evaluations and the total principal population.

Measure 5: By the end of year 5, aggregate student academic achievement and growth will increase, as demonstrated by a reduction in the percentage of schools in the lowest two segments on the school performance framework from 40% to 25% in those segments and measured by district segmentation data.

Outcome 2: Increased effectiveness of professional development through alignment of professional development to assessed needs and evaluation categories

Measure 1: By the end of year 1, new teacher professional development offerings will match

professional development opportunities contained within new evaluation tool as measured by tool content and analysis of the professional development plan.

Measure 2: In each year 2 - 5, professional development and support opportunities will be reviewed and updated based on performance evaluation outcomes using de-identified principal and teacher evaluation data and professional development activity evaluation forms.

Measure 3: In each year 2 - 5, at least 85% of teachers will report positive improvements in specific instructional practices related to professional development received, as measured by professional development evaluation activity forms and annual outcome monitoring instruments.

Measure 4: By the end of year 5, 100% of principals and teachers will have professional growth goals aligned with their performance evaluation outcomes and professional developed offerings as measured by analysis of de-identified evaluation data and professional development plans.

Outcome 3: Increased career growth through a recognition/reward system

Measure 1: By the end of year 5, there will be a demand for teacher career ladder opportunities, as demonstrated by at least three applicants per opening based on human resources application data.

Measure 2: By the end of year 5, 80% of new teachers will advance beyond the “basic” performance level in fewer than 3 years as measured by the number.

Measure 3: By the end of year 5, 85% of new principals will advance beyond the “basic” performance level in fewer than 3 years as measured by annual principal evaluation data.

Measure 4: In years 4 and 5, five assistant principals will move into principal positions.

Objective 4: Increased recruitment and retention

Measure 1: By the end of year 3, new teacher retention rates will increase by 10% over year 2 baseline; by the end of year 5, new teacher retention rates will increase by 25% over year 2 baseline as measured by human resource data.

Measure 2: By the end of year 5, there will be a high demand for open teacher positions in high need schools as demonstrated by at least three high performing candidates per opening as measured by de-identified human resource applicant data and open position counts.

Measure 3: By the end of year 5, there will be a high demand for open principal positions as demonstrated by at least three high performing candidates per opening as measured by de-identified human resource applicant data and open position counts.

Measure 4: By the end of year 5, 75% of principals and teachers will indicate an increase in career satisfaction over year 2 baseline as measured by annual outcomes monitoring instruments.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High Needs Schools Perf Data** Pages: **1** Uploaded File: **C:\Documents and Settings\kgcorrigan\Desktop\High Needs Schools Perf Data.pdf**

Elem School	% of FRL-Eligible Students	3rd grade reading	4th grade reading	5th grade reading	3rd grade math	4th grade math	5th grade math							
Bailey Gatzert	93.80%	52.50%	34.40%	38.00%	50.00%	23.30%	49.00%							
Northgate	89.30%	40.00%	42.40%	50.00%	40.00%	18.20%	42.10%							
Emerson	88.20%	44.30%	46.40%	54.10%	44.30%	20.30%	52.50%							
Brighton	85.20%	65.80%	51.70%	52.10%	68.80%	29.30%	33.30%							
Van Asselt	85.10%	67.10%	67.90%	67.90%	52.40%	51.30%	60.50%							
Dunlap	84.80%	58.60%	56.00%	60.40%	32.80%	32.00%	45.85%							
Hawthorne	84.80%	18.40%	21.90%	30.80%	23.70%	12.50%	23.10%							
West Seattle Elem	84.70%	46.80%	41.90%	52.30%	32.00%	6.50%	35.60%							
Concord Intl	83.60%	72.00%	79.10%	67.40%	60.00%	37.20%	37.00%							
Dearborn Park	81.70%	33.90%	48.10%	33.30%	25.00%	31.50%	30.20%							
Wing Luke	79.80%	66.70%	56.90%	58.00%	65.20%	27.50%	52.00%							
Highland Park	79.50%	68.30%	69.10%	70.80%	70.00%	36.40%	49.20%							
Roxhill	78.10%	58.30%	44.70%	68.40%	55.60%	21.60%	55.30%							
Olympic Hills	77.70%	75.00%	43.80%	48.30%	75.00%	12.50%	37.90%							
Leschi	74.00%	50.00%	50.00%	55.00%	41.00%	31.80%	52.50%							
Beacon Hill Intl	68.00%	63.60%	71.40%	70.20%	68.20%	50.00%	63.80%							
Maple	63.30%	64.50%	72.20%	77.50%	64.10%	65.80%	67.60%							
Kimball	62.40%	66.30%	70.70%	69.50%	68.80%	59.80%	69.50%							
John Muir	59.30%	66.10%	75.00%	80.40%	64.50%	64.30%	58.80%							
Sanislo	58.10%	72.30%	73.90%	77.10%	63.80%	52.20%	70.80%							
K-8		3rd grade reading	4th grade reading	5th grade reading	6th grade reading	7th grade reading	8th grade reading	3rd grade math	4th grade math	5th grade math	6th grade math	7th grade math	8th grade math	
Jane Addams	52.00%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Broadview-Thomson	56.50%	66.30%	73.70%	77.80%	61.00%	56.60%	N/A	80.00%	69.50%	59.20%	46.30%	50.90%	N/A	
South Shore	57.60%	66.70%	78.70%	67.30%	75.00%	N/A	N/A	68.30%	70.50%	58.20%	40.00%	N/A	N/A	
Madrona	74.60%	41.20%	64.50%	66%	75.50%	34.70%	56.50%	52.90%	32.30%	52.00%	45.30%	26.50%	15.20%	
Middle School		6th grade reading	7th grade reading	8th grade reading	6th grade math	7th grade math	8th grade math							
Denny Intl	65.20%	61.20%	40.00%	62.20%	42.30%	40.10%	34.80%							
Mercer	75.70%	72.50%	65.30%	69.40%	48.30%	50.70%	48.80%							
Aki Kurose	81.00%	61.90%	45.80%	63.70%	30.80%	22.50%	38.60%							
High School		10th grade reading	10th grade math	on-time graduation rate										
Secondary BOC	94.60%	N/A	N/A	N/A										
South Lake	75.20%	42.90%	3.60%	19.20%										
Cleveland	72.40%	64.40%	21.20%	44.50%										
Rainier Beach	71.10%	61.50%	17.60%	48.00%										
Franklin	64.40%	79.70%	28.00%	68.20%										
Chief Sealth	58.20%	76.70%	38.20%	58.30%										
Ingraham	56.40%	73.30%	41.10%	57.60%										

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Support Documentation** Pages: **8** Uploaded File: **C:\Documents and Settings\kgcorrigan\Desktop\Support Documentation.pdf**

Documentation of Teacher Support for Issues in SPS' TIF Proposal

Seattle Public Schools is in the middle of negotiations with its teachers' union (Seattle Education Association) for a new, multi-year contract. All of the issues raised in the proposal are part of the current negotiations, which are scheduled to be concluded by August 31, 2010. The SEA politically did not feel that it could submit a formal letter of support for the TIF grant while in the middle of bargaining.

Seattle Public Schools then is submitting the **following summary of a recent poll (March 2010) of more than one-third of SPS teachers**. The poll was sponsored by a coalition of community groups advocating for progressive reforms in the schools. Those groups are listed below.

The poll shows that **58% of SPS teachers support providing 'opportunities for increased compensation for teachers based on performance, additional responsibilities, subject matter expertise in hard-to-staff areas and placement in high-need schools.'** Teachers also overwhelmingly support additional coaching and mentoring programs (77%). And they support the – now mandated by the state legislature – use of a four-tier evaluation tool (57%).

OUR SCHOOLS COALITION

- African American Parent Community Coalition
- African American Men's Group
- Alliance for Education
- Central Area Motivation Program
- CEER (Coalition for Equal Education Rights)
- Councilmember Tim Burgess
- East African Community Services
- El Centro de la Raza
- Greater Seattle Chamber of Commerce
- Horn of Africa Services
- Kevin C. Washington, Chair, Tabor 100 Education Committee
- King County Hispanic Chamber of Commerce
- League of Education Voters
- Mona H. Bailey, Retired Seattle Public Schools District Administrator
- Partnership for Learning
- Powerful Schools
- Rainier Scholars
- Seattle Breakfast Group
- Somali Community Services of Seattle
- Stand for Children
- Technology Access Foundation
- Technology Alliance
- Urban Enterprise Center
- Urban Impact
- Urban League of Metropolitan Seattle
- Washington Policy Center
- Youth Ambassadors

OUR SCHOOLS COALITION SEATTLE SURVEY

METHODOLOGY

The methodology for this survey is based on three segments of Seattle populations within Seattle Public Schools:

- **Segment One**- Seattle Public School Teachers
- **Segment Two** - Seattle Public School Parents
- **Segment Three** - Randomly selected voters within the Seattle Public School District who do not have children attending Seattle Public Schools.

Respondents from Segment One came from a list of 1,400 Seattle Public Schools teachers, from which 200 questionnaires were to be completed. Industry accepted standards call for a ratio of 10:1 names with phone numbers for the requisite number of calls to be completed. Given an available sample size, 175 calls to teachers were completed for this study.

In Segment Two, the list consisted of approximately 10,700 names and phone numbers of parents with children in Seattle Public Schools. There were to be 200 completed calls in Segment Two as well, and 200 calls were completed.

Segment Three consisted of 200 completed interviews drawn from a list of randomized voters within the Seattle Public School District. This list was drawn from a sample generated by DMA Market Research and then, when the questionnaire was administered, respondents were screened to exclude any voter in the sample who had children in the household under 18 years old attending Seattle Public Schools.

The questionnaires, with the exception of the screen mentioned for Segment Three, were identical for all three Segments, and all took approximately twelve minutes to complete. In Segment One (teachers), 175 interviews were completed, yielding a margin of error of $\pm 7.38\%$; in Segment Two (Parents), 200 interviews were completed, yielding a margin of error of $\pm 6.89\%$; in Segment Three (voters in SPS without children attending SPS), 201 interviews were completed, yielding a margin of error of $\pm 6.88\%$. The margin of error occurs in each instance at a confidence interval of 95%. Accordingly, the results of each survey or distinct margin of error, would match the results 95 times out of 100 for any given variable, if every individual in the given universe were interviewed.

All calls were completed between March 19th and 25th and were conducted by trained and experienced data collection professionals. The calling was all supervised, call disposition was routinely verified; and at least 20% of the interviewing was monitored.

SURVEY FINDINGS

I am going to read you a list of recommendations suggested by some people for improving Seattle Public Schools and the quality of education they offer. For each one, please tell me if you strongly support, somewhat support, somewhat oppose or strongly oppose the recommended change.

IF SUPPORT → Would that be strongly or somewhat support?

IF OPPOSE → Would that be strongly or somewhat oppose?

(RANDOMIZE)

1. Teachers should have increased collaboration time with peers.

	Teachers	Parents	Non-Parents
1. Strongly support	74%	34%	37%
2. Somewhat support	22%	40%	33%
3. Somewhat oppose	2%	16%	12%
4. Strongly oppose	2%	3%	5%
5. (Don't know)	1%	6%	10%
6. (Refused)	0%	2%	2%

2. Teachers should have increased classroom preparation time.

	Teachers	Parents	Non-Parents
1. Strongly support	72%	32%	40%
2. Somewhat support	19%	36%	28%
3. Somewhat oppose	6%	19%	12%
4. Strongly oppose	2%	5%	6%
5. (Don't know)	1%	7%	12%
6. (Refused)	1%	2%	2%

3. Seattle Public Schools should expand its mentoring and coaching programs for teachers.

	Teachers	Parents	Non-Parents
1. Strongly support	46%	51%	53%
2. Somewhat support	33%	33%	26%
3. Somewhat oppose	10%	8%	5%
4. Strongly oppose	8%	2%	4%
5. (Don't know)	2%	5%	12%
6. (Refused)	2%	2%	1%

4. There should be a four-tier teacher performance evaluation scale, as opposed to the satisfactory/unsatisfactory evaluation currently used.

	Teachers	Parents	Non-Parents
1. Strongly support	25%	43%	42%
2. Somewhat support	32%	35%	34%
3. Somewhat oppose	14%	2%	5%
4. Strongly oppose	19%	3%	3%
5. (Don't know)	7%	18%	15%
6. (Refused)	3%	1%	1%

5. Currently in Seattle Public Schools, principal observations are the primary factor in teacher evaluations. Instead, student academic growth should be used as the primary factor in teacher evaluations.

	Teachers	Parents	Non-Parents
1. Strongly support	3%	22%	28%
2. Somewhat support	18%	37%	38%
3. Somewhat oppose	29%	24%	14%
4. Strongly oppose	48%	9%	9%
5. (Don't know)	1%	7%	10%
6. (Refused)	1%	2%	1%

6. Teacher performance, as opposed to seniority, should be the predominant factor in staffing decisions, including placement, transfers and layoffs.

	Teachers	Parents	Non-Parents
1. Strongly support	14%	52%	55%
2. Somewhat support	26%	27%	28%
3. Somewhat oppose	20%	9%	8%
4. Strongly oppose	35%	7%	4%
5. (Don't know)	3%	5%	5%
6. (Refused)	1%	1%	1%

7. Currently, the process to remove ineffective teachers can take 18 months or longer. Instead, the lowest performing teachers should be removed in less than 12 months.

	Teachers	Parents	Non-Parents
1. Strongly support	34%	62%	57%
2. Somewhat support	29%	20%	25%
3. Somewhat oppose	15%	9%	9%
4. Strongly oppose	14%	5%	4%
5. (Don't know)	6%	4%	5%
6. (Refused)	2%	1%	2%

8. There should be opportunities for increased compensation for teachers based on performance, additional responsibilities, subject matter expertise in hard-to-staff areas and placement in high-need schools.

