

Middle School Linkage 2015-16 School Year Request for Investment

INTRODUCTION

The Office for Education Division (OFE) in the Department of Neighborhoods (DON) is requesting plans from Seattle Public Schools' (SPS) middle schools that seek an investment from the City of Seattle Families and Education Levy (Levy) approved by voters in 2011.

OFE will award up to \$235,000 in Middle School Linkage funding beginning in the 2015-16 school year. **Middle Schools seeking a Linkage investment must submit a Request for Investment (RFI) to be considered for funding.**

OFE uses a two-part process to deliver Levy programming. Part I is a Request for Qualifications (RFQ) process to determine which community organizations may partner with Levy funded Linkage middle schools. Schools do not participate in Part I. Part II is a Request for Investment (RFI) process in which eligible middle schools apply for Levy Linkage funding through a competitive process. Please see [Exhibit A](#) for more information regarding the RFQ and RFI processes.

2011 FAMILIES AND EDUCATION LEVY GOALS

Goals of the 2011 Families and Education Levy

- Children will be ready for school
- All students will achieve academically and the achievement gap will be reduced
- All students will graduate from school college/career ready

Levy investments will be used to advance the stated Levy goals with a particular focus on closing the achievement gap for low-income students, students of color, and English language learners. The Levy goals represent the ultimate purpose for the program investments.

LINKAGE SCHOOLS

The Levy will invest **up to \$235,000 in one or more Linkage Middle School(s)** during the 2015-16 school year. Linkage Middle Schools that are successful in the Request for Investment (RFI) process will receive Levy investments in exchange for achieving specific results related to their selected Levy outcomes and indicators. Each school will propose its own outcome and indicator measures and targets based on the needs of their students. OFE will then coordinate with selected Linkage Middle Schools to finalize outcomes, indicators, and targets based on an analysis of school-specific data and performance trends. Schools meeting their annual performance targets will continue to receive Levy funding for the remainder of the 2011 Levy (through the 2018-19 school year) barring changes to student population served.

All SPS middle schools and K-8s are eligible to apply for Linkage middle school funding. Linkage schools are assigned to different funding tiers based on the number of low-performing

students and/or students with multiple risk factors (see “Focus Students” in the [Key Terms](#) section of this RFI) enrolled in the school. A school’s SPS segmentation level designation is also taken into consideration.

Tier 1 Linkage schools may be awarded **between \$175,000 and \$235,000 for the 2015-16** school year and **Tier 2** Linkage schools will be awarded **between \$25,000 and \$50,000 for the 2015-16** school year with 25% of those funds contingent on meeting the school-specific outcome and indicator targets. The amount awarded to each school will depend on the level of need and the quality of the RFI plan submitted. The goal of the Middle School Linkage investment is to provide schools with the flexibility needed to implement the strategies that will best meet the needs of their focus students and ensure positive student results. Levy investments should be integrated into existing school systems to enable schools to align academic interventions and support services with specific student needs.

MIDDLE SCHOOL LINKAGE FUNDING TIERS
Tier 1 Linkage - \$175,000 - \$235,000 Whitman, Jane Addams
Tier 2 Linkage - \$100,000 - \$150,000 <i>(All eligible schools are currently funded)</i>
Tier 3 Linkage - \$25,000 - \$50,000 Catherine Blaine, Pinehurst, Seattle World School, TOPS
<i>Note: Aki, Broadview-Thomson K-8, Denny, Eckstein, Hamilton, Hazel Wolf K-8 (formerly Jane Addams K-8), Madison, Madrona, McClure, Mercer, Orca K-8, Pathfinder K-8, Salmon Bay K-8, South Shore Pk-8, Washington, Whitman are currently receiving Levy Innovation or Linkage Funds and do NOT need to participate in this RFI process to continue funding. Whitman may submit an RFI during this cycle to apply for Tier 1 Linkage funding. If the new RFI is approved, increased funding will become effective school year 2015-16. If the new RFI is not approved, Whitman will continue to operate according to the provisions of their approved spring 2012 RFI. Schools are not at risk of compromising current funding levels by submitting an RFI for additional funds.</i>

KEY TERMS

Outcomes and Indicators

The Levy uses performance measures to determine the impact of Levy-funded strategies on students’ academic performance. “Outcomes” measure progress toward the Levy goals. “Indicators” serve as supporting measures and assess progress toward the Outcomes.

*NOTE: All Linkage schools **must** have at least one Outcome pertaining to students meeting grade-level state standards on math and/or reading, after failing to do so the previous year.*

Outcomes:

1. Students advancing from Level 1 and Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) (math and reading)
2. Students advancing from Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) (math and reading)

3. Schools increasing the percentage of students meeting standard in 7th grade science and/or 8th writing from year to year

Indicators:

1. Students advancing from Level 1 to Level 2 or higher on one or more grade-level state tests (math and reading)
2. Students attaining high growth (as defined by the Office of Public Instruction) in reading or math on the state assessment
3. Students meeting or exceeding typical growth goals in math or reading according to the Measures of Academic Progress (MAP) assessment
4. Students passing all core courses each semester
5. Students absent fewer than 5 days per semester, excused or unexcused
6. English language learners making gains on state English proficiency test

Focus Students

Schools identify the subpopulations or “focus students” who are struggling academically or at risk of not graduating ready for college and/or a career. Schools implement Levy-funded strategies targeted at improving results for their focus students. Focus students are identified by the following risk factors:

- Failure to meet grade-level standard on state assessments
- Failure to make typical growth according to state assessments or the Measures of Academic Progress assessment
- Failure to make gains on the state English language proficiency test
- Scoring at a Level 1 or 2 on annual Washington English Language Proficiency Assessment or Placement Exam
- Failure to pass a core course in middle school
- Poor attendance, defined by missing 5 or more days per semester, excused or unexcused
- School entry after the beginning of the year

Areas of Concentration

The Levy goals are achieved by making investments in five “Areas of Concentration.” Schools develop and implement strategies in these five areas to improve academic results for their students. Schools’ efforts are then assessed through the Outcomes and Indicators linked to the following five different Areas of Concentration:

- A. Math/Science
- B. Reading/Writing
- C. Passing Classes
- D. Attendance
- E. English Language Acquisition

Key Components

Linkage schools must address **at least one** of the following five Key Components¹ in their RFI application:

- Extended in-school learning time
- Addressing non-academic barriers to learning and school success (social/emotional/behavioral support)
- Family involvement
- Out-of-school time programs
- College and career planning

“Key Components” refers to elements that are both required and/or recommended to be incorporated into schools’ service delivery models. The Key Components are research-based elements linked to achieving the Levy goals. The Levy considers the following Key Components as crucial elements to a successful Linkage middle school model:

1) Extended In-School Learning Time

Extended in-school learning time provides students with additional focused instruction from a certified teacher during the week and/or during school breaks. Schools’ extended in-school learning programming should provide:

- More time for students to master targeted academic skills
- Opportunities to build stronger relationships between teachers and students
- More time for planning, data analysis, and appropriate quality professional development for staff
- Opportunities for small group learning
- Standards-based instruction that provides students with the additional math or literacy learning opportunities aligned to their specific academic needs.
- Appropriate assessments daily and weekly to track student learning and determine when modifications in instruction need to be made.

