



## SEATTLE PUBLIC SCHOOLS Strategy and Partnerships Division

To: Superintendent Larry Nyland  
School Board of Directors

From: Dr. Brent Jones, Chief Strategy and Partnerships Officer

CC: Keisha Scarlett, Executive Director, Organizational Development and Equity  
Dr. Concie Pedroza, Director, Dept. of Racial Equity Advancement (DREA)

Date: May 17, 2018

Re: Annual Report Policy 0030 – Ensuring Educational and Racial Equity

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Comments: Policy 0030 – *The Superintendent is authorized to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy. The report shall be based on the annual goals of the district's Equity and Race Advisory Committee which are set in partnership with the Superintendent and the School Board.*

The Annual Report of 2017-2018 is system-wide report of equity-focused work represented by multiple district departments, leaders and community stakeholder groups. As we move into 2018-2019, this report will be based upon the annual goals of the Equity and Race Advisory Committee in partnership with the Superintendent and the School Board.

The Equity and Race Advisory Committee (ERAC) has spent this past year meeting with key district leadership stakeholders to gather current information about the multiple Eliminating Opportunity Gap projects in order to develop an implementation plan for this policy. On May 29, June 25 and a yet-to-be determined summer date, ERAC will host work sessions to collaborate with stakeholders from the African American Male Advisory Committee (AAMAC), Disproportionality in Discipline Committee (DiD) and the SPS/Seattle Education Association (SEA) Partnership Committee to develop recommended annual goals, implementation plan and implementation metrics for key focus areas of Policy 0030.

The recommended goals will be presented to the Superintendent and Board for feedback and approval. District and stakeholder committees will convene quarterly in 2018-2019 to monitor progress of the goals in the policy focus areas.

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## **2017 - 2018 Annual Report for Policy No. 0030, Ensuring Educational and Racial Equity**

The Seattle Public School community (e.g. the School Board, central office leadership, school leadership, educators, families, and community-based organizations (CBOs)) are all committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life. We believe that the responsibility for student success is broadly shared by district leadership, instructors and educational support personnel, families and communities. Below is an itemization of our efforts, organized by the different sections named in Policy No. 0030, *Ensuring Educational and Racial Equity*.

### **A. Equitable Access: The district shall provide every student with equitable access to a high-quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.**

- The district updated Board Policy 2195 regarding Kindergarten. The policy now reflects our district-wide practice of providing tuition-free full day kindergarten, in alignment with state policy.
- The Board expanded access to full-day, high-quality preschool, including access and opportunities for students with disabilities, serving 329 students in the 2017-18 school year.
- The Early Learning Department expanded Family Connections visits to preschool students' families as well as kindergarten families. This gives families and teachers an opportunity to conference before school starts, so that families' knowledge and goals for their children help to inform teachers' planning and instruction.
- The district's McKinney Vento (MKV) program implemented a Regional Support Service delivery model and increased capacity by adding four (4) Regional Support Specialists to meet the educational needs of students experiencing housing instability. There are approximately 1300 historically underserved students in our district who are experiencing housing instability.
- The McKinney-Vento program clothed 214 MKV students at a value of \$27,820 and accepted a generous donation of \$87,487.50 in new clothing to support more students in need.
- The district's Homeless Liaison provided McKinney-Vento training to district staff in 43 schools to assist staff with access support for students in need.
- Students experiencing housing instability are currently receiving a total of 349.75 hours of tutoring support per week. 100 tutors in 33 schools are providing additional instructional time to 133 students in all subject areas.
- Materials for the Center for Collaborative Classroom (CCC) – Collaborative Literacy. The district completed Year 1 of professional development and K-12 scope and sequence for technology-enhanced science education with a focus on equity-oriented action plans for each participating school.