	Teachers	Parents	Non-Parents
1. Strongly support	31%	64%	59%
2. Somewhat support	27%	26%	29%
3. Somewhat oppose	17%	4%	4%
4. Strongly oppose	19%	1%	4%
5. (Don't know)	3%	5%	4%
6. (Refused)	2%	2%	1%

9. The teaching profession in Seattle should be opened up to attract additional talent, including programs such as Teach for America.

	Teachers	Parents	Non-Parents
1. Strongly support	20%	31%	39%
2. Somewhat support	31%	29%	33%
3. Somewhat oppose	17%	4%	3%
4. Strongly oppose	17%	4%	2%
5. (Don't know)	15%	31%	23%
6. (Refused)	1%	2%	1%

June 2010

To: Superintendent Maria Goodloe-Johnson, Seattle Public Schools

From: Principals Association of Seattle Schools

Re: SPS' Application to the Teacher Incentive Fund

Seattle Public Schools and the Principals Association of Seattle Schools (PASS) have been discussing moving to a performance-focused incentive system. The details and implementation schedule will be determined during contract negotiations this summer. As part of those contract negotiations, SPS and PASS are considering how student growth can be included in the principals' evaluation (now required by state law beginning for all districts in 2013), and how to recognize principals meet their growth targets and take on additional responsibilities in high-need schools. If agreed to, these elements will require tremendous support – there are communications needs, professional development needs, technical needs, and initial funding needs.

The proposals and discussions at the negotiating table now form the basis of Seattle's grant application to the Federal Teacher Incentive Fund (TIF), which could provide up to \$7.5M (Federal estimate of average award) over five years to support this work (and similar efforts focused on the teacher corps). These funds would be instrumental in ensuring a strong, well-supported roll-out of the new evaluation, and compensation models.

The Principals Association of Seattle Schools supports Seattle Public Schools' application for a TIF grant. If the union and the district are not able to reach a negotiated agreement on the elements required for the grant by the start of school 2010, SPS will withdraw the grant application.





SUPERINTENDENT OF PUBLIC INSTRUCTION

RANDY I. DORN OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

July 1, 2010

Dr. Maria Goodloe-Johnson, Superintendent
Seattle Public Schools
2445 3rd Ave., S.
Seattle, WA 98134

Dear Dr. Goodloe-Johnson:

Seattle Public Schools (SPS) continues to take bold steps to re-establish itself as a leader and powerful education influencer in the state of Washington. This is evident from the effort the district has made in the past three years to transform itself from a collection of independent schools with little direction and no accountability, to a district with system-wide performance goals and clear expectations at all levels.

The Office of the Superintendent of Public Instruction (OSPI) recognizes the growing success and leadership potential of the district and that is why \$98,000 was awarded to SPS to work with other districts and provide them with tools, training and support around developing a performance management system that supports all levels (district, school and individual). OSPI wants to commend Seattle for using those funds to coordinate a consortium of small, large, rural and urban Washington state SIG districts interested in developing student growth measures that can be used as part of teacher and principal evaluations.

Seattle's grant application to the Federal Teacher Incentive Fund could provide up to \$7.5M over five years to support the continuation of this work. OSPI believe that these funds would be instrumental in ensuring the district has the support necessary to continue making progress in developing and implementing more robust teacher and principal effectiveness strategies.

OSPI is in full support of the district's application to the Teacher Incentive Fund and believes now is the time to support SPS as the district leads the state in taking bold action towards continuous improvement.

Sincerely,

Randy I. Dorn
State Superintendent
Of Public Instruction



PATTY MURRAY
WASHINGTON

United States Senate
WASHINGTON, DC 20510-4704

COMMITTEES:
APPROPRIATIONS
BUDGET
HEALTH, EDUCATION, LABOR,
AND PENSIONS
RULES AND ADMINISTRATION
VETERANS' AFFAIRS

July 2, 2010

Superintendent Maria Goodloe-Johnson
Seattle Public Schools
PO Box 34165
Seattle, WA 98124-1165

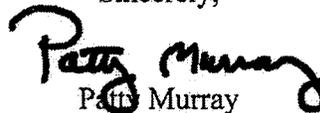
Dear Superintendent Goodloe-Johnson,

I commend Seattle Public Schools as it takes steps to ensure improvements in student achievement and lead the way for other school districts in the state and region. As the largest K-12 school system in Washington state, Seattle Public Schools has the opportunity to influence the direction of education in the Pacific Northwest.

The work that the district has already done to design and implement a performance management system for schools and central office departments has given Seattle Public Schools the foundation needed to be successful with the next phase: developing a similar system for the most impactful employees – teachers and principals.

I believe that Seattle has the potential to become the regional leader in teacher and principal effectiveness. The Teacher Incentive Fund will help to support the district in developing and implementing progressive teacher and principal effectiveness strategies. I support Seattle Public Schools' application to the Teacher Incentive Fund and believe that it will help to propel the district forward as it continues to make dramatic improvements for the students of Seattle.

Sincerely,


Patty Murray
United States Senator

173 RUSSELL SENATE OFFICE BUILDING
WASHINGTON, DC 20510-4704
(202) 224-2621

1611 – 116TH AVENUE, NE
SUITE 214
BELLEVUE, WA 98004-3045
(425) 462-4460

2930 WETMORE AVENUE
SUITE 903
EVERETT, WA 98201-4107
(425) 259-6515

2988 JACKSON FEDERAL BUILDING
915 2ND AVENUE
SEATTLE, WA 98174-1003
(206) 553-5545
TOLL FREE: (866) 481-9186

10 NORTH POST STREET
SUITE 600
SPOKANE, WA 99201-0712
(509) 624-9515

950 PACIFIC AVENUE
SUITE 650
TACOMA, WA 98402-4450
(253) 572-3636

THE MARSHALL HOUSE
1323 OFFICER'S ROW
VANCOUVER, WA 98661-3856
(360) 696-7797

website: <http://murray.senate.gov>
e-mail: <http://murray.senate.gov/emails>
PRINTED ON RECYCLED PAPER

402 EAST YAKIMA AVENUE
SUITE 390
YAKIMA, WA 98901-2760
(509) 453-7462

Project Narrative

Other Attachments

Attachment 1:

Title: **Appendices A-I** Pages: **33** Uploaded File: **C:\Documents and Settings\kgcorrigan\Desktop\Appendices A-I.pdf**

SPS TIF Eligible Schools

	Elem School	% of FRL-Eligible Students	Student count	# of principals	# assistant principals	# of core classroom teachers	# of PCP (art, PE, music) teachers	# of SPED teachers	# of ELL teachers						
1	Bailey Gatzert	93.80%	322	1	0	13	2	3.6	2						
2	Northgate	89.30%	270	1	0	10.9	1.6	3	1.6						
3	Emerson	88.20%	380	1	0	19.5	2	3.2	1.4						
4	Brighton	85.20%	386	1	0	10.9	1.6	3	1.6						
5	Van Asselt	85.10%	543	1	1	21.5	3	4.6	3.2						
6	Dunlap	84.80%	446	1	0	15.5	2	1	4						
7	Hawthorne	84.80%	297	1	0	11.5	2	3	3.2						
8	West Seattle Elem	84.70%	365	1	0	14.5	2.5	2.6	3.4						
9	Concord Intl	83.60%	335	1	0	14	2	1	1.8						
10	Dearborn Park	81.70%	361	1	0	15.5	2	1.8	1.8						
11	Wing Luke	79.80%	367	1	0	14	2	4.2	2						
12	Highland Park	79.50%	425	1	0	17.6	2.4	3	1.6						
13	Roxhill	78.10%	334	1	0	13	2	4.6	1.4						
14	Olympic Hills	77.70%	287	1	0	12.2	1.8	2.8	1						
15	Leschi	74.00%	331	1	0	12.9	2	3	0.8						
16	Beacon Hill Intl	68.00%	444	1	0	17	2	0.8	2.6						
17	Maple	63.30%	466	1	0	17	2.6	1.2	2.2						
18	Kimball	62.40%	484	1	0	17.4	2.2	2	2.4						
19	John Muir	59.30%	369	1	0	14	2	1.8	0.8						
20	Sanislo	58.10%	329	1	0	12.6	1.6	1	1						
	TOTAL		7541	20	1	294.5	41.3	51.2	39.8						
	K-8 School	% of FRL-Eligible Students	Student count	# of principals	# assistant principals	# of teachers	# of math teachers	# of ELA teachers	# of social studies teachers	# of science teaches	# of world lang. teachers	# of PCP (art, PE, music) teachers	# of SPED teachers	# of ELL teachers	
21	Madrona	74.60%	464	1	1	15.7						2.8	3	0	
22	South Shore	57.60%	571	1	1	20.1						3.6	3.8	2.6	
23	Broadview-Thomson	56.50%	788	1	1	27.1						4.8	6.8	2.6	
24	Jane Addams	52.00%	358	1	0	13.14						2.2	3.6	0.8	
	TOTAL		2181	4	3	76.04						13.4	17.2	4.4	
	Middle School	% of FRL-Eligible Students	Student count	# of principals	# assistant principals	# of teachers	# of math teachers	# of ELA teachers	# of social studies teachers	# of science teaches	# of world lang. teachers	# of PCP (art, PE, music) teachers	# of SPED teachers	# of ELL teachers	
25	Aki Kurose	81.00%	547	1	2	21.5							7.4	2	
26	Mercer	75.70%	741	1	2	29.5							7	3.6	
27	Denny Intl	65.20%	705	1	2	26							10	2.6	
	TOTAL		1993	3	6	77							24.4	8.2	
	High School	FRL-Eligible Students % of School	Student count	# of principals	# assistant principals	# of teachers	# of math teachers	# of ELA teachers	# of social studies teachers	# of science teaches	# of world lang. teachers	# of PCP (art, PE, music) teachers	# of SPED teachers	# of ELL teachers	
28	Secondary BOC	94.60%	260	1	0	6.5							0.2	6	
29	South Lake	75.20%	161	0	2	7							1.8	0	
30	Cleveland	72.40%	678	1	1	23.5							8.2	2.4	
31	Rainier Beach	71.10%	474	2	1	17.5							7	2.4	
32	Franklin	64.40%	1226	1	2	41							8.2	3.6	
33	Chief Sealth	58.20%	966	1	2	34.5							12.8	3	
34	Ingraham	56.40%	1040	1	2	33							13	2.6	
	TOTAL		4805	7	10	163							51.2	20	
	GRAND TOTALS		16520	0		881.64									

SPS TIF Eligible Schools

	Elem School	% of FRL-Eligible Students	Student count	# of principals	# assistant principals	# of core classroom teachers	# of PCP (art, PE, music) teachers	# of SPED teachers	# of ELL teachers					
1	Bailey Gatzert	93.80%	322	1	0	13	2	3.6	2					
2	Northgate	89.30%	270	1	0	10.9	1.6	3	1.6					
3	Emerson	88.20%	380	1	0	19.5	2	3.2	1.4					
4	Brighton	85.20%	386	1	0	10.9	1.6	3	1.6					
5	Van Asselt	85.10%	543	1	1	21.5	3	4.6	3.2					
6	Dunlap	84.80%	446	1	0	15.5	2	1	4					
7	Hawthorne	84.80%	297	1	0	11.5	2	3	3.2					
8	West Seattle Elem	84.70%	365	1	0	14.5	2.5	2.6	3.4					
9	Concord Intl	83.60%	335	1	0	14	2	1	1.8					
10	Dearborn Park	81.70%	361	1	0	15.5	2	1.8	1.8					
11	Wing Luke	79.80%	367	1	0	14	2	4.2	2					
12	Highland Park	79.50%	425	1	0	17.6	2.4	3	1.6					
13	Roxhill	78.10%	334	1	0	13	2	4.6	1.4					
14	Olympic Hills	77.70%	287	1	0	12.2	1.8	2.8	1					
15	Leschi	74.00%	331	1	0	12.9	2	3	0.8					
16	Beacon Hill Intl	68.00%	444	1	0	17	2	0.8	2.6					
17	Maple	63.30%	466	1	0	17	2.6	1.2	2.2					
18	Kimball	62.40%	484	1	0	17.4	2.2	2	2.4					
19	John Muir	59.30%	369	1	0	14	2	1.8	0.8					
20	Sanislo	58.10%	329	1	0	12.6	1.6	1	1					
	TOTAL		7541	20	1	294.5	41.3	51.2	39.8					
	K-8 School	% of FRL-Eligible Students	Student count	# of principals	# assistant principals	# of teachers	# of math teachers	# of ELA teachers	# of social studies teachers	# of science teaches	# of world lang. teachers	# of PCP (art, PE, music) teachers	# of SPED teachers	# of ELL teachers
21	Madrona	74.60%	464	1	1	15.7						2.8	3	0
22	South Shore	57.60%	571	1	1	20.1						3.6	3.8	1
23	Broadview-Thomson	56.50%	788	1	1	27.1						4.8	6.8	2.6
24	Jane Addams	52.00%	358	1	0	13.14						2.2	3.6	0.8
	TOTAL		2181	4	3	76.04						13.4	17.2	4.4
	Middle School	% of FRL-Eligible Students	Student count	# of principals	# assistant principals	# of teachers	# of math teachers	# of ELA teachers	# of social studies teachers	# of science teaches	# of world lang. teachers	# of PCP (art, PE, music) teachers	# of SPED teachers	# of ELL teachers
25	Aki Kurose	81.00%	547	1	2	21.5							7.4	2
26	Mercer	75.70%	741	1	2	29.5							7	3.6
27	Denny Intl	65.20%	705	1	2	26							10	2.6
	TOTAL		1993	3	6	77							24.4	8.2
	High School	FRL-Eligible Students % of School	Student count	# of principals	# assistant principals	# of teachers	# of math teachers	# of ELA teachers	# of social studies teachers	# of science teaches	# of world lang. teachers	# of PCP (art, PE, music) teachers	# of SPED teachers	# of ELL teachers
28	Secondary BOC	94.60%	260	1	0	6.5							0.2	6
29	South Lake	75.20%	161	0	2	7							1.8	0
30	Cleveland	72.40%	678	1	1	23.5							8.2	2.4
31	Rainier Beach	71.10%	474	2	1	17.5							7	2.4
32	Franklin	64.40%	1226	1	2	41							8.2	3.6
33	Chief Sealth	58.20%	966	1	2	34.5							12.8	3
34	Ingraham	56.40%	1040	1	2	33							13	2.6
	TOTAL		4805	7	10	163							51.2	20
	GRAND TOTALS		16520	0		881.64								