Extended in-school learning time is a particularly effective strategy for improving the academic performance of English language learners (ELL) and students who lack proficiency in academic English. Characteristics of schools serving ELL students effectively include:

- All instructional staff (principal, teachers, and instructional aides) trained in language acquisition instructional strategies.
- A clearly articulated, research-based instructional strategy for English language learners. This includes everything from sheltered-immersion programs to late-exit bilingual classes.
- Supplemental materials that fill in gaps in core curriculum programs for English language learners.
- Appropriate assessments that allow teachers to monitor gains in English proficiency and content knowledge in subjects like math and science.

¹ See “Key Components” in the Families and Education [Key Terms](#) section of this RFI for more information.

2) Social/Emotional/Behavioral and Health Support (addressing non-academic barriers to learning and school success)

Barriers to student learning take on many different forms. The Levy intends to provide needed support to focus students by identifying and addressing non-academic barriers to learning, including social/emotional, behavioral or attendance issues. It is well documented that these types of issues have significant impact on a student's ability to succeed academically. By identifying and addressing the non-academic barriers to learning, schools provide support that students need, particularly at key transition points.

Schools addressing the non-academic barriers to learning may include, but are not limited to, the following strategies:

1. Case Management Support

- Provide intensive case management for focus students with multiple risk factors, as described in the Key Terms/Focus Students section.
- Provide a multi-tiered system of support through collaboration among principals, teachers, family support staff, nurses, school psychologists, counselors, school-based health providers, and/or other community-based providers to address physical and mental health issues.
- Connect students and families to social and health resources and supports in the community.
- Provide support to students and families encountering drug- and/or alcohol-related issues.

2. School and Family Connections

- Train families to access their student's school attendance and academic data (The Source). Facilitate internet access for families without home computers.
- Provide parents with information and resources they can use at home to help their students develop healthy behaviors and build academic skills to improve educational outcomes and be successful in school.
- Provide ongoing support and sustained follow-up among teachers, students, and parents to ensure that learning goals are met.

3. Attendance, Behavior and Discipline Support

- Equip students with the skills and knowledge necessary to recognize and manage emotions, make responsible decisions, solve problems, and establish positive relationships.
- Utilize multi-tiered strategies to address attendance and behavior issues of differing severity.
- Provide students encountering discipline issues with alternatives to suspension.
- Create structures for instructional staff to collaborate with nurses, school psychologists, counselors, Levy-funded school-based health centers and/or other community providers to address students' physical and mental health issues.

4. Transition Support

- Collaborate with elementary and/or high school staff to identify students requiring additional support services during transition points (5th to 6th, 8th to 9th).
- Implement intentional strategies to connect students to their school and an adult advocate.

- Educate students and families about what to expect when transitioning from elementary to middle school and from middle school to high school.

3) Family Involvement

Family involvement must be integrated into the school’s overarching plan. Successful family involvement strategies include those in which the school:

- Ensures families know how to access school attendance and academic data and information on their student (The Source).
- Provides internet access information for families without home computers.
- Provides families with information on what their student should know within each subject, at each grade level (e.g. Common Core Standards).
- Provides families with information regarding the academic skills and habits their student should develop to succeed in school and to get ready for post-secondary opportunities.
- Collaborates with community-based organizations that provide culturally and linguistically appropriate services to students and families (particularly immigrant and refugee families) and help families access these services.
- Conducts student-led conferences with teachers and family members.

4) Expanded Learning Opportunities

Expanded Learning Opportunities (ELO), such as Community Learning Centers, are learning opportunities outside of the structure of the regular school day or year. ELO programs recognize that student learning is important both in and outside of the classroom. Schools with effective ELO programming do the following:

- Maintain systems and protocols for routinely sharing student data with ELO provider(s).
- Implement programs and activities that are aligned with academic content standards and assessments (Common Core Standards).
- Implement quality assessment tools to improve practice.
- Provide students with the additional math or literacy learning opportunities aligned to their specific academic needs.
- Provide opportunities for small group learning (one-on-one tutoring, homework help, targeted small group instruction).
- Use appropriate assessments daily and weekly to track student learning and determine when modifications in instruction need to be made.
- Ensure that staff have appropriate professional development and materials to provide academic support to a variety of students including, English language learners, immigrants, and refugees.
- Implement quality assessment tools to improve practice.
- Provide targeted support during student transitions (5th to 6th, 8th to 9th).

LINKAGE RFI TIMELINE

Event	Date
RFI Issued	August 6, 2014
RFI Information Session Garfield High School Room TBD 400 23 Avenue Seattle, WA 98122	August 14, 2014, 4:00-5:00 p.m.

OFE-Issued School Data Reports Available Please email Isabel.Munoz-Colon@seattle.gov to request a School Data Report created by the Office for Education reflecting your students' information.	September 5, 2014
District School Data and Reporting Technical Assistance Session with the Department of Technology Services John Stanford Center for Educational Excellence Room TBD 2445 3 rd Avenue South Seattle, WA 98134	September 24, 2014 4:00 – 5:30 p.m. (Tentative)
Final day to ask questions	October 28, 2014, 5:00 p.m.
Responses Due*	November 4, 2014, 4:30p.m.
Review panel and school interviews	December 4-5, 2014
Notice of intent to award RFIs issued	December 19, 2014

*Dates following Responses Due date are approximate based on best estimates. OFE will publish updates to the timeline if needed.

INFORMATION SESSIONS AND RESOURCES

RFI Information Session

OFE will conduct an optional information session. Schools are highly encouraged, but not required to attend. The information session provides an opportunity for OFE to review the RFI submission requirements and for schools to ask questions and clarify any issues. Schools should review the RFI prior to attending the information session and be prepared to raise any concerns at the meeting. Failure to raise concerns over any issues at this opportunity will be a consideration in any protest filed regarding such items that were known as of this pre-proposal information session. Please plan to attend the session and bring a copy of the RFI with you.