- The district science department provided culturally relevant science teaching training for all 6-8 grade science teachers to align to the new science standards' call for equitable access to high quality, science programs for all students.
- An Ethnic Studies work group has received the Ethnic Studies Task Force recommendations, developed curriculum frameworks, and will complete scope and sequence outlines for various secondary courses and elementary grade-levels. Ethnic Studies is being incorporated into the \$27M 5-year curriculum materials adoption being launched in 2019-20. An Ethnic Studies pilot was initiated in nine (9) schools in the spring of 2018.
- 2,400 kindergarten students (more than half of all enrolled kindergarteners) had the chance to attend a free week-long Jump Start kindergarten transition program in August 2017. 57 of the District's 71 elementary and K-8 schools participated. 26 schools provided free breakfast and lunch during Jump Start at schools with 50% or higher Free/Reduced Lunch (FRL) rates.
- In collaboration with Admissions, Early Learning organized a dozen community-based events promoting early registration for kindergarten. 930 adults attended, resulting in 560 applications for school. Materials were translated into nine (9) languages and events were held in all four (4) Seattle Housing Authority family-based communities, planned in conjunction with organizations serving primarily ELL and low-income families.
- Head Start expanded access to comprehensive services to families by converting part-day programs to full-day programs at four (4) elementary school sites: Broadview-Thomson, Olympic Hills, Roxhill and West Seattle Elementary. Breakfast, snack, lunch and transportation are provided. Each school site is a Title I school serving bilingual, immigrant and high-needs families.
- The Satterberg Literacy Grant program is wrapping up its work for the year. The purpose of the grant program is to develop teacher and leadership capacity to eliminate the literacy opportunity and achievement gaps at 10 of Seattle Public School's (SPS) Southeast and Southwest schools. The Satterberg Team of three coaches and one administrator have provided literacy professional development opportunities, coaching cycles, monthly Leadership Learning Days, collaboration sessions, and collaboration of supports with other SPS departments: Title I, Early Learning, and MTSS teams.

**B. Racial Equity Analysis: The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool.**

- Trainings were provided for Building Leadership Teams (BLTs) with a focus on the racial equity analysis tool. A total of 86 out of 104 schools will be trained by June 1, 2018.
- The Board has continued to require a racial equity analysis section on each Board Action Report. Staff used a racial equity analysis to inform policy development throughout the year. This analysis helped shape the formation of a new Policy No. 4218, Speakers of Diverse Languages; guide reframing edits and a new title for Policy No. 3240, Student Behavior and Disciplinary Responses (previously named Student Conduct and Discipline), and updates to Policy No. 4129, Family Engagement.

- The Department of Racial Equity Advancement's (DREA) Racial Equity Coordinators demonstrated models of racial equity analysis within Institutional Racism training with Extended Cabinet members.
- \$21M was funded for equity-focused supports such as: Creative Advantage, Expansion of Racial Equity Teams, EOG digital toolkit, Ethnic Studies and Native Education Program support.
- Policy 2200 quarterly reports were delivered to the Board to ensure that programs and services are equitably distributed in the district.
- Human Resources staff, in collaboration with the Seattle Education Association (SEA), have developed new application questions for teacher candidates designed to assess cultural competency/equity mindset for new teacher applicants.
- Human Resources and SEA worked to develop a resource of equity-focused interview questions for school teams to use during site-based teacher interviews.
- Human Resources and SEA developed implicit bias training (in consultation with the Department of Racial Equity Advancement) that has been integrated into the site-based SEA Hiring Training and will be delivered to interview teams at all schools.
- Human Resources is developing a screening tool to assess cultural competency for teacher applicants.
- Staff from the Strategies and Partnerships division have consulted with departments in using racial equity analysis to rethink programs and strategies such as BEX-V Community Engagement, Student Assignment Planning Taskforce, Advanced Learning, Creative Advantage, etc.

**C. Workforce Equity: The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally competent administrative, instructional and support personnel.**

- In the Alternative Routes to Certification program, there are 19 participants. There have been 84 participants since the program started in 2008. The current retention rate of people in the program is over 85%.
- Human Resources, School Leadership and Department of Racial Equity Advancement leaders have collaborated with Martinez Foundation Fellows, resulting in 95% of fellows interested in Seattle receiving a contingency contract.
- Seattle Teacher Residency (STR) has produced 90 certificated teachers over the past five years to serve in our most diverse, Title I schools. Forty percent of the teachers are people of color.
- A new 5-year Affirmative Action plan with more specific strategies to increase diversity hires and retention of staff of color was adopted by the Board in July 2017. Since its adoption, the Human Resources Recruitment team has led efforts to implement strategies in the plan including:
  - Developing and engaging a cross-functional Diversity Workgroup monthly to further analyze barriers and develop strategies for the recruitment, selection and retention of teachers of color. This has included such activities as engaging teachers of color in focus groups to understand the reasons they chose SPS for

their careers and what barriers get in the way of retention of teachers of color. The work group is now developing a set of specific strategies to address those barriers.