SPS District Scorecard

2008-9 School Year

Embargoed until 11/12/2009 @ 4pm

= Yes

Academic growth and student outcomes

SPS Strategic plan milestone	Measure	SPS 06-07	SPS 07-08	SPS 08-09	State 08-09	SPS 2013 Target	Annual Growth	On-Track for 2013
District-wide Goals	Free/Reduced Lunch students proficient on state reading test	55%	56%	57%	59%	83%		
	Free/Reduced Lunch students proficient on state math test	35%	36%	37%	37%	69%		
	Percent of students with fewer than 10 absences	60%	59%	60%	N/A	80%		
	English Language Learners making significant gains on state english proficiency test	34%	41%	41%	N/A	50%		
Elementary students on grade level	3rd graders proficient on the state reading test	72%	73%	74%	71%	88%		
	3rd graders exceeding standard on the state reading test	38%	40%	44%	39%	50%		
	4th graders proficient on the state math test	62%	56%	60%	52%	80%		
	4th graders exceeding standard on the state math test	39%	35%	42%	32%	50%		
7th graders ready for Algebra in 8th grade	6th graders passing all classes	82%	81%	80%	N/A	90%		
	7th graders proficient on the state math test	53%	53%	56%	52%	80%		
	7th graders exceeding standard on the state math test	28%	29%	35%	29%	50%		
9th graders ready for high school	First-time 9th graders earning sufficient credits	80%	82%	85%	N/A	90%		
	Repeat 9th graders earning sufficient credits	47%	49%	47%	N/A	75%		
10th graders passing state tests	10th graders proficient on the state reading test	78%	81%	82%	81%	95%		
	10th graders proficient on the state math test	50%	50%	49%	45%	82%		
	10th graders proficient on the state writing test	81%	86%	85%	87%	95%		
	10th graders proficient on the state science test	33%	37%	42%	39%	80%		
Students ready for college and work	Students graduating in 4 years or fewer	62%	63%	68%	N/A	80%		
	Students graduating in 6 years or fewer	66%	68%	68%	N/A	85%		
	Graduates prepared for a 4-year college	<i>TBD pending further review and completion of high school alignment work</i>						
	Graduates enrolling in higher education within 1 year of graduation	59%	60%	64%	N/A	80%		
	Graduates taking a college-level course during high school (AP or IB)	45%	51%	53%	N/A	80%		
	Of graduates taking a college-level test in high school, percent passing college-level test	67%	64%	66%	N/A	75%		

Demographics

Data as of October 1, 2008 (unless noted)

American Indian	2%
African American	21%
Chicano/Latino	12%
Asian	22%
White	43%
Free/Reduced Lunch (May 2008)	41%
English Language Learners (May 2008)	12%
Special Education (May 2008)	14%
Advanced Learning	7%

Student Proficiency on State Tests

Subgroup	Reading		Math	
	2008-9 Average	1 Yr. Trend	2008-9 Average	1 Yr. Trend
American Indian	61%	↓ -2%	45%	↓ -4%
African American	54%	→ 0%	29%	↑ 1%
Chicano/Latino	61%	↑ 4%	39%	↑ 1%
Asian	76%	→ 0%	65%	→ 0%
White	86%	↑ 1%	78%	↑ 3%
Free/Reduced Lunch	57%	↑ 1%	37%	↑ 1%
ELL	32%	→ 0%	19%	↓ -1%
Special Education	46%	↑ 1%	26%	↑ 1%
Advanced Learning	98%	↑ 1%	99%	→ 0%

2008-9 Annual Yearly Progress

Did the district make AYP overall?	NO
What improvement step is the district in?	STEP 2
Percent of district AYP goals met:	73.6%
Percent of schools making AYP:	32.6%



SPS District Scorecard

2008-9 School Year

District Operational Measures

Strategies	Measure	06-07	07-08	08-09*
Ensure Excellence in Every Classroom	Families/Students satisfied with the quality of education	<i>Will begin reporting in 2009-2010</i>		
Strengthen Leaders System-Wide	Seattle teachers who are National Board Certified	1.2%	1.6%	3.3%
	Evaluations of Central Office staff completed on time	<i>Will begin reporting in 2009-2010</i>		
Build an Infrastructure That Works Well	Student computers under 3 years old	79.5%	91.6%	62.1%
	Budget spent on instruction	76.7%	77.1%	77.5%
	Capital projects completed on time and on budget	95.0%	100.0%	96.0%
	Schools satisfied on timeliness and quality of maintenance services	<i>Will begin reporting in 2009-2010</i>		
	K-8 student riders with ride time less than 40 minutes	N/A	75.2%	71.2%
	Reduction in greenhouse emissions (M kg CO2 emissions)	3.1%	3.4%	4.0%
Improve Our Systems	District strategic projects on schedule	N/A	64.0%	82.1%
Engage Stakeholders	Parents/Guardians who indicated on a survey that they have increased their ability to help with their children's learning at home	<i>Will begin reporting in 2009-2010</i>		
	Employees satisfied or very satisfied	<i>Will begin reporting in 2009-2010</i>		
	Schools meeting their objectives in their family engagement objectives	<i>Will begin reporting in 2009-2010</i>		

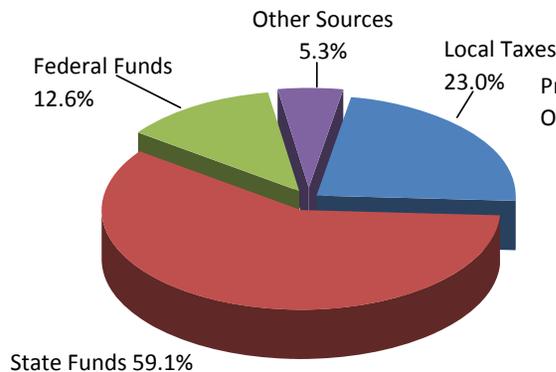
*2008-09 data is the baseline for measuring progress going forward; targets will be set and/or comparables provided in subsequent years. Additional measures will also be reported in subsequent years.

Mission: Enabling all students to achieve to their potential through quality instructional programs and a shared commitment to continuous improvement

Vision: Every student achieving, everyone accountable

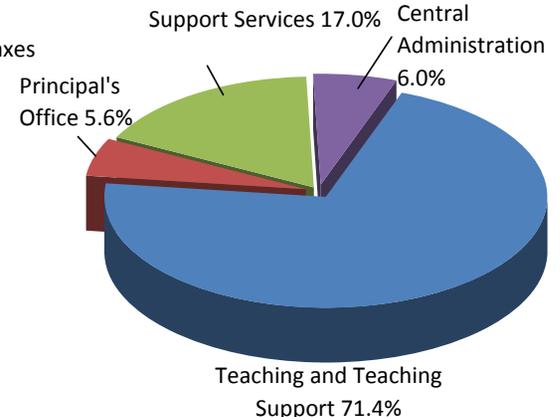
Values: Collaboration; Getting Results; Decision Quality and Problem Solving; Integrity; Accountability

Sources of Revenues



Source: 2008-2009 F-195 General Fund

Expenditures



Explanation for 2008-9 District Scorecard: Academic Growth and Student Outcomes

PR/Award # S385A100135

What we measure		How we measure it	Why it is important
SCORECARD OVERVIEW	SPS 06-07, SPS 07-08, SPS 08-09	Actual results for Seattle Public Schools (SPS) for the respective school year (e.g. 08-09 equals the 2008-9 school year that ended in June 2009)	
	State 08-09	Average for the State of Washington for the 2008-9 school year where available. "N/A" indicates the measure is not publicly available from the state. State graduation rate is available but was considered less precise than the District's student-level cohort methodology that been in place for several years.	
	SPS 2013 Target	Seattle Public School's performance target for the 2012-13 school year as originally articulated in the District's strategic plan, Excellence for All.	
	Annual Growth	Indicates whether SPS achieved at least 1.0 percentage point of growth from 2007-8 to 2008-9. The year over year results are compared to the tenth of a point so although several measures increased by 1 point on the scorecard, this is due to rounding.	
	On-Track for 2013	Indicates whether SPS achieved percentage growth from 2007-8 to 2008-9 that, if sustained, would allow SPS to achieve the 2013 Target.	
ACADEMIC GROWTH AND STUDENT OUTCOMES	Free/Reduced Lunch students proficient on the state reading & math tests	Average % of free/reduced lunch students who earn scores on the state WASL reading or math test at or above the cutoff the state defines as "meeting standard" in grades 3-8 and 10.	SPS works to serve all students and needs to be accountable for supporting all students in achieving academic success in reading and math.
	Percent of students with fewer than 10 absences	% of students who have missed fewer than 10 days of school during the school year	If students do not attend school, they are unlikely to learn and more likely to drop out.
	English Language Learners making significant gains on the state english proficiency test	% of English Language Learner students moving up a level from year to year on the state ELL WLPTII test of english language proficiency, or exiting the ELL program.	English language proficiency is an important skill that our schools should be supporting in all students
	3rd graders proficient on the state reading test	% of 3rd grade students who earn scores on the state WASL reading test at or above the cutoff the state defines as "meeting standard."	Students should leave 3rd grade with a reading level that will keep them on track in all subjects throughout elementary school.
	3rd graders exceeding standard on the state reading test	% of 3rd grade students who earn scores on the state WASL reading test at or above the cutoff the state defines as "exceeding standard."	SPS strives to support students in excelling academically. Strong reading skills are important for success in many subjects.
	4th graders proficient on the state math test	% of 4th grade students who earn scores on the state WASL math test at or above the cutoff the state defines as "meeting standard."	Students should leave 4th grade ready to succeed in 5th grade math.
	4th graders exceeding standard on the state math test	% of 4th grade students who earn scores on the state WASL math test at or above the cutoff the state defines as "exceeding standard."	SPS strives to support students in excelling academically. Strong math skills are a foundation for later academic success
	6th graders passing all classes	% of 6th grade students passing all classes during 6th grade.	Most 6th graders transition from elementary to middle school in 6th grade and we want to make sure they succeed in their first year of middle school.
	7th graders proficient on the state math test	% of 7th grade students who earn scores on the state WASL math test at or above the cutoff the state defines as "meeting standard."	Students should leave 7th grade ready to succeed in 8th grade math.
	7th graders exceeding standard on the state math test	% of 7th grade students who earn scores on the state WASL math test at or above the cutoff the state defines as "exceeding standard."	SPS strives to support students in excelling academically. Strong math skills are a foundation for later academic success
	First-time 9th graders earning sufficient credits	% of 9th graders who earn 5 credits in their first year in high school – enough to be promoted to 10th grade. (1)	We want to make sure 9th graders succeed and don't need to repeat 9th grade, which leads to many of them dropping out of school
	Repeat 9th graders earning sufficient credits	% of repeating 9th graders who earn 5 credits in their most recent year in high school – indicating that they are earning enough credits to get back on track.	Schools need to support students in getting back on track if they fall behind
	10th graders proficient on the state reading , math, writing, and science tests.	% of 10th grade students who earn scores on the state WASL test at or above the cutoff the state defines as "meeting standard."	The state subject tests show how a student is doing on Washington's academic standards. Every student should meet standard to succeed in high school and beyond.
	Students graduating in 4 / 6 years or fewer	% of students who graduated within 4 / 6 years of starting high school. For a particular school year these measures reflect <u>two different cohorts of students</u> : one that started 4 years earlier and one that started 6 years earlier.	At a minimum, all students should graduate from high school; they should not drop out.
	Graduates prepared for a 4-year college	To be determined pending further review and completion of high school alignment work.	Students are much more likely to succeed if they attend college or training after high school. They should finish high school ready to learn and succeed in college and career.
	Graduates enrolling in higher education within 1 year of graduation	% of the all graduates one school year earlier than the reporting year who have entered 2-year colleges, 4-year colleges or public technical programs anytime within one year of their graduation. (1)(2)	Research shows that young people who pursue post-secondary education have significantly more positive lifetime outcomes
	Graduates taking a college-level course during high school	% of all graduates who have taken at least one Advanced Placement or International Baccalaureate course during high school. (2)	Taking these courses during high school prepares students for college-level coursework
Of graduates taking a college-level test in high school, percent passing college-level test (AP or IB)	Of all graduates who have taken Advanced Placement or International Baccalaureate tests during their high school career, % who have passed at least one test.	Passing these tests shows that students have learned college-level material during high school and in many cases provides them with college credit	
OTHER	Demographics	Number of students in each category as a percentage of total enrollment. Note: Students can be in multiple categories.	Provides basic information on the characteristics of the district's students.
	Student Proficiency on State Tests	% of students who earn scores on the state WASL reading/math tests at or above the cutoff the state defines as "meeting standard."	SPS works to serve all students and needs to be accountable for supporting all students in achieving academic success.
	2008-9 Adequate Yearly Progress	As reported on the OSPI website for the 2008-9 school year.	As part of the federal No Child Left Behind (NCLB) act, districts are required to meet Adequate Yearly Progress towards proficiency goals.

e4

(1) Historical results vary slightly from data in the strategic plan due to refinements in how the measure is calculated. Results will be calculated with new methodology going forward. 2013 goals were adjusted as appropriate to reflect revised 07-08 baseline data.
 (2) Please note that because this measure focuses specifically on the outcomes for graduates, students that dropout are not reflected in the calculation. If all students from a particular cohort are included, then this measure would be reduced by approximately one-third.