Date	Time	Location
August 14, 2014	4:00-5:00 p.m.	Garfield High School Room TBD 400 23 Avenue Seattle, WA 98122

District Technical Assistance: Student Data

The district will conduct a technical assistance event focused on accessing and analyzing student data to assist applicants during the RFI development process. Applicants are strongly encouraged to attend the student data event to learn more about district-provided data reports and resources that may be useful when preparing your RFI response.

District Technical Assistance: Contact Information

Please contact the following SPS staff member with specific content-related questions.

Area	SPS Contact
Data	Cody Smedsrud clsmedsrud@seattleschools.org 206-252-0296
Early Learning	Cashel Toner cctoner@seattleschools.org 206-252-0093

English Language Acquisition (ELL) Seattle ELL Coaches	Ellen Barrett epbarrett@seattleschools.org 206-252-0233 Elizabeth Urmenita Elurmenita@seattleschools.org 206-252-0073
Family Support Program	Alesia Jessi amjessie@seattleschools.org 206-252-0850
Finance	Contact school-specific budget analyst: North East: Cheryl Klinker clinker@seattleschools.org 206-252-0096 North West: Alex Januzzi acjanuzzi@seattleschools.org 206-252-0244 West Seattle: Sherry Johnson shjohnson@seattleschools.org 206-252-0246 Central: Pat Roe pmroe@seattleschools.org 206-252-0240 South East: Vacant 206-252-0094 Call for staff routing
Human Resources/ Labor Relations	TBD
Literacy/Language Arts	Kathleen Vasquez kavasquez@seattleschools.org 206-252-0234
Mathematics	Anna Box ambox@seattleschools.org 206-252-0992
Multi-Tiered Systems of Support (MTSS)	Shauna Heath slheath@seattleschools.org 206-252-0050
Special Education	Zakiyyah McWilliams zbmcwilliams@seattleschools.org 206-252-0083
School Family Partnerships/ Equity and Race	Bernardo Ruiz bjruiz@seattleschools.org 206-252-0693

RFQ Approved Providers

Individuals and organizations must be approved through the Levy's RFQ process to contract with schools for amounts exceeding \$5,000 per school year. Applicants are strongly encouraged to visit OFE's website (<http://www.seattle.gov/office-for-education/our-partners/community-based-organizations>) to view a list of approved providers and their Request for Program

Information (RFPI) and one-page overviews, if provided. Updated, optional one-page summaries will be posted to the website above by September 1, 2014.

RFI Questions and Answers

If you need further information or have additional questions regarding the RFI, please email Isabel.Munoz-Colon@seattle.gov. All RFI questions must be submitted via email by **October 28, 2014, 5:00 p.m.** OFE will make every attempt to post responses to all received questions within 48 hours or two business days to the following website: <http://www.seattle.gov/office-for-education/funding-opportunities>.

RFI Materials

All RFI awarded applications, including excerpts of previously approved Linkage RFIs, are available electronically at <http://www.seattle.gov/office-for-education/our-partners/schools>.

INSTRUCTIONS TO APPLICANTS

Response Guidelines:

Responses to each of the attachments below must follow the page limits specified in the instructions for each attachment. All narrative responses must be on 8½" X 11" paper, typed or word-processed, single- or double-sided, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, with all attachments stapled together.

The following RFI submission requirements are required to constitute a complete application:

- Attachment 1: Cover Sheet
- Attachment 2: School Narrative –*Optional*
- Attachment 3: Data Analysis Summary
- Attachment 4: Data Sample
- Attachment 5: Work Plan Summaries
 - Attachment 5A: Math/Science
 - Attachment 5B: Reading
 - Attachment 5C: Passing Courses
 - Attachment 5D: Attendance
- Attachment 6: Management and Oversight Plan
- Attachment 7: Annotated Budget

ATTACHMENT 1: COVER SHEET

MIDDLE SCHOOL LINKAGE RFI

School Information:

School name:	
School address:	

Principal's Contact Information:

Name:			
Day/Work phone:			
Email address:			
Signature:		Date:	

Additional Staff Member's Contact Information:

Name:			
Title:			
Day/Work phone:			
Email address:			
Signature:		Date:	

ATTACHMENT 2: SCHOOL NARRATIVE – OPTIONAL

NOTE: Attachment 2 is optional. Schools' narratives will be reviewed by evaluators, but not scored.

Responses to the optional School Narrative are not to exceed **2 pages** (8½" X 11"), single- or double-sided, typed or word-processed, size 12 font, with 1-inch margins, single- or double-spaced, page-numbered, and stapled with all other attachments. Responses beyond 2 pages will not be reviewed.

The School Narrative section is not scored by reviewers. The school narrative serves two key purposes:

1. To provide an opportunity for schools to set the context for how Levy investments would further support their strategies and efforts to improve student achievement, and
2. To help reviewers understand the schools' successes and challenges.

Though this section is not scored, RFI reviewers will read applicants' school narrative carefully when evaluating their proposals. Please include any background information that will help reviewers better understand your school context and proposed levy strategies. Prompts applicants may choose to consider when completing the optional School Narrative section include:

- What are your current goals and/or outcomes for your students and your school?
- What are the unique qualities of your school that should be considered by reviewers when evaluating your RFI?
- What other strategies and partnerships are you currently employing to address the academic and non-academic needs of struggling students and how would Levy dollars further support these efforts?

Please feel free to consult your Continuous School Improvement Plans (CSIP) or, if you are a Priority, Focus, and Emerging School, your Initial Action Plan to the Office of Student and School Success at OSPI when writing your school narrative.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

Responses to the Data Analysis Summary are not to exceed **6 pages** (8½" X 11"), single- or double-sided, typed or word-processed, size 12 font, with 1-inch margins, single- or double-spaced, page-numbered, and stapled with all other attachments.

Each school must analyze its own historical data in order to develop a work plan for the RFI. Please conduct a thorough analysis of your school's data to identify which specific student populations are struggling and in what areas.

OFE expects that schools will diagnose the specific academic needs of struggling students. For example, identify specific strands within a content area (e.g. phonemic awareness, number sense, reading comprehension, etc.) that schools need to address later as part of your Work Plan.

Please email Isabel.Munoz-Colon@seattle.gov to request a School Data Report created by the Office for Education reflecting your students' information. OFE strongly encourages schools to consult district Academic Data Warehouse reports, district Risk Assessment Report, and any school-created data reports when answering the questions below. Please feel free to insert graphs, tables, or data excerpts into your narrative, as appropriate, to support your analysis.

Please do not include identifiable student information in your submittal. For example, do not include student names, student identification numbers, or birthdates.

You do not need to rewrite the entire question when responding; just reference the question number.

Part I: Data Analysis

Please analyze your school's data and then answer the questions listed below. Please answer each question in narrative form including graphs, tables, and statistics as appropriate.