Explanation for 2008-9 District Scorecard: District Operational Measures

PRR/Ward # S385A100135

05

What we measure	How we measure it	Why it is important
Families/Students satisfied with the quality of education	Based on surveys -- current surveys being redesigned 2009-10	The District should understand the areas families and students are satisfied with and those where more attention is needed
Seattle teachers who are National Board Certified	Percentage of Seattle Public School teachers who have completed the requirements of the National Board Certification	Teachers with National Board Certification have met rigorous national standards and demonstrated effective instruction
Evaluations of Central Office staff completed on-time	Human Resources department tracks all evaluation timelines and submission of proper forms	The annual goal-setting and evaluation process is a critical way to ensure employees are focused on the right things and making progress
Student computers under 3 years old	Percentage of student computers less than three years old, as tracked by the District's annual computer inventory process.	Demonstrates the effectiveness of the District's plan to regularly update/replace computers and keep the most relevant, available technology in the classroom
Budget spent on instruction	Seattle Public Schools' direct instructional spending is defined by the state's activity codes 21 through 29 (e.g., Teaching, Teaching Support, Principals Office, etc.)	Demonstrates the District's commitment to keep as many resources as possible in the classroom
Capital projects completed on time and on budget	Percentage of annual capital projects finished on time and on budget	Capital projects completed on time and on budget demonstrates good stewardship and efficient use of resources
Schools satisfied on timeliness and quality of maintenance services	Based on surveys -- current surveys being redesigned 2009-10	Students and teachers are more likely to thrive in a clean and healthy environment
K-8 student riders with ride time less than 40 minutes	Measured by our transportation system showing the number of K-8 riders with less than 40 minutes planned trip time	Efficiently designed transportation routes are a crucial element in ensuring students do not have unnecessarily long rides to and from school
Reduction in greenhouse gas emissions	Level of greenhouse gas emissions, a measure that encompasses energy usage, paper usage and fuel. An average of 2003 - 2006 is used as a base year to measure the reduction	The District has a responsibility to protect the environment and model responsible practices
District strategic projects on schedule	The District tracks the monthly status of projects as reported by each project manager. This number represents a snapshot of performance at the end of 2008-09.	Strategic projects have to stay on schedule in order to achieve the necessary goals of the District
Percent of of parents who indicate on a survey that they have increased their ability to help with their children's learning at home	Based on surveys -- current surveys being redesigned 2009-10	An engaged parent/guardian helps support the education of our students
Employees satisfied or very satisfied	Based on surveys -- current surveys being redesigned 2009-10	District employees are key stakeholders and their satisfaction is an indicator of the overall quality of the system
Schools meeting their objectives in their family engagement objectives	Based on the percentage of school Family Engagement Teams meeting their planned objectives, as tracked by the District	Research shows that schools with more involved communities are better able to meet the needs of all students

School Segmentation Methodology Overview

Segmentation is the grouping of schools by **absolute** and **growth** performance. The *purpose* is to monitor school progress toward meeting district-wide 2013 goals, and to help customize supports for schools based on performance and need.

Year 1: 2008-09
 Year 2: 2009-10
 Year 3: 2010-11
 Year 4: 2011-12
 Year 5: 2012-13

How Absolute Scores are Calculated for Each Metric

Absolute Points

- Schools earn **100 points** if at or above the **District-wide 2013 Goal**
- Schools earn **zero points** if below the **District-wide Floor**
- Schools earn **some points** if *between* the Floor and 2013 Goal

The Floor for any metric is equal to the **Year 1** district-wide 10th percentile. The floor will remain constant for all five years.

How Growth Scores are Calculated for Each Metric

Growth Scores are a combination of **Trend Growth** (cross-sectional) and **Cohort Gains** (matched scores)

Trend Growth Points

- Schools earn **100 points** if achieve their **School Growth Target**
- Schools earn **zero points** if do not improve over their **Baseline** (average of prior two years)
- Schools earn **some points** if achieve positive growth that is below their growth target

- Exceptions:**
- Schools always earn 100 points if improve by 10 or more percentage points
 - Schools near or above 2013 Goal must grow 2 percentage points to earn 100 pts.
 - Schools at 95% or higher earn 100 points if they do not decline

Growth Target Example: If the 2013 goal for a metric is 80% and the school's baseline is 60%, the school must grow an **average of 4 percentage points** over 5 years to reach the goal.

School Growth Target = Average annual increase required to reach 2013 goal

Cohort Gains Points (Colorado Growth Model)

- Colorado Growth model results calculated from matched student scores in **reading** and **math**
- Schools earn **100 points** if 60% or more students achieved average or better growth
- Schools earn **zero points** if less than 40% of students achieved average or better growth
- Schools earn **some points** if between 40% & 60% of students achieved average or better growth

Colorado Growth Model compares results for students who scored at the *same level in the prior year* on the same test.

How Schools are Segmented Based on Their Scores

Method: Use overall combined scores for all metrics to determine *Levels* for Absolute and Growth Scores and Consult Table Below

Absolute Levels

High = 80 to 100
Med-High = 60 to 79
Med-Low = 30 to 59
Low = 0 to 29

Growth Levels

High = 50 to 100
Medium = 30 to 49
Low = 0 to 29

Absolute	Growth	Other Criteria	→	Segment
Low	Low-to-Medium	---	→	Level 1
Med-Low	Low-to-Medium	---	→	Level 2
Low or Med-Low	High	---	→	Level 3
Med-High	---	---	→	Level 3
High	---	---	→	Level 4
High	---	Free-Reduced Subgroup	→	Level 5

For further information, contact Brad Bernatek (2-0844) or Eric M. Anderson (2-0047) with Research, Evaluation & Assessment

Seattle Public Schools Accountability Framework & Interventions

Working Draft Feb 2010

Seattle Public Schools is launching a District-wide performance management system for school improvement, which will provide the information and data needed to continuously improve the quality of education in all schools. A key strategy of our *Excellence for All* strategic plan, the performance management system includes clear annual performance targets, school segmentation based on performance (using both growth and absolute performance metrics), and a set of actions (from site-based autonomy to district-directed prescription) that the district will provide to schools based on performance and need.

In this document are three foundational pieces of the performance management framework:

1. **Accountability Framework** showing the level of autonomy schools will receive based on segmentation.
2. **List of District Interventions** in reading, math and social-emotional areas. This list represents strategies that are research-based, have a track record of success and the district can support. Both targeted and intensive interventions are listed in each area. Through performance management, schools will select or be directed to implement strategies from this list (depending on segment).
3. **List of District Foundational Supports** that are expected of all schools

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

SPS Accountability Framework					
Overall Absolute	Overall Growth	Other Criteria	→	Segment =	Level of Autonomy or Oversight
Low	Low-to-Medium	---	→	Level 1	<p><i>Superintendent takes one or more of the following actions for the school:</i></p> <ul style="list-style-type: none"> • Change school leadership • Change school staff • Direct instructional strategies and professional development • Change curricular materials and or programs • Conduct regular accountability reviews throughout the year with the principal, CAO, and EDs <p><i>For additional oversight the district may also:</i></p> <ul style="list-style-type: none"> • Conduct full diagnostic to assess needs • Require support staff to implement district-directed strategies • Coach leadership, with more frequent ED visits and heavy progress monitoring • Close and/or reconstitute the school
Medium-Low	Low-to-Medium	---	→	Level 2	<p><i>District supports and provides resources with oversight through the following actions:</i></p> <ul style="list-style-type: none"> • Direct all intervention curricula, supplemental materials, and staff selections • Direct all PD • Direct strategies implemented by support staff • May conduct full diagnostic to assess needs • Coach the principal, with more frequent supervisor visits & reviews and heavy progress monitoring
Low or Medium-Low	High	---	→	Level 3	<p><i>District supports and provides resources through the following actions:</i></p> <ul style="list-style-type: none"> • Frequent progress monitoring • Conduct diagnostic to assess needs • Support the principal to identify successful and appropriate interventions from district list; schools submit interventions to the district for approval • Collaboratively determine all non-core PD with the school • May direct strategies implemented by support staff and related PD
Medium-High	---	---	→	Level 3	
High	---	---	→	Level 4	<p><i>District supports through some autonomy and provides direction in focusing resources on the education gap</i></p> <ul style="list-style-type: none"> • District provides guidance for student interventions targeting low-achieving subgroups • PD addresses low-achieving subgroups • School establishes regular progress monitoring of subgroup performance • School has flexibility for non-core PD • School has flexibility for determining and directing new staff to address school challenges
High	---	No FRL Gap	→	Level 5	<p>District provides school autonomy for:</p> <ul style="list-style-type: none"> • Academic and social-emotional interventions • Selection of non-core PD plan • C-SIP goals and planning • Budget for discretionary spending

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

SPS Targeted Interventions – READING			
	Elementary	Middle	High
<p>Targeted Interventions For students who aren't successful with foundational supports</p> <p><i>Criteria:</i></p> <ul style="list-style-type: none"> • <i>Students below standard in reading (elementary & middle school)</i> • <i>Students two to four grades below level in reading (high school)</i> <p><i>Assessed Using:</i></p> <ul style="list-style-type: none"> • <i>MSP/HSPE reading & writing results</i> • <i>MAP reading results</i> • <i>Scholastic Reading Inventory</i> • <i>Teachers College Reading Assessment</i> 	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> • Leveled trade books, both informational and literary • Short articles from Time for Kids, Scholastic News • K-2 and 3-5 Comprehension Toolkit (S. Harvey) <p>2. <i>Instructional Focus:</i></p> <ul style="list-style-type: none"> • Intensive small group guided reading with targeted skill and strategy instruction based on ongoing running record information • One-on-one conferring and instruction in targeted skills and strategies • Independent reading in appropriate leveled books <p>3. <i>Time:</i> 90 minute block in grades K-3 and 60 minutes in grades 4-5 per day, with integration of literacy across the day in content areas.</p> <ul style="list-style-type: none"> • Targeted instructional strategies can be built into the regular reading block provided by "push-in" Resource Room teacher 	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> • Text at the student's instructional level • Comprehension Toolkit <p>2. <i>Instructional Focus:</i></p> <ul style="list-style-type: none"> • Increase in one-on-one conferring between adult and student with targeted skill and strategy instruction • Tutoring from trained volunteers or qualified institutions <p>3. <i>Time:</i> Two blocks of up to 50 minutes each (double dose), plus 30 minutes of after school support with tutor, trained volunteer or teacher per day</p>	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> • District-adopted materials for 9th and 10th grade LA • Leveled Libraries <p>2. <i>Instructional Focus:</i></p> <ul style="list-style-type: none"> • Developing metacognition • Mobilizing and building knowledge structures • Developing knowledge and use of text structures • Developing discipline-and-discourse-specific knowledge • Monitoring comprehension • Using problem-solving strategies to assist and restore comprehension • Setting reading purposes and adjusting the reading process • Fostering collaborative inquiry • Leading inquiry based discussions <p>3. <i>Time:</i> Double period, back to back with the same teacher. Students receive LA9 or LA10 credit and an LA elective credit</p>

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

	<p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • “Push-in” Resource Room teacher or Reading Specialist • Frequent progress monitoring using tools that include vocabulary, comprehension and reading reflection, plus unit assessments • Structured common planning time for staff in literacy • Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students • Teacher training on using formative data to inform instruction • 	<p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • Taught by highly-qualified LA teacher, reading endorsement preferred • Frequent progress monitoring using tools that include vocabulary, comprehension and reading reflection, plus unit assessments • Structured common planning time for staff in literacy • Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students • Teacher training on using formative data to inform instruction 	<p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • Taught by highly-qualified secondary LA teacher, reading endorsement preferred, with a proven track record in working with underperforming students • Teacher takes at least 20 hours district-provided Reading Apprenticeship training • Teacher participates in district-provided one full day release per month to receive more training, analyze assessment days, work on planning and explore methods and strategies to improve instruction. • Class size 20-25 • School provides collaborative time in grade-level teams • Frequent progress monitoring • Frequent progress monitoring using tools that include vocabulary, comprehension and reading reflection, plus unit assessments • Structured common planning time for staff in literacy • Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students • Teacher training on using formative data to inform instruction
--	--	--	--

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

SPS Intensive Interventions – READING			
	Elementary	Middle	High
<p>Intensive Interventions For most-struggling students</p> <p><i>Criteria:</i></p> <ul style="list-style-type: none"> • <i>Students not successful with targeted interventions (elementary & middle school)</i> • <i>Students five or more grades below level in reading (high school)</i> • <i>Need both word level work (phonemic awareness and phonics) and explicit comprehension development</i> <p><i>Assessed Using:</i></p> <ul style="list-style-type: none"> • <i>MSP/HSPE reading & writing results</i> • <i>MAP reading results</i> • <i>Lexile level</i> • <i>Placement test</i> • <i>Woodcock-</i> 	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> • Phonemic Awareness: Linguistic Remedies, Earobics • Phonics: Fountas and Pinnell Phonics • Fluency: Quick Reads, Read Naturally • Vocabulary: Quick Reads • Comprehension: Quick Reads, Early Success and Soar to Success <p>2. <i>Instructional Focus:</i> Small group or individual support with teacher modeling of skills</p> <p>3. <i>Time:</i> 30 minutes per day of small-group/individual support in addition to 90 minutes per day in grades K-3 and 60 minutes in grades 4-5 per day, with integration of literacy across the day in content areas.</p>	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> • Text leveled by Guided Reading system in a variety of genres <p>2. <i>Instructional Focus:</i></p> <ul style="list-style-type: none"> • Develop individual reading plan for intervention • Explicit and direct instruction of skills and strategies • On-going assessment of progress in order to adapt instruction • Instructional strategies from the book <i>When Students Can't Read What Teachers Can Do</i> (Kylene Beer). <p>3. <i>Time:</i> 30-50 minutes per day of intensive instructional strategies in addition to 55-minute LA block</p>	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> • EDGE Program & Materials • Read 180 Program & Materials <p>2. <i>Instructional Strategies:</i></p> <ul style="list-style-type: none"> • Highly motivating, culturally responsive text with vocabulary support • Connection of reading and writing • Use of Essential Questions to focus learning experience • Explicit instruction and teacher modeling • Focus on language structures • Frequent feedback for student on their progress • Focus on metacognitive strategies • Small group and large group instruction • Fluency component <p>3. <i>Time:</i> Double period, back to back with the same teacher. The double block will allow teachers to intensify the time spent accelerating students.</p>

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

<p><i>Johnson</i></p> <ul style="list-style-type: none"> • <i>Qualitative Reading Inventory</i> • <i>Teachers College Reading Assessment</i> 	<p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • Structured common planning time for staff in literacy • Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students • Assign district-directed literacy specialist or coach to principal and/or teachers to provide 1:1 support as needed 	<p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • Taught by reading-endorsed teacher with experience working with struggling adolescent readers • Teacher participates in district-provided PD in Reading for Struggling Adolescent Readers • Structured common planning time for staff in literacy • Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students • Assign district-directed literacy specialist or coach to principal and/or teachers to provide 1:1 support as needed 	<p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • Taught by highly-qualified secondary LA teacher with reading endorsement and experience in adolescent literacy • Teacher participates in district-provided Initial Use Training (6 hrs) followed by ongoing support by district-provided Literacy Coach, plus on-line PD support • Class size 15-18 • School provides classroom with computers and dedicated teacher for the EDGE program who provides continuity across years • Frequent progress monitoring using tools that include vocabulary, comprehension and reading reflection, plus unit assessments • Structured common planning time for staff in literacy • Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students • Assign district-directed literacy specialist or coach to principal and/or teachers to provide 1:1 support as needed
--	--	--	--

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

SPS Targeted Interventions – MATH			
	Elementary	Middle	High
<p>Targeted Interventions: For students who aren't successful with foundational strategies</p> <p><i>Criteria:</i></p> <ul style="list-style-type: none"> • <i>Students below grade level in math based on MSP/HSPE or MAP results</i> 	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> • Everyday Math (EDM) and Math Instructional Guide • EDM Manipulatives and Tools, and On-line Resources • TI-10 or TI-15 Calculators • EDM On-line Algorithm Handbook • Singapore or other supplements as recommended in Math Instructional Guides <p>2. <i>Instructional Strategies:</i></p> <ul style="list-style-type: none"> • Workshop Model or Centers using flexible grouping, explicit mini-lessons (based on formative assessment data), conferring, and independent work • Co-teaching (ELL or special education) • Homework Help and tutoring after school guided by MAP results • Peer tutoring <p>3. <i>Time:</i> 75 minutes per day (within regularly-scheduled mathematics time) plus at least 60 minutes available after school at least two times per week</p>	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> • CMP2 and Planning/Pacing Guides • Intensified Math Model <p>2. <i>Instructional Strategies:</i></p> <ul style="list-style-type: none"> • Intensified Math (double-period, taught by HQ math teacher who collaborates with core math teacher): focused on pre-teaching, supporting, and accelerating learning for core math class; growth mindset) • Complex Instruction • Co-teaching (ELL or special education) • Conferring (teacher with small group or individual) • Homework Help and tutoring after school guided by MAP results <p>3. <i>Time:</i> Extra 50 minutes per day (for intensified period); at least 60 minutes available after school at least two times per week</p>	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> • Key Curriculum Series and Course Guides and on-line resources • Algebra Lab Gear or Algebra Tiles • TI-84 or Nspire Calculators • Geometer's Sketchpad and Fathom • Condensed Lessons <p>2. <i>Instructional Strategies:</i></p> <ul style="list-style-type: none"> • Complex Instruction • Group Testing and portfolios for unit synthesis • Summer support/acceleration through AYD/MESA; students placed in Algebra with their summer teachers • Intensified Algebra, Geometry, Algebra 2 (Labs or support classes, double-period, taught by HQ math teacher who collaborates with core math teacher): focused on pre-teaching, supporting, and accelerating learning for core math class; growth mindset) <p>3. <i>Time:</i> Extra 50 minutes per day (for intensified period); at least 60 minutes available after school at least two times per week</p>

Seattle Public Schools Accountability Framework & Interventions

Working Draft Feb 2010

	<p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> Teachers access and incorporate on-line EDM resources Structured common planning time for staff in math Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students Assign district-directed math specialist or coach to principal and/or teachers to provide 1:1 support as needed Teacher training on using formative data to inform instruction Infrastructure at district and school level to support co-teaching and after-school support 	<p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> Teachers access and incorporate on-line CMP2 resources Structured common planning time for staff in math Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students Assign district-directed math specialist or coach to principal and/or teachers to provide 1:1 support as needed Teacher training on using formative data to inform instruction Infrastructure at district and school level to support double-periods, co-teaching and after-school support 	<p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> Teachers access and incorporate on-line Key Curriculum resources Structured common planning time for staff in math Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students Assign district-directed math specialist or coach to principal and/or teachers to provide 1:1 support as needed Teacher training on using formative data to inform instruction Infrastructure at district and school level to support double-periods, co-teaching and after-school support
--	--	---	---

SPS Intensive Interventions – MATH			
	Elementary	Middle	High
<p>Intensive Interventions: For most-struggling students</p> <p><i>Criteria:</i></p> <ul style="list-style-type: none"> Serious attendance issues IEP requiring modified instruction ELL level 	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> Everyday Math and Math Instructional Guide EDM Manipulatives and Tools, and On-line Resources TI-10 or TI-15 Calculators EDM On-line Algorithm Handbook Singapore or other supplements as recommended in Math Instructional Guides <p>2. <i>Instructional Strategies:</i></p> <ul style="list-style-type: none"> Instructional Assistants and/or tutors in class during regular math time (IAs with core group); 	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> CMP2 and Planning/Pacing Guides Intensified Math Model (see above) Excel, I Can Learn or other OSPI-recommended supplement <p>2. <i>Instructional Strategies:</i></p> <ul style="list-style-type: none"> Instructional Assistants and/or tutors in class during regular math time (IAs with core group); 	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> Key Curriculum Series and Course Guides Condensed Lessons <p>2. <i>Instructional Strategies:</i></p> <ul style="list-style-type: none"> Co-teaching Instructional Assistants and/or tutors in class during regular

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

	<p>teacher with intensive intervention group)</p> <ul style="list-style-type: none"> • Required after-school program (with targeted entrance/exit) for six weeks • Instruction and lessons designed by certificated staff <p>3. <i>Time:</i> In addition to regular math class, at least 60 minutes after school for 6 weeks</p> <p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • Structured common planning time for staff in math • Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students • Assign district-directed math specialist or coach to principal and/or teachers to provide 1:1 support as needed • Infrastructure at district and school level to support coaching, and effective collaboration with IAs or tutors 	<p>teacher with intensive intervention group)</p> <ul style="list-style-type: none"> • Required after-school program (with targeted entrance/exit) using Excel or I Can Learn <p>3. <i>Time:</i> In addition to regular math class, at least 60 minutes after school for 6 weeks</p> <p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • Structured common planning time for staff in math • Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students • Assign district-directed math specialist or coach to principal and/or teachers to provide 1:1 support as needed • Infrastructure at district and school level to support coaching, and effective collaboration with IAs or tutors. 	<p>math time (IAs with core group; teacher with intensive intervention group)</p> <ul style="list-style-type: none"> • Use of on-line and other Key support materials (condensed lessons) • Intensified Algebra <p>3. <i>Time:</i> In addition to regular math class, at least 60 minutes after school for 6 weeks</p> <p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • Structured common planning time for staff in math • Establish frequent progress monitoring and check-ins on progress between teachers and principal on targeted students • Assign district-directed math specialist or coach to principal and/or teachers to provide 1:1 support as needed • Infrastructure at district and school level to support coaching, and effective collaboration with IAs or tutors.
--	--	--	---

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

SPS Targeted Interventions – SOCIAL-EMOTIONAL			
	Elementary	Middle	High
<p>Targeted Interventions For students who aren't successful with foundational supports</p> <p><i>Criteria for Using Targeted Interventions:</i></p> <ul style="list-style-type: none"> • Office Discipline Referral in grades 2-5 • "At-risk" indication on Systematic Screening for Behavior Disorders or Strengths and Difficulties Questionnaire 	<ol style="list-style-type: none"> 1. Behavior Education Program <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Disruptive Behaviors, Noncompliance, Truancy</i> 2. Skillstreaming Social Skills Training Program <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Aggression, Withdrawal</i> 3. Stop and Think Social Skills Program <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Aggression, Withdrawal</i> 	<ol style="list-style-type: none"> 1. Behavior Education Program <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Disruptive Behaviors, Noncompliance, Truancy</i> 2. Skillstreaming Social Skills Training Program <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Aggression, Withdrawal</i> 3. Stop and Think Social Skills Program <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Aggression, Withdrawal</i> 	<ol style="list-style-type: none"> 1. Behavior Education Program <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Disruptive Behaviors, Noncompliance, Truancy</i> 2. Skillstreaming Social Skills Training Program <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Aggression, Withdrawal</i>

SPS Intensive Interventions – SOCIAL-EMOTIONAL			
	Elementary	Middle	High
<p>Intensive Interventions For most-struggling students</p> <p><i>Criteria for using Intensive Interventions:</i></p> <ul style="list-style-type: none"> • 6 or more Office Discipline Referrals • "At Risk" indication on Systematic Screening for Behavior Disorders or Strengths and Difficulties Questionnaire 	<ol style="list-style-type: none"> 1. Functional Behavior Assessment and Behavior Intervention Plan <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Disruptive Behaviors, Aggression, Bullying, Withdrawal, Noncompliance, Truancy</i> 	<ol style="list-style-type: none"> 1. Functional Behavior Assessment and Behavior Intervention Plan <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Disruptive Behaviors, Aggression, Bullying, Withdrawal, Noncompliance, Truancy</i> 	<ol style="list-style-type: none"> 1. Functional Behavior Assessment and Behavior Intervention Plan <ul style="list-style-type: none"> • Targeted Behaviors: <i>Inappropriate Social Skills, Disruptive Behaviors, Aggression, Bullying, Withdrawal, Noncompliance, Truancy</i>

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

SPS Foundational Supports – READING			
	Elementary	Middle	High
<p>Foundational Supports</p> <p><i>Criteria:</i></p> <ul style="list-style-type: none"> ● <i>Students performing at, above, or one grade below level in reading</i> <p><i>Assessed Using:</i></p> <ul style="list-style-type: none"> ● <i>MSP/HSPE reading & writing results</i> ● <i>MAP reading results</i> 	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> ● Adopted reading anthologies, Houghton-Mifflin and Pegasus ● Leveled libraries (600 fiction and nonfiction books) in all K-2 classrooms and 3-5 classrooms in Title 1 schools ● Comprehension Toolkit (S. Harvey) for focus on comprehension strategies <p>2. <i>Instructional Focus:</i></p> <ul style="list-style-type: none"> ● Research-based practices in Balanced Literacy including Interactive Read Alouds, Shared and Guided Reading, Independent Reading, and Literature Study (Book Clubs) ● Workshop model with explicit mini-lesson, conferring, and independent work ● Active literacy classrooms promoting discourse around text ● Gradual release of responsibility (High teacher involvement moving to low teacher involvement and student internalizing skills and strategies) <p>3. <i>Time:</i> 90 minute block in grades K-3 and 60 minutes in grades 4-5 per day, with integration of literacy across the day in content areas</p>	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> ● Trade books (specific fiction and nonfiction texts at a variety of guided reading levels) ● Comprehension Toolkit (S. Harvey) <p>2. <i>Instructional Focus:</i></p> <ul style="list-style-type: none"> ● Readers Workshop ● Explicit instruction through teacher modeling in Interactive Read Aloud with a gradual release of responsibility ● Use of one-on-one conferring ● Book Clubs as an approach to literature study <p>3. <i>Time:</i> 55 minute LA block OR integrated block of LA and Social Studies per day</p>	<p>1. <i>Materials:</i></p> <ul style="list-style-type: none"> ● District-adopted materials for 9th and 10th grade LA <p>2. <i>Instructional Focus:</i></p> <ul style="list-style-type: none"> ● Developing metacognition ● Mobilizing and building knowledge structures ● Developing knowledge and use of text structures ● Developing discipline-and-discourse-specific knowledge ● Monitoring comprehension ● Using problem-solving strategies to assist and restore comprehension ● Setting reading purposes and adjusting the reading process ● Fostering collaborative inquiry ● Leading inquiry based discussions <p>3. <i>Time:</i> Single period</p> <p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> ● Taught by highly-qualified secondary LA teacher ● Teacher takes at least 15 hours

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

			district-provided Reading Apprenticeship training <ul style="list-style-type: none"> • Class size 30+ • School provides collaborative time in grade-level teams • Principal supports teaching in aligned curriculum
--	--	--	--