Schools applying for **Linkage Tier 1** investments may restrict their data analysis focus to **2-3 areas of concentration**.

Schools applying for **Linkage Tier 3** investments may restrict their data analysis focus to **1-2 areas of concentration**. The areas of concentration selected should be the same as the areas discussed in Attachment 5: Work Plan Summaries.

5 Areas of Concentration

1. Math and/or Science
2. Reading and/or Writing
3. Passage of Core Courses
4. Attendance
5. English Language Acquisition

- 1) **What high-level and subgroup-level trends are you observing?** Identify and discuss the key academic and non-academic trends within your school in terms of the Levy Outcomes and Indicators described in the Key Terms section of this document. Please discuss specific trends by subgroup. In what areas/measures are students improving or declining?
- 2) **Which subpopulations appear to be struggling?** Describe which specific student populations appear to be struggling and require academic and/or non-academic interventions. Please reference your data in your response.
- 3) **What are the primary skill gaps or other barriers to success for the subpopulations identified in the previous question?** Please discuss the specific academic and non-academic skills and knowledge your identified struggling subpopulations could strengthen.

ATTACHMENT 4: DATA SAMPLE

Schools **must provide at least one example** that demonstrates how the school uses data to identify student needs, assess student mastery, and/or measure progress towards goals. Schools may include samples from quantitative or qualitative data reports used to complete Attachment 3: Data Analysis Summary and/or Attachment 5: Work Plan Summaries or from existing documents used by school-level staff. **The data sample(s) do not count towards your page response limit.**

Below is a non-exhaustive list of example data applicants may submit.

- Spreadsheets containing student-level academic data (e.g. MAP, MSP, attendance) and non-academic data (e.g. student demographic information) used to identify at-risk students and determine appropriate intervention strategies.
- Graphs and data analysis summaries showing show pre- and post-academic and non-academic outcomes for your students or your program as a whole.
- Data from applicant's quality improvement or self-analysis plans.
- Samples of tracking forms and/or learning and service plans that will be used by staff to monitor progress of students.

Please do NOT include the following in your data sample(s):

- Identifiable student information in your submittal (e.g., student names, identification numbers, or birthdates)
- Program flyers and brochures
- Studies or evaluations of your school or programs within your school
- Links to data, studies or reports. Links embedded in the narrative will not be opened and therefore will not be considered as part of the RFI.

Please note the following when submitting your data sample(s):

- Insert a header titled “[Applicant Name] Attachment 4: Data Sample” onto each page.
- Staple data samples in order with the other attachments.

ATTACHMENT 5: WORK PLAN SUMMARIES

See table below for cumulative page limits. Documents must be single- or double-sided, typed or word-processed, size 12 font, with 1-inch margins, single- or double-spaced, page-numbered, and stapled with all other attachments.

Having completed a detailed analysis in Attachment 3: Data Analysis of which student populations are struggling, please now describe your work plan for improving these students' results. Complete the Work Plan Summaries by (1) identifying the specific struggling subpopulations who will serve as your "Levy focus students," (2) describing the strategies you will implement to improve these students' academic performance, and (3) specifying the results you are committed to achieving to measure the effectiveness of your efforts.

Attachment 5: Work Plan Summaries comprises five distinct plans based on each of the five Areas of Concentration:

- Attachment 5A: Math and/or Science
- Attachment 5B: Reading and/or Writing
- Attachment 5C: Passing Classes
- Attachment 5D: Attendance
- Attachment 5E: English Language Acquisition

There are four main requirements for Linkage Schools' Work Plan Summaries. Please read instructions carefully as submission requirements differ based on Linkage funding tier. Linkage schools are encouraged to focus their smaller investment on fewer strategies and focus students served to ensure a measurable impact.

Requirements for Work Plan Summaries

Requirements for completing each work plan	Linkage Tier I	Linkage Tier 3
#1) Areas of Concentration: <u>Guiding Question:</u> In what areas will you focus your strategies?	Choose 2-3 Areas One area must be either Math/Science <u>OR</u> Reading/Writing.	Choose 1-2 Areas One Area must be either Math/Science <u>OR</u> Reading/Writing
#2) Focus Students: <u>Guiding Question:</u> Who will you target with your different strategies?	Identify 1-3 subpopulations per Area of Concentration. Aim to serve $\geq 60^*$ students.	Identify 1-3 subpopulations per Area of Concentration. Aim to serve $\geq 40^*$ students.
#3) Outcomes & Indicators: <u>Guiding Question:</u> What measures will you evaluate to know whether your strategies are improving results for your focus students?	Select at least 2-3 total measures; 1 per Area of Concentration. Must select at least 1 Outcome from list below.	Select at least 2-3 total measures; 1 per Area of Concentration. Must select at least 1 Outcome from list below.
#4) Key Components: <u>Guiding Question:</u> How will your plan include the key elements of effective interventions?	Incorporate 1-2 Key Components into one or more Area of Concentration	Incorporate 1-2 Key Components into one or more Area of Concentration
Cumulative Page Limit	7 pages	5 pages

*Focus student numbers are rough estimates and will vary considerably depending on outcome/indicators selected (e.g. number identified may be lower for attendance and higher for passing courses), school funding level, and the magnitude of the outcome/indicator results expected.

Key Terms

Note: Please review the Key Terms section of this RFI for more information on each of the Key Components referenced below.

#1) Areas of Concentration:

- Attachment 5A: Math and/or Science
- Attachment 5B: Reading and/or Writing
- Attachment 5C: Passing Classes
- Attachment 5D: Attendance
- Attachment 5E: English Language Acquisition

#2) Focus Students: Please consult your Attachment 3: Data Analysis Summary to determine which struggling student subpopulations you will target.

#3) Outcomes & Indicators:

Outcomes: (**REQUIRED:** All Linkage schools must select at least one outcome in their overall Work Plan. Schools are not required to have an outcome within each Area of Concentration.)

1. Students advancing from Level 1 and Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) (math and reading)
2. Students advancing from Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) (math and reading)
3. Schools increasing the percentage of students meeting standard in 7th grade science and/or 8th writing from year to year

Indicators:

1. Students advancing from Level 1 to Level 2 or higher on one or more grade-level state tests (math and reading)
2. Students attaining high growth (as defined by the Office of the Superintendent of Public Instruction) in reading or math on the state assessment
3. Students meeting or exceeding typical growth goals in math or reading according to the Measures of Academic Progress (MAP) assessment
4. Students passing all core courses each semester
5. Students absent fewer than 5 days per semester, excused or unexcused
6. English Language Learners making gains on state English proficiency test

IMPORTANT: Schools must complete an Outcome/Indicator table for each required Area of Concentration. Please read the instructions below for guidance on completing the table. An example of a completed table is included in [Exhibit C](#).