SPS Foundational Supports – MATH			
	Elementary	Middle	High
<p>Foundational Supports</p> <p><i>Criteria:</i></p> <ul style="list-style-type: none"> • <i>Students performing at, above, or one grade below level in math</i> <p><i>Assessed Using:</i></p> <ul style="list-style-type: none"> • <i>MSP/HSPE math results</i> • <i>MAP math results</i> 	<p><i>1. Materials:</i></p> <ul style="list-style-type: none"> • Everyday Math and Math (EDM) Instructional and Pacing Guides • EDM Manipulatives, Tools, and On-line Resources • TI-10 or TI-15 Calculators <p><i>2. Instructional Strategies:</i></p> <ul style="list-style-type: none"> • Foundational components of EDM, including opportunities for practice, games, and mathematical discourse • Essential components of EDM as-needed for struggling or advanced students • Differentiation options within EDM lessons • Researched-based High Leverage Practices for Mathematics • Formative assessment used to modify instruction • Balance among developing conceptual understanding, procedural proficiency, and problem solving and processes 	<p><i>1. Materials:</i></p> <ul style="list-style-type: none"> • CMP2 and Planning/Pacing Guides • CMP2 Manipulatives • TI-30 or 83 Calculators (or comparable) <p><i>2. Instructional Strategies:</i></p> <ul style="list-style-type: none"> • Foundational components of CMP2 • Essential components of CMP2 as-needed for struggling or advanced students • Researched-based High Leverage Practices for Mathematics • Formative assessment used to modify instruction • Unit pretests (coach/teacher developed) • Balance among developing conceptual understanding, procedural proficiency, and problem solving and processes 	<p><i>1. Materials:</i></p> <ul style="list-style-type: none"> • Key Curriculum Series and Course Guides and on-line resources • Algebra Lab Gear or Algebra Tiles • TI-84 or Nspire Calculators • Geometer’s Sketchpad and Fathom <p><i>2. Instructional Strategies:</i></p> <ul style="list-style-type: none"> • Foundational components of the Key Curriculum series, with emphasis on promoting mathematical discourse • Researched-based High Leverage Practices for Mathematics • Formative assessment used to modify instruction • Balance among developing conceptual understanding, procedural proficiency, and problem solving and processes. • Technology such as Sketchpad, Fathom and TI applications incorporated into lessons

Seattle Public Schools Accountability Framework & Interventions
Working Draft Feb 2010

	<p>3. <i>Time:</i> 75 minutes per day</p> <p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • School provides collaborative time in grade-level teams • Teachers participate in district-provided coaching on formative assessment and guiding team collaboration • Teachers participate in district-provided core materials components workshops, Studio or Lesson Study Sessions 	<p>3. <i>Time:</i> at least 50 minutes per day</p> <p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • School provides collaborative learning time in grade-level or departmental teams • New teachers participate in district-provided CMP2 Initial Use training. • All other teachers participate in 24 hours of Studio Day sessions, focused on use of High Leverage Practices and sociomathematical norms • Administrators participate in at least 8 hours of Studio Day sessions. 	<p>3. <i>Time:</i> at least 50 minutes per day</p> <p>4. <i>Other Resources:</i></p> <ul style="list-style-type: none"> • All teachers participate in mathematics professional learning communities, with administrative support and engagement • New teachers participate in 24 hours of district-provided Initial Use training. • District provides High Leverage Practice and technology training as needed through coaches and/or workshops.
--	--	---	---

SPS Foundational Supports – SOCIAL-EMOTIONAL			
	Elementary	Middle	High
<p>Foundational Supports For ALL schools & students</p>	<p>1. Positive Behavioral Intervention and Support Program</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Inappropriate Social Skills, Aggression, Bullying, Disruptive Behaviors</i> <p>2. District Truancy Policy</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Attendance / Truancy</i> <p>3. CHAMPS Program</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Disruptive Behaviors, Noncompliance</i> <p>4. Second Steps Violence Prevention Curriculum</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors:</i> 	<p>1. Positive Behavioral Intervention and Support Program</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Inappropriate Social Skills, Aggression, Bullying, Disruptive Behaviors</i> <p>2. District Truancy Policy</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Attendance / Truancy</i> <p>3. CHAMPS Program</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Disruptive Behaviors, Noncompliance</i> <p>4. Second Steps Violence Prevention Curriculum</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors:</i> 	<p>1. Positive Behavioral Intervention and Support Program</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Inappropriate Social Skills, Aggression, Bullying, Disruptive Behaviors</i> <p>2. District Truancy Policy</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Attendance / Truancy</i> <p>3. CHAMPS Program</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Disruptive Behaviors, Noncompliance</i>

Seattle Public Schools Accountability Framework & Interventions
 Working Draft Feb 2010

	<p><i>Inappropriate Social Skills, Aggression, Bullying, Disruptive Behaviors</i></p> <p>5. Steps to Respect Bullying Prevention Program</p> <ul style="list-style-type: none"> • <i>Targeted Behaviors: Inappropriate Social Skills, Bullying</i> 	<p><i>Inappropriate Social Skills, Aggression, Bullying, Disruptive Behaviors</i></p>	
--	---	---	--

MOU between Seattle Education Association and Seattle Public Schools regarding contractual changes for schools participating in the state's School Improvement Grant

Evaluation

1. All SIG schools will use the SEA-SPS Joint Evaluation Task Force **four-level rating system evaluation** tool for all instructional staff (here after called the 'evaluation tool')
2. All instructional staff in SIG schools will be held accountable to a **dual-bar for performance**: they must be rated either proficient or innovative on the evaluation tool AND they must meet an annually-established target for typical student growth.
3. Proficient on the evaluation tool means having met the requirements for proficiency in all four domains. Innovative means having met the requirements for innovation in all four domains.
4. The **roll-out** of this dual-bar for performance will be as follows:
 - A. End of 2010-11 school year (Y1 of SIG) all teachers will need to be proficient or innovative on the evaluation tool (=> only one performance bar to meet).
 - B. An exception will be made for new teachers. Teachers in their first three years of their teaching career will be expected to be Basic overall but Proficient in the number of domains equivalent to their years of teaching (one for year one teachers; two for year two; and three for year three). The teachers will be expected to be proficient in the domains as outlined by the joint task force recommendations and then by any subsequent negotiated agreement in the SEA/SPS Collective Bargaining Agreement.
 - C. End of 2011-12 school year all teachers will need to be proficient or innovative on evaluation tool AND have met student growth target (dual bar to meet; see exception in 4.B.).
5. Staff who does not meet the expected performance bars (evaluation and growth) will be displaced. If the four-level rating system evaluation tool is negotiated into the CBA during any future negotiations, the CBA guidelines concerning evaluation will be followed.
6. Staff will have ample opportunity to improve their practice during the school year, prior to being displaced. All staff will have mid-year evaluations prior to the winter break. This mid-year feedback session will be held with the principal using the evaluation tool to help focus on specific areas where additional growth and support are needed. If there are any concerns, a conference will take place between the teacher and administrator about how to help the teacher become proficient; and resources, as outlined below, will be provided. If there are concerns that the teacher is unsatisfactory, they will be subject to the same state and contractual guidelines as teachers in non-SIG schools and will be placed on plans of improvement and possibly probation. All staff in these schools will have access to the following **professional supports**: facilitated professional learning communities; instructional and content coaching; mentoring (as provided through STAR); and other supports. Teachers will be expected to access and use these supports.
7. Student growth targets will be calculated – based on state and district test results *over two years* – that define the minimum performance requirements for a SIG teacher. By

CONFIDENTIAL

November 1, 2010, the district will work with SEA staff from the affected schools to jointly develop the model to be used.

Incentives and Performance Recognition Opportunities

8. Teachers in these schools who perform at Innovative level on the evaluation tool beginning with the 2010-11 evaluations, will be able to access **additional career growth opportunities** in the school for the 2011-12 school year, leading to additional responsibilities and compensation.
 - a. Career opportunities would be two-year appointments and would be dependent on the candidate maintaining the same performance level and the district having adequate funding to support the plan
 - b. District will determine how many positions are available at each school based on size, need and performance progress, and provide that information to the principal by January 31 every year.
 - c. District and SEA will establish selection criteria and a process for the career opportunities (complete by October 1, 2010).
 - d. Career opportunities will include up to three options. SEA and SPS will create job responsibilities for each (including how the positions will be evaluated) and agree on financial compensation for each position (complete by October 1, 2010). All of these positions are non-evaluative in their interactions with other teachers.
 - "Demonstration teacher" – teacher who agrees to have her/his classroom open to 'instructional rounds' on a regular basis (up to 2x/month) and leads professional development sessions for colleagues (e.g., on classroom management and instructional approach).
 - "Mentor teacher" – teacher who supports new or struggling teachers in the same building or at a low-performing school within the same geographic feeder pattern (.1 release from regular duties OR stipend)
 - "Master teacher" – teacher who leads school professional learning communities; tracks, coordinates, monitors and assesses the results of school-wide professional development (.2 release from regular duties OR stipend)
9. Staff in these schools will be able to earn **additional dollars for reinvesting in their schools based on achieving school-wide growth targets** for student performance
 - e. Incentive compensation will be determined by the Central Office according to school size (student population and staff size) and aligned with available grant funds.
 - f. Recognition compensation will be pooled for the school to determine reinvestment priorities.
 - g. Using the below specified criteria, staff will select a reinvestment strategy; the principal and SIG Director will ensure that the recommendation meets the criteria and have veto authority over any questionable expenses.
 - h. Two guiding principles underlie the following reinvestment criteria: first, funds must directly support the school's transformation strategy; and second, funds cannot be used to support ongoing costs (in recognition of the short-term nature of the grant funding). Specific reinvestment criteria follow:

CONFIDENTIAL

- i. Funds can support specific professional development opportunities that align with the school's transformation plan, including paying for outside technical assistance providers, substitute time, materials, or extra teacher time
- ii. Funds can support one-time equipment or material costs that directly support the school's transformation plan, as long as there are no ongoing, unbudgeted costs for upkeep, maintenance, or replacement
- iii. Funds can support family engagement, communication and outreach efforts, including translations, interpreters, and events that connect families to their students' academic work
- iv. Funds can support efforts to motivate, recognize and celebrate student academic accomplishments
- v. Funds can support non-classroom-based, one-year contract staff positions
- vi. Funds cannot be used for out-of-state travel

Any requests that address an issue not covered here will be sent to the SIG director for review and approval

Instructional Time

10. SIG schools will have **additional instructional time** (specific schedules and details will be refined by each school's Design Team and will be dependent on having adequate outside funding). Each school's Design Team must make a recommendation to SPS' Chief Academic Officer by April 30, 2010 with an outline of the specific proposed schedule, including a calculation of total instructional minutes students will receive. Staff will be compensated at their established rates for the additional time. Staff at the schools will know the amount of time required prior to signing their individual commitment contracts.

Staffing

11. SIG schools will be **exempt from taking any forced placements** and will be given priority staffing status.
12. Teachers in SIG schools who have met the required performance bars will be **exempt from RIF** regardless of seniority, for the three-year duration of the grant funding.
13. Cleveland High School staff, trained in the STEM model, will be exempt from RIF this year.

Decision Making

14. The three SIG schools, using their school decision making matrix, will be required to align their CSIP, professional development and resources with the school improvement grant approved by OSPI. The district's SIG Director will have the authority to override decisions that he/she determines are not aligned with or supportive of the requirements or intention of the school improvement grant.

Commitment Document

15. Staff in the SIG schools will be required to **sign a "Commitment Contract"** that outlines all expectations and requirements for their position in the school. Staff will need to decide whether to 'opt in' or 'opt out'. Those who want to retain their position in the building will be required to sign the 'Commitment Contract' by April 30, 2010.

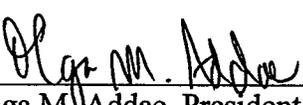
CONFIDENTIAL

Components of the 'Commitment Contract' include:

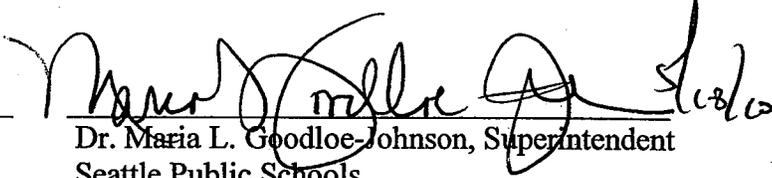
- Participation in professional development opportunities, including common planning time, coaching, and extra work days
- Length of school year and school day
- Competencies for staff
- Use of new evaluation tool and dual-bar for performance (including use of student growth targets)
- Incentive opportunities

Term of the MOU

16. This MOU is effective from date of agreement through August 31, 2013. Everything in this document is contingent on funding from OSPI. If for any reason during the three years, the state changes its funding commitment, SPS and SEA will revisit all terms of this MOU and anything not agreed to by both parties will be considered null and void.

 5/17/10

Olga M. Addae, President
Seattle Education Association

 5/17/10

Dr. Maria L. Goodloe-Johnson, Superintendent
Seattle Public Schools



EMPLOYEE NAME	EMPLOYEE I.D. #	SCHOOL	SCHOOL YEAR
----------------------	------------------------	---------------	--------------------

GENERAL EVALUATION	COMPREHENSIVE EVALUATION
YEAR 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<input type="checkbox"/> (ATTACH SELF ASSESSMENT REFLECTION)

STUDENT ACADEMIC ACHIEVEMENT GOALS

Activities / Steps to Be Taken	Evidence to Be Collected	Timelines	Persons / Resources Needed

DOMAINS / COMPONENTS THAT WILL HELP ME ACHIEVE THIS GOAL

PROFESSIONAL GROWTH GOALS

Activities	Evidence of Activities	Timelines	Support Resources

EMPLOYEE ACKNOWLEDGEMENT & SIGNATURES

Evaluator Signature		Date	
Employee Signature		Date	



PLC Team Plan and Meeting Log - Tier 2

Teacher and Administrator Use Required

Revised as of January 28, 2010

EMPLOYEE NAME		EMPLOYEE I.D.	SCHOOL	SCHOOL YEAR
INDIVIDUAL DOMAIN FOCUS	PLC TEAM MEMBERS			
1 ST TEAM MEETING DATE		2 ND TEAM MEETING DATE		3 RD TEAM MEETING DATE
4 TH TEAM MEETING DATE		5 TH TEAM MEETING DATE		6 TH TEAM MEETING DATE

Team Goal(s)

What we are working on to deepen our practice.