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2013-14				Projected Results – SY 2015-16	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (6-8)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

Instructions:

1. (A) – Enter an outcome or indicator from the list provided. Schools may use the same measure more than once for different focus populations.
2. (B) – Identify the specific students or “Levy focus population” you will target for services.
3. (C) – Enter the number of students in SY 2013-14 who fall in your Levy focus population identified in (B).
4. (D) – Divide (C) by the total number of 6th – 8th graders enrolled in SY 2013-14. Estimate numbers to the best of your ability.
5. (E) – Of (C), enter the number of Levy focus students who achieved the outcome or indicator in SY 2013-14.
6. (F) – Divide the number of students in (E) by (C) to derive the % of Levy focus students who achieved the outcome or indicator.
7. (G) – Enter the number of Levy focus students you expect to meet the outcome/indicator in SY 2015-16. For this exercise, assume that the total number of Levy focus students served is roughly equivalent to the actual number in SY 2013-14 (C).
8. (H) – Divide (G) by (C).

#4) Key Components:

1. Extended In-School Learning Time
2. Social/Emotional/Behavioral and Health Support
3. Family Involvement
4. Out-of-School Time/Expanded Learning Opportunities

Notes:

- If your school is addressing any area of concentration or key component with other funds, please briefly describe in your narrative how you are leveraging other funds to support these strategies.
- Please see [Exhibit C](#) for an example of a completed Work Plan Summary table.

ATTACHMENT 5A: MATH/SCIENCE WORK PLAN SUMMARY

Area of Concentration A: Math/Science

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2013-14				Projected Results – SY 2015-16	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students

- a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the five Key Components (see “Key Components” in the [Key Terms](#) section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (e.g. research, studies, results, etc. from implementation at similar schools).
- d. If you are leveraging other funds to support these strategies, please identify them here. Explain how these supplemental funds will be used to support your strategies.

III. Key People

- a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

ATTACHMENT 5B: READING/WRITING WORK PLAN SUMMARY

Area of Concentration B: Reading/Writing

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2013-14				Projected Results – SY 2015-16	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students

- a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the four Key Components (see “Key Components” in the [Key Terms](#) section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (e.g. research, studies, results, etc. from implementation at similar schools).
- d. If you are leveraging other funds to support these strategies, please identify them here. Explain how these supplemental funds will be used to support your strategies.

III. Key People

- a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

ATTACHMENT 5C: PASSING COURSES WORK PLAN SUMMARY

Area of Concentration C: Passing Classes

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2013-14				Projected Results – SY 2015-16	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students

a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the four Key Components (see “Key Components” in the [Key Terms](#) section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (e.g. research, studies, results, etc. from implementation at similar schools).
- d. If you are leveraging other funds to support these strategies, please identify them here. Explain how these supplemental funds will be used to support your strategies.

III. Key People

a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

ATTACHMENT 5D: ATTENDANCE WORK PLAN SUMMARY

Area of Concentration D: Attendance

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2013-14				Projected Results – SY 2015-16	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students

- a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the four Key Components (see “Key Components” in the [Key Terms](#) section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (e.g. research, studies, results, etc. from implementation at similar schools).
- d. If you are leveraging other funds to support these strategies, please identify them here. Explain how these supplemental funds will be used to support your strategies.

III. Key People

- a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

ATTACHMENT 5E: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY

Area of Concentration E: English Language Acquisition

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2013-14				Projected Results – SY 2015-16	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students

a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the four Key Components (see “Key Components” in the [Key Terms](#) section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (e.g. research, studies, results, etc. from implementation at similar schools).

III. Key People

a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

V. Leveraged Funds

- a. If you are leveraging other funds to support these strategies, please identify them here.
- b. Explain how these supplemental funds will be used to support your strategies.

ATTACHMENT 6: MANAGEMENT AND OVERSIGHT PLAN

*Responses to the Management and Oversight Plan are not to exceed **4 pages** (8½" X 11"), single- or double-sided, typed or word-processed, size 12 font, with 1-inch margins, single- or double-spaced, page-numbered, and stapled with all other attachments.*

A school's ability to effectively implement their proposed Levy strategies and achieve their student outcomes depends upon having strong leadership, committed staff members, and systems and structures in place to continuously monitor student progress and make course corrections. Please provide a rationale for why your school is well positioned to be successful if awarded Levy funds.

You do not need to rewrite the entire prompt, just the headings in the following order:

A. Leadership, Planning, and Implementation

B. Tracking to Results

A. Leadership, Planning, and Implementation

Please discuss the key staff members and partners involved in the development and implementation of your Levy strategies as well as the barriers to ensuring you achieve your proposed results.

1. Describe the decision-making process you led in your school to secure buy-in from your staff, to identify student needs, and to determine effective strategies to remediate. Describe the results of your efforts.
2. (As applicable) Describe how you included community partners in the RFI planning process. Detail the plan you have in place to ensure community partners continue to have input in program implementation.
3. Identify the key people within your school who will lead your Levy-funded strategies. Please describe the expertise they possess and their specific roles and responsibilities in supporting your implementation efforts. Please list someone from each of your partner organizations if applicable.
4. Discuss the challenges you anticipate facing when implementing your strategies and the steps that you will take to mitigate. Please discuss implementation-related issues, do not discuss student or family-related challenges.

B. Tracking to Results

Please identify the ways in which staff members from classroom instructional teams to your building leadership and community partners will continuously monitor student progress and modify strategies based on regular and systematic feedback (e.g. formative assessments, observations, student work). Please describe systems that you will enact if awarded Levy investments.

1. Describe a specific example of when you have used data to diagnose student needs, develop and implement a strategy, monitor progress, and, if applicable, make course corrections to achieve the desired outcome.
2. Describe the data monitoring process(es) and systems you have in place or will put in place to routinely evaluate the effectiveness of implemented strategies and to make course corrections as needed. Please be specific about any assessments you use/ or will use, the frequency you will collect this data, and the strategies these assessments or data will inform.

3. Discuss the frequency of monitoring efforts as well as staff members responsible for overall tracking of student performance. Please be specific about who will participate in conversations and how frequently.
4. Explain how you determine or will determine on an on-going basis whether focus students are on course to achieve Levy results.
5. If applicable, briefly describe how your school and community partners will routinely and systematically collaborate to access, discuss and use data, as appropriate, to track and monitor student progress towards desired results and adjust implemented strategies as needed.

ATTACHMENT 7: ANNOTATED BUDGET

Complete the Tier 1 or Tier 2 Middle School Linkage Annotated Budget Template in Excel format to outline the personnel and non-personnel items you intend to fund with Levy dollars. Itemize commitment items and for each: (1) provide a brief description, (2) specify the low- and high-range budget, and (3) cite the related Levy Area of Concentration, Key Component, and Outcome/Indicator. Additionally, please provide a description of key job responsibilities for all personnel expenditures.

Important Notes:

- A sample annotated budget is included in the Annotated Budget Template Excel file in tab "Sample."
- The budget references two key terms: "**base pay**" and "**performance pay**." Schools are awarded 75% of their annual investment up front as base pay. Schools will itemize expenditures in Table 1 and Table 2 of Attachment 7: Annotated Budget Template equal to their anticipated base pay. Receipt of the remaining 25% of funds is contingent upon schools meeting their performance targets. Depending upon the outcomes and indicators selected, schools performance payments may be disbursed following semester one, semester two, or upon SPS' release of state assessment scores in the subsequent fall.
- The budget template requires you to develop **two budget scenarios**. One scenario should be close to the higher end of the RFI range and the second scenario should estimate your costs at the lower end of the RFI range. The high-range budget should tie directly to the proposed strategies outlined in your Work Plan Summaries (Attachment 5).
- Schools should complete Linkage budget template (Tier 1 or Tier 2), not both.
- It is recommended that applicants do not use the average cost for FTE salary and benefits but instead personnel estimates should represent close to the maximum the salary & benefit range for that position. OFE will not cover cost of staff if it exceeds the total Innovation grant amount.
- Please work with your budget and human resources analysts to complete the budget template.
- Personal service contracts must comply with collective bargaining agreements.

PROCESS AND CRITERIA FOR EVALUATING RFIs

Part I: Technical Compliance Review

An RFI submission must contain the checklist items below to be considered technically compliant. If the checklist items are absent or incomplete, the proposal may be deemed not technically compliant and may not be evaluated further. OFE reserves the right to waive immaterial defects or irregularities in any submittal and to conduct follow-up phone calls to obtain additional information from complete RFIs, where clarification is needed. OFE reserves the right to screen applicants without further discussion of the application submitted.

Compliant	Technical Compliance Checklist
<input type="checkbox"/> Yes	Submitted on Time (4:30 pm, November 4, 2014)
<input type="checkbox"/> Yes	Submitted 6 hard copies to OFE
<input type="checkbox"/> Yes	Submitted electronic copy to EducationOffice@seattle.gov
<input type="checkbox"/> Yes	Submitted electronic copy correctly: RFI in PDF or Word; Budget in Excel
<input type="checkbox"/> Yes	Attachments are typed, single- or double-sided, size 12 font, 1-inch margins, single-or double-sided, and all attachments stapled together as one document
<input type="checkbox"/> Yes	Submitted required Attachments

Part II: Rating RFI Applications

All technically compliant RFI submissions are then reviewed by a panel of internal and external evaluators and assigned a score based on the rating criteria described below.

Rating Criteria	Linkage Weight
1) Data Analysis Summary – Attachment 3	
<ul style="list-style-type: none"> • Identifies subgroup-level academic trends • Identifies specific sub-groups requiring interventions • Identifies the underlying academic skills/knowledge and non-academic barriers affecting students' performance and links to data referenced • Substantiates assumptions by citing quantitative and qualitative data 	15
2) Work Plan Summaries – Attachment 5	
A. Focus Students <ul style="list-style-type: none"> • Articulates a clear rationale for choosing focus students • Identifies a reasonable number of focus students to serve 	5
B. Outcome and Indicators <ul style="list-style-type: none"> • Selects outcomes, indicators and targets that reflect students' needs, RFI requirements, and Levy goals • Proposes targets that are realistic, impactful, and aggressive towards achieving Levy goals 	5
C. Strategies <ul style="list-style-type: none"> • Clearly linked to student needs • Fall within stated RFI requirements • Maximize both positive impact on student performance and likelihood of achieving performance targets 	20

<ul style="list-style-type: none"> • Incorporate key components into strategy development and implementation in accordance with RFI requirements and Levy goals • (If applicable) Leverage other resources appropriately and effectively 	
<p>D. Key People</p> <ul style="list-style-type: none"> • Roles and responsibilities are clearly defined • Staff assignments are appropriate for the strategy being implemented 	5
<p>E. Partnerships and Collaborative Efforts <i>(If applicable)</i></p> <ul style="list-style-type: none"> • Reflect an approach to partnerships that is well coordinated with clear roles and deliverables for each partner • Utilize community partnerships effectively to address the needs of focus students 	10
3) Management and Oversight Plan – Attachment 6	
<p>A. Leadership, Planning, and Implementation</p> <ul style="list-style-type: none"> • Provides evidence of school and community partner (including early learning provider) buy-in of proposed work plan • Reflects approach that is inclusive and effectively leverages support from school staff and, if applicable, community partners • Identifies appropriate key people to organize and manage implementation Levy investment • As applicable, demonstrates how community-based partners are integrated into ongoing implementation of strategies • As applicable, demonstrates clear understanding of possible barriers to success and strong potential for effectively navigating those barriers 	15
<p>B. Tracking to Results</p> <ul style="list-style-type: none"> • Provides a specific example of previous experience using data to identify a student need, develop and implement a strategy, monitor progress, and, if applicable, make course corrections to achieve the desired outcome • Demonstrates strong capacity to effectively monitor strategy implementation and to make course corrections as needed. • Identifies a coherent monitoring plan including identifying staff members responsible for tracking student performance and the frequency of monitoring efforts. • Explains how school will determine on an on-going basis whether focus students are on course to achieve Levy results • As applicable, demonstrates how community-based partners will have access to academic data of focus students • As applicable, demonstrates routine and systematic data sharing between school and community partners 	25
4) Annotated Budget – Attachment 7	
<ul style="list-style-type: none"> • Proposes a high-range budget aligned to Attachment 5: Work Plan Summaries 	10

<ul style="list-style-type: none"> • Clearly describes expenditures and makes connections to how they connect to specific areas of concentration and/or strategies • Prioritizes expenditures to maximize quality and effectiveness of implementation • (If applicable) Leverages other resources effectively 	
Maximum Rating	110

Evaluation Process

As part of the evaluation process, OFE may ask applicants to provide additional information and/or address certain question to clarify their plan. OFE may request a phone conference or an in-person meeting. Please see the timeline on Pages 6-7 to confirm dates on which these meetings may occur. Additionally, the review panel may request an in-person interview with school teams. The interviews provide an opportunity for evaluators to clarify elements of the submitted application. Schools should bring key people and relevant partners to these meetings. Please limit the number of attendees to 6 people.