Team Members' Professional Growth Goals

Team Reflections of Progress Toward Team Goals

Progress Toward Team Goal(s)

Next Steps



End-of-Year Comprehensive Evaluation Summary Report - Tier 2

Administrator Use Required

Revised as of January 28, 2010

EMPLOYEE NAME	EMPLOYEE I.D. #	SCHOOL	SCHOOL YEAR
---------------	-----------------	--------	-------------

COMPREHENSIVE EVALUATION

(MUST COMPLETE ALL SECTIONS OF THIS COMPREHENSIVE SUMMARY REPORT)

PLC TEAM MEMBERS

MEETING DATES WITH PLC TEAM MEMBERS - #1

MEETING DATES WITH PLC TEAM MEMBERS - #2

MEETING DATES WITH PLC TEAM MEMBERS - #3

MEETING DATES WITH PLC TEAM MEMBERS - #4

MEETING DATES WITH PLC TEAM MEMBERS - #5

MEETING DATES WITH PLC TEAM MEMBERS - #6

STUDENT ACADEMIC ACHIEVEMENT GOAL(S)

End-of-Year Summary:

REFLECTIONS OF PROGRESS TOWARD GOAL(S) AND EVIDENCE REVIEW

Mid-Year Reflection:



End-of-Year Comprehensive Evaluation Summary Report - Tier 2

Administrator Use Required

Revised as of January 28, 2010

REFLECTIONS OF PROGRESS TOWARD GOAL(S) AND EVIDENCE REVIEW

End-of-Year Reflection:

Large empty box for End-of-Year Reflection.

Domain 1: Planning & Preparation

INNOVATIVE

PROFICIENT

BASIC

UNSATISFACTORY

1a: Demonstrating knowledge of Content/ Pedagogy

1d: Demonstrating knowledge of resources

1b: Demonstrating knowledge of students

1e: Designing coherent instruction

1c: Selecting instructional goals

1f: Assessing student learning

Evidence & Comments

Large empty box for Evidence & Comments for Domain 1.

Domain 2: Classroom Environment

INNOVATIVE

PROFICIENT

BASIC

UNSATISFACTORY

2a: Evidence of Respect and Rapport

2d: Evidence of Student Behavior

2b: Evidence of Culture of Learning

2e: Evidence of Physical Environment

2c: Evidence of Classroom Procedures

Evidence & Comments

Large empty box for Evidence & Comments for Domain 2.



End-of-Year Comprehensive Evaluation Summary Report - Tier 2

Administrator Use Required

Revised as of January 28, 2010

Domain 3: Instruction		INNOVATIVE <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	BASIC <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
3a: Communicating clearly and accurately		3d: Providing feedback to students			
3b: Using questioning and discussion techniques		3e: Demonstrating flexibility and responsiveness			
3c: Engaging students in learning					
Evidence & Comments					

Domain 4: Professional Responsibilities		INNOVATIVE <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	BASIC <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
4a: Reflecting on teaching		4d: Growing and developing professionally			
4b: Maintaining accurate records		4e: Showing professionalism			
4c: Communicating with families					
Evidence & Comments					

Goals for the Following Year					

Employee Comments					



End-of-Year Comprehensive Evaluation Summary Report - Tier 2

Administrator Use Required
Revised as of January 28, 2010

THE EVALUATION OF THIS EMPLOYEE FOR THE FOLLOWING SCHOOL YEAR SHALL BE:

General Evaluation

Comprehensive Evaluation

RATIONALE FOR PLACEMENT ON COMPREHENSIVE EVALUATION

<input type="checkbox"/>	<p>During the evaluation period documented in this record, it is the evaluator's judgment, based upon observation and conferences that the employee's overall performance <u>continues to meet the criteria</u> contained in the domains listed below at least at a proficient level:</p>	<input type="checkbox"/>	<p>During the evaluation period documented in this record, it is the evaluator's judgment, based upon observation and conferences that the employee's overall performance is <u>no longer proficient in one or more of the following criteria and domains</u> listed below:</p>
--------------------------	--	--------------------------	--

	Domain 1	Domain 2	Domain 3	Domain 4
WA State Criteria	<ul style="list-style-type: none"> Professional Preparation & Scholarship Interest in Teaching Pupils 	<ul style="list-style-type: none"> Classroom Management Handling Student Discipline 	<ul style="list-style-type: none"> Instructional Skills Knowledge of Subject Matter 	<ul style="list-style-type: none"> Effort Toward Improvement When Needed Professional Responsibility

Note: Forms must be completed by May 31. Signing this instrument acknowledges participation in but not necessarily agreement with the contents of this report. A signed original must be sent to the Supervisor for review, then be forwarded to Human Resources before June 30. One copy will be placed in the building file and one copy will be provided to the teacher.

EMPLOYEE ACKNOWLEDGEMENT & SIGNATURES

Evaluator Signature		Date	
Employee Signature		Date	



Sample High School

2008–2009 School Year

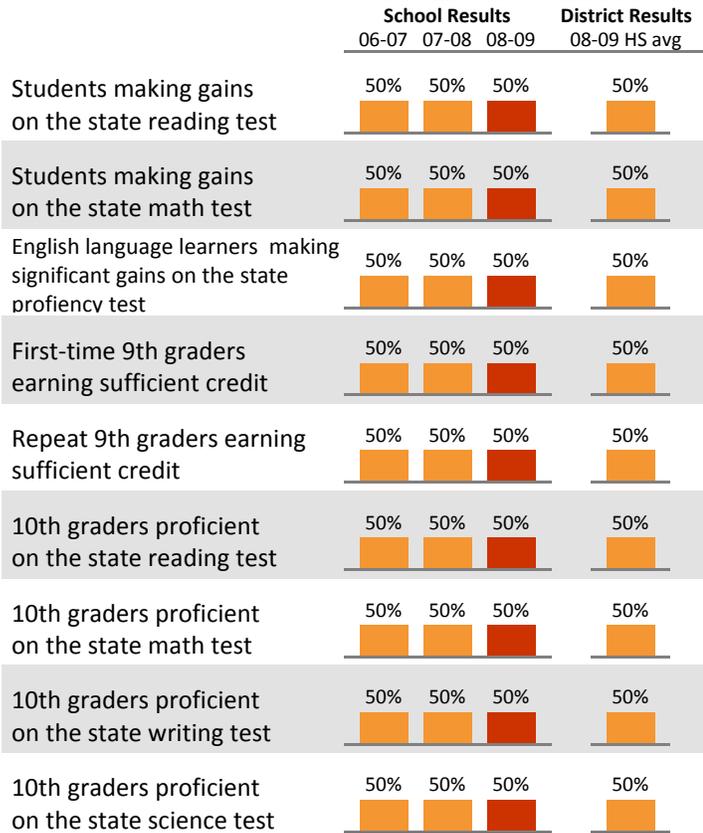
www.seattleschools.org/schools/

Preliminary Draft: For internal use only (as of 11-10-09)

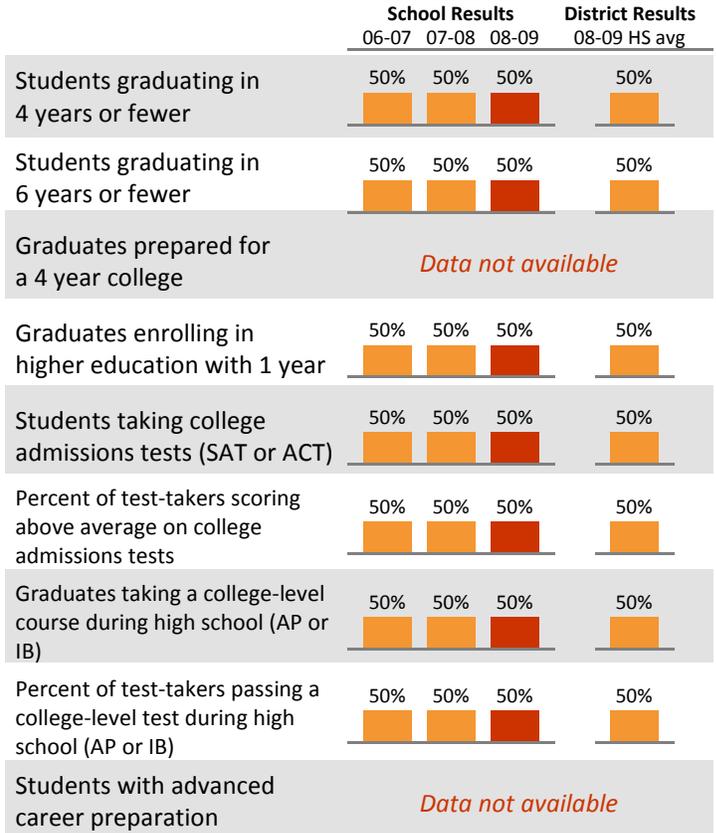
DRAFT

Students: 1,500
 # Teachers: 90 # Other Staff: 50
 Average class size: 20
 Average daily attendance: 95.0%
 Student mobility: 10%

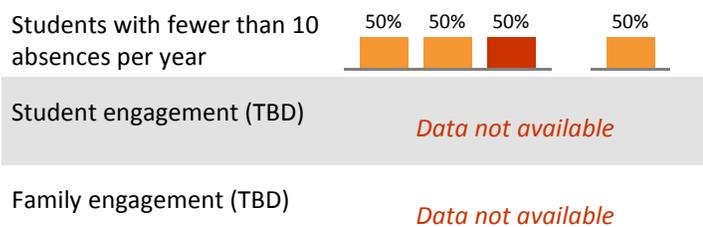
Academic Growth



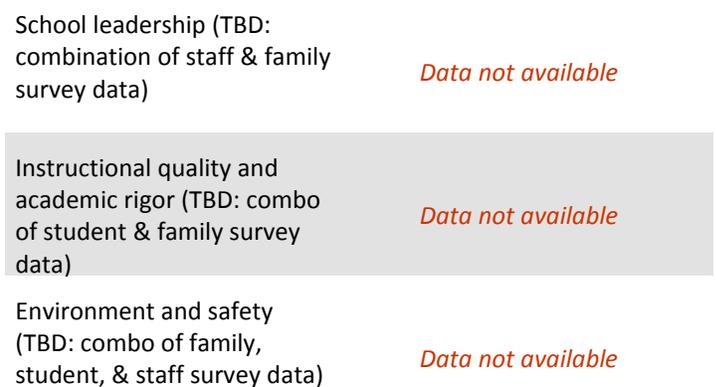
Student Outcomes



Student/Family Engagement



School Leadership, Instruction & Environment



National & State Measures

School Progress Status: **Made AYP**
 Percent of school progress criteria met: **100%**

School Demographics

Data as of October 1, 2008

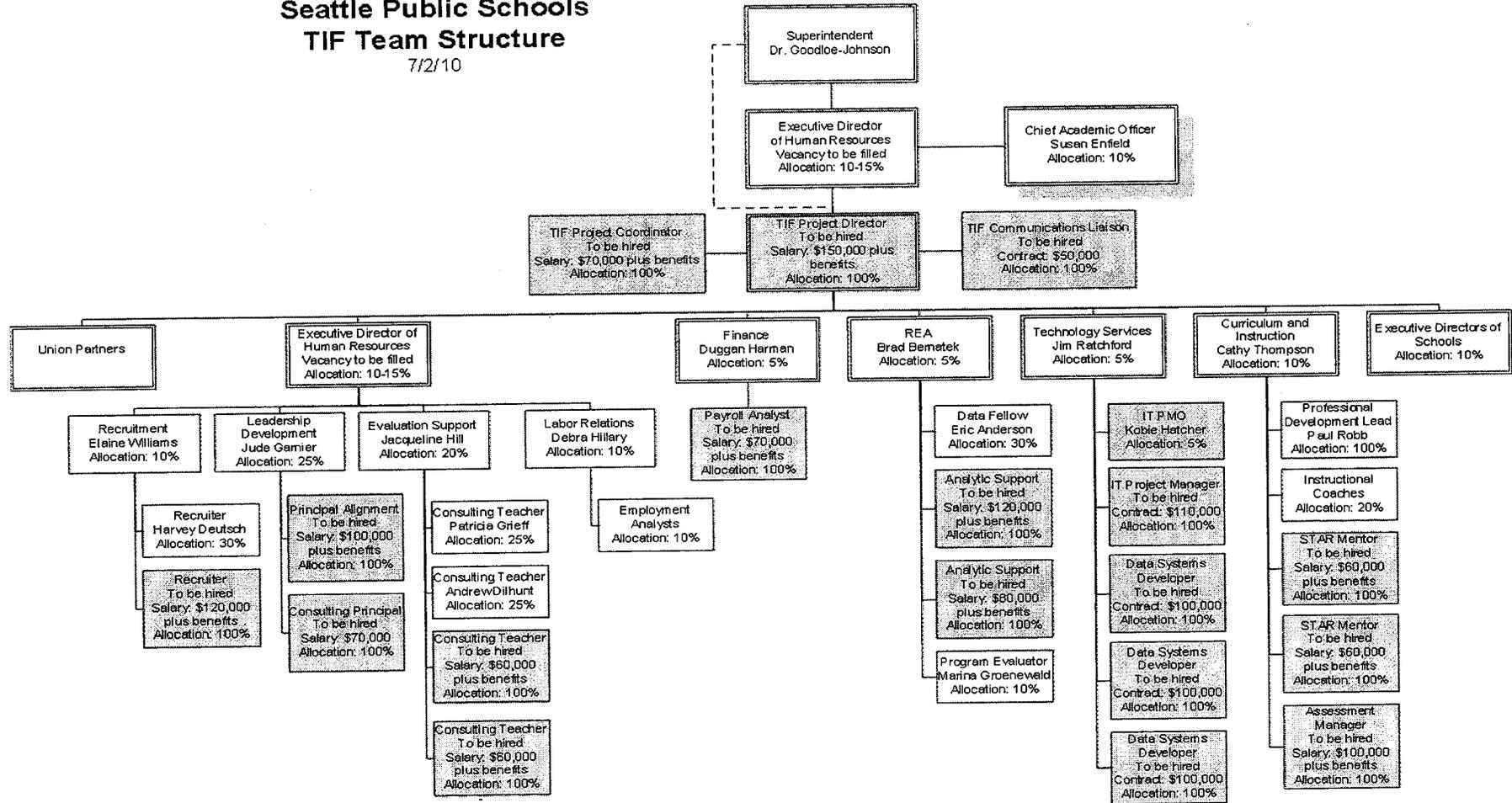
American Indian	2%
African American	23%
Chicano/Latino	11%
Asian	24%
White	40%
Free/Reduced Lunch	37%
English Language Learners	9%
Special Education	10%
Advanced Learning	3%