Contract Negotiations

If an RFI is selected for funding, the applicant school should be prepared to accept the terms they proposed for incorporation into a contract resulting from this RFI.

RFI applicant schools should be prepared to discuss and negotiate aspects of their RFI prior to completing the contract. These aspects may include but are not limited to the amount of funding, the proposed targets, and/or proposed strategies.

OFE reserves all rights not expressly stated in the RFI, including award of partial funding and negotiating with any applicant regarding the amount of funding and other terms of any contract resulting from this RFI. If OFE and any school selected under this RFI are unable to come to agreement on a final contract, OFE may, in its discretion, choose not to provide funding.

Information about contract requirements is included in [Exhibit D](#).

RESPONSE SUBMISSION

Paper and electronic responses must be received by Tuesday, November 4, 2014 at 4:30 p.m. Please mail or hand-deliver **six (6) paper copies** of your RFI to the address provided below. All RFI attachments must be stapled together into one document. You must also submit the files by email (see instructions below).

Reminders:

- Links embedded in the narrative will not be opened and, therefore, will not be considered as part of the RFI
- Do not include Annual Reports
- Do not include student-identifiable data
- Do not include Letters of Support

1. Submit six (6) paper copies:

By US mail: Office for Education
 RFI – Middle School Linkage
 P.O. Box 94649
 Seattle, WA 98124-4649

Hand-deliver
 or FedEx/UPS: Office for Education
 RFI – Middle School Linkage
 Seattle Municipal Tower
 700 5th Avenue, Suite 1700
 Seattle, WA 98104

2. Email an electronic copy to: EducationOffice@seattle.gov

- You will submit two files only: (1) RFI in MS Word or Adobe PDF and (2) RFI Budget in Excel.
- Please use the following naming convention for the electronic files:

RFI: ***SchoolName_MiddleRFI***. Ex. *XYP_MiddleRFI*
Budget: ***SchoolName_MiddleRFI_Budget***.
 Ex. *XYP_MiddleRFI_Budget*

- Use the same format for your email Subject Heading: [SchoolName]_MiddleRFI.

Please direct submittal process questions to Isabel Muñoz-Colón at e-mail Isabel.Munoz-Colon@seattle.gov or phone 206-684-7657.

Please use the following checklist to ensure a complete submission.

Complete	RFI Checklist Items
<input type="checkbox"/> Yes	Attachment 1: Cover Sheet - Cover sheet completed
<input type="checkbox"/> Yes	Attachment 2: School Narrative – <i>Optional</i> – Completed, if desired, and does not exceed 2 pages.
<input type="checkbox"/> Yes	Attachment 3: Data Analysis Summary completed and does not exceed 4 pages.
<input type="checkbox"/> Yes	Attachment 4: School-Level Data Sample(s) attached.

Complete	RFI Checklist Items
<input type="checkbox"/> Yes	School-Level Data Sample(s) does not include identifiable student information and meet the guidelines outlined in Attachment 4.
<input type="checkbox"/> Yes	Applicable Attachment 5: Work Plan Summaries completed) and do not exceed <u>7 pages cumulatively</u> , including tables.
<input type="checkbox"/> Yes	Work Plan Summaries include at least one outcome where students meet grade-level state standards on math and/or reading, after failing to do so the previous year.
<input type="checkbox"/> Yes	Attachment 6: Management and Oversight Plan completed and does not exceed 4 pages.
<input type="checkbox"/> Yes	Attachment 7: Annotated Budget completed in Excel with both a lower and higher end range.
<input type="checkbox"/> Yes	Applicable attachments 2, 3, 5, and 7 are typed, single- or double-spaced, page-numbered, size 12 font, 1-inch margins, single- or double-spaced, page-numbered, and all attachments stapled together as one document
<input type="checkbox"/> Yes	Electronic copy submitted correctly (RFI in PDF or Word, Budget in Excel) to EducationOffice@seattle.gov by 4:30 p.m., November 4, 2014.
<input type="checkbox"/> Yes	RFI complete

SCHOOL APPEALS PROCESS

The Office for Education (OFE) will notify applicants in writing of the acceptance or rejection of the submittal, and, if appropriate, the level of funding to be allocated. Written notification will be via email to the email address submitted on the cover sheet.

Any applicant wishing to appeal the decision must do so in writing within four (4) business days of the email notification of OFE's decision. An appeal must clearly state a rationale based on one or more of the following criteria:

- Violation of policies or guidelines established in this RFI.
- Failure to adhere to published criteria and/or procedures in carrying out the RFI process.

Appeals must be sent by mail or by e-mail to Holly Miller, Director, Office for Education, 700 5th Avenue, Ste. 1700, P.O. Box 94649, Seattle, WA 98124-4649, Holly.Miller@seattle.gov.

The OFE Director (or her designee) will review the written appeal and may request additional oral or written information from the applicant. A written decision from the OFE Director (or her designee) will be sent within four (4) working days of the receipt of the appeal. This decision is final.

EXHIBIT A: OVERVIEW OF RFQ AND RFI PROCESSES

Part I: Request for Qualifications (RFQ) – Community Organizations only

There is no Levy funding tied to the RFQ process. The purpose of the RFQ process is to identify individuals and organizations that meet OFE standards for providing Levy-funded programs. The RFQ process is designed to determine which entities have a track record of successfully achieving positive academic outcomes tied to key Levy outcomes and indicators. Entities approved through the RFQ process are then eligible to partner with Levy-funded schools to assist with their execution of Levy strategies and programming. Individuals and organizations receiving cumulative Levy funding exceeding \$5,000 per school year from Seattle Public Schools' Elementary, Middle, and High school levy funds must be approved through the Levy RFQ process.

Please visit <http://www.seattle.gov/office-for-education/funding-opportunities> for additional information regarding the RFQ process and approved entities. The approved RFQ organizations are listed on the OFE website.

OFE encourages schools to visit this web page to view a list of approved organizations and individuals, as well as their submitted RFQ and other materials: <http://www.seattle.gov/office-for-education/our-partners/community-based-organizations>. Schools should consult the list of approved providers when making community partnership and budget decisions.

Part II: Innovation and Linkage School Request for Investment (RFI) – Schools only

OFE invites schools to apply for Levy Middle School Innovation and Linkage funding through the Request for Investment (RFI) process. In a change from the previous funding cycle, **eligible middle schools may now apply for Innovation and/or Linkage Levy investments by completing one RFI**. Eligible middle schools no longer need to complete separate RFIs for Levy Innovation and Linkage investments. Specific instructions are contained within the RFI detailing submission requirements for schools applying for: (1) Innovation funds only, (2) Linkage funds only, or (3) Innovation and Linkage funds (only one investment will be made).

The broad objectives of the middle school investments are to achieve specific student-centered results aimed at reducing the achievement gap and promoting students' success in school, college, and career. Through the RFI process, schools will identify their Levy focus students, propose strategies to address these students' academic and non-academic needs, and commit to meeting specific outcomes and indicators to measure the success of their implemented strategies.

Schools may partner with organizations approved through the RFQ process to deliver Levy-funded programming in an effort to improve student results. As noted above under Part I, organizations receiving more than \$5,000 in cumulative Levy funding in a school year across all school Levy investments must be approved through the RFQ process. Organizations that expect to receive less than \$5,000 per school year in cumulative Levy investments are not required to qualify through the RFQ process.

EXHIBIT B: CHARACTERISTICS OF STRONG RFI APPLICATIONS

A well-written and thoughtful RFI application does the following:

- Ensures implemented programs and activities are aligned with academic content standards and assessments (Common Core Standards).
- Provides a detailed rationale for why the school selected the particular Levy focus students and for why the stated strategies will be effective.
- Uses a tiered approach to intervention that addresses multiple barriers to success for students who are performing below grade level or exhibit other risk factors.
- Links desired outcomes to research-based strategies.
- Demonstrates knowledge of how to insure high-quality implementation of strategies to ensure maximum results.
- Specifies what data elements are reviewed, with what frequency (e.g. daily, weekly, monthly, etc.), and by whom to assess the success of the various strategies implemented
- Employs systems for tracking and sharing data among school instructional staff, Expanded Learning Providers, and families.
- Details the specific systems and protocols for routinely coordinating with community partners to discuss student progress towards goals and to make programmatic adjustments accordingly.
- Develops a protocol for assessing and serving students who enter a school mid-year, a major risk factor for student success.
- Ensures that staff have opportunities for joint professional development and access to materials that support academic interventions for a variety of students including English language learners, immigrants, and refugees.
- Details how the school will coordinate with community partners and other providers to leverage funds and resources to increase the impact of Levy-funded strategies.

EXHIBIT C: WORK PLAN SUMMARY DATA TABLE EXAMPLE

Area of Concentration A: Math

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2012-13				Projected Results – SY 2014-15	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (6-8)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
% of incoming level 2 math MSP students advancing to Level 3+	6 th & 7 th math MSP level 2	125	14%	46	37%	60	48%
% of students meeting or exceeding typical spring-to-spring growth in math	6 th grade math MSP level 2	80	9%	42	53%	57	71%
% of students meeting or exceeding typical spring-to-spring growth in math	7 th grade African American & Latino Students	62	7%	26	42%	42	67%

Instructions:

1. (A) - Enter an outcome or indicator from the list provided. Schools may use the same measure more than once for different focus populations.
2. (B) - Identify the specific students or “Levy focus population” you will target for services.
3. (C) - Enter the number of students in SY 2012-13 who fall in your Levy focus population identified in (B).
4. (D) - Divide (C) by the total number of 6th – 8th graders enrolled in SY 2012-13. Estimate numbers to the best of your ability.
5. (E) - Of (C), enter the number of Levy focus students who achieved the outcome or indicator in SY 2012-13.
6. (F) - Divide the number of students in (E) by (C) to derive the % of Levy focus students who achieved the outcome or indicator.
7. (G) - Enter the number of Levy focus students you expect to meet the outcome/indicator in SY 2014-15. For this exercise, assume that the total number of Levy focus students served is roughly equivalent to the actual number in SY 2012-13 (C).
8. (H) - Divide (G) by (C).

EXHIBIT D: CONTRACTUAL REQUIREMENTS

In addition to the provisions of the Master Agency Agreement that is in place between the City of Seattle's Office for Education and Seattle Public Schools (SPS), herein referred to as the Agency, the schools selected for FEL investments will need to adhere to the following additional contractual conditions that will be detailed in a Project Agreement with SPS. The Project Agreement will include the following sections.

I. OUTCOMES AND SCOPE OF WORK

Section 100. Outcomes and Scope of Work

Throughout the term of the Project Agreement, the Agency shall further the City's Families and Education Levy Goals included in Exhibit A (*description of overall project outcome and indicator targets*) to the Master Agency Agreement and achieve the outcome and indicator targets described in Exhibit A by providing the Scope of Work that is consistent with the program descriptions set forth in Exhibit B (*detailed project description*).

Section 105. Term

The Project Agreement shall begin on **September 1, 2015** and expire on **August 31, 2016**.

II. PAYMENT, RECORDS, AND AUDIT

In addition to all provisions of Section II of the Master Agency Agreement:

Section 200. Compensation

The City shall pay the Agency up to \$XX ("Contract Price"). The total Contract Price includes two types of compensation: \$XX (75%) in Base Pay and \$XX (25%) in Performance Pay. As used in this Agreement, "Base Pay" means reimbursement for the Agency's actual and approved costs that are identified in Exhibit D (*total project budget*). "Performance Pay" means payment that is earned only upon Agency's demonstration that the Work timely achieves the Outcome and Indicator Targets identified in Exhibit A. Performance Pay is payable according to the outcome and indicator compensation table in Exhibit D. In no event shall the total Contract Price exceed \$XX.

Section 205. Reports and Information

In addition to all requirements in the Master Agency Agreement and the Tracking to Results Requirements described in Exhibit C (*tracking to results requirements*), the Agency shall timely furnish such other reports and information as may be requested by the Director related to this Agreement or the Work, including statements and data demonstrating the achievement of the minimum Outcome and Indicator Targets set forth in Exhibit A (*description of overall project outcome and indicator targets*). The City shall have the right to withhold payment to the extent that missing or inadequate documentation does not demonstrate entitlement to payment.

III. ADDITIONAL TERMS OF PERFORMANCE

Section 300. Approved Subcontractors

As required by Section 540 of the Master Agency Agreement, the City approves the following subcontractors for the scope of work described below:

- (*list here once known*)

Section 305. Required Subcontract Terms

The Agency shall include the terms and conditions in this Section 305 in all Agency subcontracts for work funded through this Project Agreement.

- As required by Ordinance 123567, Subcontractor shall comply with all applicable federal, state and City laws and regulations requiring non-discrimination in employment, and Subcontractor shall strive to employ a workforce reflective of the City's diversity.
- Without limiting the generality of the foregoing, Subcontractor shall not discriminate against any employee or applicant for employment because of race, color, age, sex, marital status, sexual orientation, gender identity, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory, mental or physical handicap, unless based upon a bona fide occupational qualification. Subcontractor shall make affirmative efforts to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, age, sex, marital status, sexual orientation, gender identify, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory mental or physical handicap. Such efforts shall include, but not be limited to the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation and selection for training.