Student Proficiency on State Tests

	Reading		Mathematics	
American Indian	50%	↑ 5	50%	↑ 5
African American	50%	↑ 5	50%	↑ 5
Chicano/Latino	50%	↑ 5	50%	↑ 5
Asian	50%	↑ 5	50%	↑ 5
White	50%	↑ 5	50%	↑ 5
Free/Reduced Lunch	50%	↑ 5	50%	↑ 5
Eng. Lang. Learners	50%	↑ 5	50%	↑ 5
Special Education	50%	↑ 5	50%	↑ 5
Advanced Learning	50%	↑ 5	50%	↑ 5

* Families responding to survey: n/a; Students responding to survey: n/a; Staff responding to survey: n/a
 Percentage of students not tested on state test: n/a.

Seattle Public Schools TIF Team Structure 7/2/10



PRAward # S385A100135

e32

Budget Narrative

Budget Narrative

Attachment 1:

Title: **SPS-TIF Budget Narrative** Pages: **6** Uploaded File: **C:\Documents and Settings\kgcorrigan\Desktop\SPS-TIF Budget Narrative.doc**

SPS_TIF Budget Narrative

The budget narrative is organized around the primary functional categories laid out in the proposal. Following the narrative, planning year expenses are detailed in a table as are actual teacher and principal incentives. **The total grant request is for [REDACTED]**

Importantly Seattle Public Schools has drafted a plan and budget with a real sustainability plan. **In Year 1 of the proposal, SPS' contributions to the total project cost are less than 25%, but by Year 5, SPS is contributing more than 67% of the total project cost.** Over five years, SPS will build the internal financial and personnel capacity to carry this work forward after the term of the grant expires.

1. RECRUIT

There are three costs associated with the new recruitment strategy: (1) additional capacity (may be staff or contracted done as staff @ [REDACTED] year for three years), (2) communications assistance to help with the initial 'branding' (@ [REDACTED] for one year only); and (3) recruitment incentives (detailed more below).

Principal recruitment incentives are for high performing principals (both on the professional practice rubric and student growth targets) to take on roles at one of the high-need, low-performing schools. SPS aims to attract three (3) high performing principals each year to take on one of these schools (assumes normal attrition of about 10%/year creates openings). This would begin in year two. These will be one-time incentives of [REDACTED]. SPS will fully cover these costs.

Teacher recruitment incentives for 'service teachers' – Teachers teaching in non-high need schools who are among the top performing 10% - those who qualify for career opportunities, could receive an additional stipend if they move to a low-performing, high-need school. The stipend would be [REDACTED] year and ongoing. This would be available beginning in year 2 of the grant and would be fully funded by TIF in years two and three, 50% funded by TIF in year four, and fully funded by the district in year five (likely through levy funding). We've assumed that up to 10 teachers/year would take this opportunity.

2. MENTOR

There are two components of the mentoring strategy – one for teachers and one for principals. Only the teacher strategy has an associated cost for this grant and only for the first three years, after which SPS will cover the costs (likely through levy funding). With the expansion of the STAR program, new teachers would receive up to three years of support instead of one. This will require two (2) additional STAR mentors for the first three years of the grant, beyond which time SPS will cover the costs (likely through levy funding).

The second component is for principal mentors – principals who are high performing on both their professional practice rubric and have met their student growth targets are eligible to become mentors to principals in high-need schools. The costs for these - [REDACTED] stipend plus up to [REDACTED] in substitute costs – is being fully covered by SPS. It is estimated that about 15% of principals will be eligible (~13 people), and that one-third will decide to become mentors (~4). SPS will fully fund this annual cost of ~[REDACTED]

3. SUPPORT

Support will be provided to teachers and principals to help them understand the new expectations and to help be successful in meeting them. The primary cost for developing a PD system aligned to the new evaluation tool and expectations is staff time. The budget calls for a manager in Curriculum & Instruction to lead the development and roll-out process; associated costs include this person's salary for three years (no expected continued costs after the initial design, launch and support), and time for teachers to participate in the design process. The budget assumes that in year one, there will be 10 teachers who meet over eight (8) months for 2 hours/month to help with this process.

The principal alignment work will also require additional staff under HR's Leadership and Employee Performance group. One FTE will be required to help develop, launch and provide initial support for this work in the first three years of the grant.

A second component of the support work is the interventionist teachers (HRCT) and principals (HRCP), who provide intensive support to struggling staff. This proposal would add two HRCTs and one HRCP for the first three years, beyond which time SPS will cover the costs (likely through levy funding).

4. EVALUATE/ASSESS

Much of the work in this area is either already complete, underway or currently funded by SPS. The current outreach, communication and roll-out plan for teachers will be conducted within existing resources and scheduled PD time. The same work for principals will also not require extra time or personnel. The development of growth measures is well-underway but will require additional analytic support moving forward; we have budgeted for 1 FTE @ [REDACTED] for the first three years, after which time much of the calculations should be automated and the additional capacity needs should diminish.

Building a more robust assessment system to ensure that we have accurate, reliable data for the growth measures will require acquiring additional tests for some untested grades and subjects. The proposed plan would have SPS both purchase and develop additional assessments in high school subjects. Associated costs for this include annual assessment subscription costs for testing and processing/reporting is [REDACTED] which would be covered by TIF in year one for pilot testing in year two. TIF would cover full costs in year 2, 50% in year 3, and SPS would assume full responsibility in year 4. Additional capacity will be needed in Curriculum & Instruction to coordinate and provide quality assurance over the development and implementation of new assessments – 1 FTE @ [REDACTED] or 3 years.

5. RECOGNIZE/REWARD/RETAIN

The majority of costs fall into this category. Specifics follow:

- Principal incentive pay for high performers – We've assumed ~ 15% of principals in high need schools (~5 people) would be eligible for this annual bonus of [REDACTED] based on having met student growth targets. SPS will fully fund these costs.
- Teacher career growth opportunities for high performers – We've assumed that ~ 15% of teachers in the 34 high need schools (~132 teachers) will be eligible for career ladder opportunities and the associated additional pay (estimated at an average of [REDACTED]/teacher).

This would begin in year 3 of the grant and SPS will fund 50% of costs in year 5, and assume all responsibility for the future of the program after that point. SPS assumes that 10% of teachers for non- high need schools will be eligible for these career ladders – these are not covered by the TIF grant and will be fully covered by SPS (again, through anticipated levy funding).

In addition to the direct compensation cost for the career ladders, there is an associated cost for career ladder positions that require release time (e.g., mentor teacher). While we still have to work with our unions to define the specific job responsibilities of these positions, none of us wants to pull teachers out of the classroom more than is needed. To that end, we've assumed that only half of the career positions would come with release time (estimated at a .1FTE) and the other half – likely demonstration teachers – would come with an additional one hour/week of extra time (on top of the [REDACTED] stipend) for preparation for visiting teachers to the classroom. These are significant costs and are estimated to be fully funded by TIF for grant years three and four, and funded 50% by TIF and 50% by SPS in year five.

- Teacher incentives for teachers currently in high-need, low performing schools who are proficient in all and innovative in at least one area. The district will recognize those teaching in schools in the lowest performing segment AND who are proficient in all four categories and innovative in at least one area based on the new evaluation tool. These teachers would be eligible for a 'service teacher' stipend. The budget assumes this would be ~60% of the teachers in those ~15 schools (~250 teachers). The stipend would be [REDACTED] year and ongoing as long as the performance standards were met. This would be available beginning in year 2 of the grant and would be fully funded by TIF in years two and three, 50% funded by TIF in year four, and fully funded by the district in year five (likely through levy funding). This is similar to the recruitment strategy around attracting service teachers to low-performing, high-need schools.

6. OTHER ENABLING ELEMENTS

Overall Project Management

Project management costs include the following – salaries include benefits:

- TIF Project Director (100% FTE @ \$ [REDACTED] for five years) – position to be hired.
- TIF junior-level coordinator and communications assistant (one 100% FTE at [REDACTED] for five years)
- A payroll assistant to handle changes to payroll because of the career ladder/incentive opportunities before automation is available - @ [REDACTED] for first 3 years

Technology System Development

Seattle Public Schools has existing technical capacity to support some of the program requirements. Additional enhancements are needed for the Student Information System, Enterprise Resource Planning and Academic Data Warehouse. A new automated Employee Performance Evaluation system is also required. SPS has estimated the three-year design,

development and launch of this work to cost ██████, with most of the costs being contracted services and equipment/reporting tools.

SPS utilizes a Project Management methodology to ensure successful completion and maximum return on investment of District initiatives. A project manager will be hired for three years @ \$110K/year.

Project Evaluation

A professional evaluator will be contracted to design and conduct project outcome monitoring and an outcomes evaluation. The budget assumes a variable cost per year (█████ in year 1; ██████ in years 2 – 4; and ██████ in year 5) to accommodate initial project and evaluation planning as well as the creation of final deliverables, totaling ██████ over the grant period.

Travel

The only estimated travel costs are those required and specified by the grant.

Equipment, Supplies & Other

We have estimated basic office supplies, computer & phone needs, and printing and translation costs for each year.

PLANNING YEAR COSTS NARRATIVE (detail in budget)

		Estimated Time	Estimated Expense
	RECRUIT		
1	Develop recruitment strategy for teachers and principals	October-January	Internal staff time and some contracted help (costed below)
2	Additional recruitment capacity hired (internal or contracted) to execute on new plan by January	December- July	.8 of \$█████ ear
	MENTOR		
3	Two additional STAR mentors hired to extend mentoring	All year expense	2 @ ██████ ea
4	Differentiated mentor strategy outlined to extend up to three years	October-January	Internal staff time using existing STAR review panel
	SUPPORT		
5	Teacher PD aligned to new evaluation tool (teacher committee work)	October-May	10 teachers, 8 months, 2 hours/month
6	Management of teacher PD alignment work	Year-long position	1- 100% FTE
7	Management of principal PD alignment work	Year-long position	1- 100% FTE
8	Two add'l HRCTs hired to support struggling teachers	Year-long position	1 - 100% FTE
9	HRPT established and hired	Year-long position	1- 100% FTE
	EVALUATE/ASSESS		
10	New four-tier teacher evaluation tool rolled out to	October-June	Existing resources

	subset of schools with associated training		
11	New principal evaluation tool developed and rolled-out to subset of schools with associated training	October-June	Existing resources
12	Student growth models finalized, tested and shared	October-June	Existing staff & 2 100% FTEs (@ [REDACTED])
13	Requirements developed for new tech system, developers hired, outside solution selected	October-June	
RECOGNIZE/REWARD/RETAIN			
14	SPS, SEA & PASS refine career ladder approach and definitions	October-January	Existing resources
15	Workaround solution developed with payroll until system is fully automated	Year-long position	1- 100%FTE
OTHER			
16	Project Management (TIF Director and coordinator)	Year-long positions	2 – 100% FTE
17	Tech System scoping and initial development	Contracted services AND Project Mgr	[REDACTED] AND [REDACTED]
18	Project Evaluation	Contracted Svcs	[REDACTED]
19	Travel, supplies, equipment		[REDACTED]
	Total Planning Year Costs (from detailed budget)		[REDACTED]

SPS Contributions to the Project

	Y1	Y2	Y3	Y4	Y5	Total
Principal Recruitment incentives		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Teacher 'service teacher' recruit incents	\$0	\$0	\$0	[REDACTED]	[REDACTED]	[REDACTED]
Additional STAR Mentors				[REDACTED]	[REDACTED]	[REDACTED]
Principal Mentor Stipends		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
New HRCTs				[REDACTED]	[REDACTED]	[REDACTED]
New HRCP				[REDACTED]	[REDACTED]	[REDACTED]
Assessment subscription costs				[REDACTED]	[REDACTED]	[REDACTED]
Principal perf incentives		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Teacher career ladder oppts					[REDACTED]	[REDACTED]
Teacher release time assoc with career ladders					[REDACTED]	[REDACTED]
Teacher incentives for mid-high performing teachers in high need/low-perform schools				[REDACTED]	[REDACTED]	[REDACTED]
Personnel Time (see estimates noted in org chart)						[REDACTED]
Annual SPS Contribution	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	
Contributions as % of	23.91%	28.09%	22.25%	44.71%	67.05%	

total project cost						
TOTAL costs assumed by SPS during course of grant period						