- Seattle was represented at the National Association of Black School Educators Conference (NABSE) in November 2017.
- Posting of teaching opportunities in *The Seattle Medium*, the largest African American owned and operated newspaper in the Pacific Northwest, as well as NABSE's online job board.
  
- Human Resources staff traveled all over the city, recruiting current paraprofessionals and other classified staff to its Class to Cert program. As a result, and combined with increased online promotion and communication, 70% of applicants recruited to the 2018 Class to Cert cohort are people of color.

**D. The district shall provide professional development to strengthened employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.**

- In 2017-18, Visual & Performing Arts Program launched the Arts-Focused Culturally Responsive Teaching & Learning Team. In partnership with the Department of Racial Equity Advancement and the Native Education Program, the vision is to cultivate culturally responsive and relevant teaching practices in the arts that eliminate opportunity gaps and transform the classroom environment into one that recognizes students as the center of learning, builds upon students' cultures, and fosters students' identities, stories, strengths, and needs. Outcomes of this team will be a full-scale PD plan for 2018-19 and strategy for a culturally responsive framework for arts learning in SPS.
- Ten new 10 Racial Equity Teams (RETs) were added to make Cohort 4. In addition, three (3) teams asked to be part of Cohort 4 on a voluntary basis. These teams have participated in five (5) Saturday Institutes throughout the year, with learning focused on Critical Race Theory, action planning and leading for culturally responsive teaching practice, Ethnic Studies, eliminating discipline disproportionality and family engagement. Racial Equity Coordinators and SEA Partners from the Center of Race and Equity supported all RETs through on-site coaching and consultancy in aligning goals to school improvement planning.
- At least two (2) hours from September through April were dedicated to deepening understanding of race and equity in SPS at the monthly Leadership Learning Days attended by all school leaders. This year Leadership Learning Days have had an intensive focus on Welcoming School Environments and using co-design as a process for deeply engaging parents in decision-making.
- Extended Cabinet meetings for senior leadership have shifted to professional learning with an intentionality on equity-focused goals, cycles of inquiry and commitment to advancing racial equity through interrupting institutional racism at the central office level.
- Department of Racial Equity Advancement (DREA) co-developed with Human Resources an Implicit Bias component within the new principal induction training for Danielson.

- Professional Learning and Strategies and Partnerships created a Year 2 cohort of culturally responsive teaching leadership cadre in supporting implementation of practices within PAR and other departmental work.
- STAR Mentors have developed three (3) equity goals in supporting new teachers hired within SPS that include monthly trainings, coaching and supports.
- On October 13, 2017, Seattle Public Schools (SPS) held the first [Eliminating Opportunity Gaps \(EOG\) Institute](#) (video) at Chief Sealth High School. The EOG Institute served as training, sharing, brainstorming for schools working to create strategies for racial justice. The district believes passionately in the power of ideas to change practices and behaviors. During working sessions scheduled throughout the day district and school leaders, teachers, and community leaders engaged with speakers and each other to discuss equitable solutions for eliminating opportunity gaps.
- The SPS/Seattle Education (SEA) Partnership committee developed a Train the Trainer model of professional learning that was launched district-wide in all schools related to Implicit Bias, Anti-Racism and Culturally Responsive practices. All schools participated in the training and trained staff on the district Time Response Incentive (TRI) day in August, before the start of school. In addition, the committee launched a similar, voluntary training at JSCEE for central office staff where over 300 staff members participated.
- To expand capabilities of staff to increase culturally relevant family engagement, the Departments of Racial Equity Advancement and Families and Community Partnerships conducted two sessions aligned to policy 0030 and racial equity initiatives.
- Central Office, including district trainers/coaches, participated in various information sessions related to #0030, the EOG Digital Toolkit, MTSS, and Racial Equity Analysis.
- The Department of Racial Equity Advancement collaborated with Family Engagement and Seattle Housing Authority in providing a neighborhood pathway (Nathan Hale, Jane Addams, John Rogers and Olympic Hills) with training on equity-focused home visits.

**E. The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the School District's student population, their families and communities**

- Family Partnership Department provided coaching, training and consulting to support school staff, parent organizations, and community partners in building relationships based upon trust and authentic family engagement.
- Principals and Assistant Principals were lead through a co-design process at their respective Leadership Learning Days in engaging families who are not visible in schools in creating collaborative change to the school and classroom. The process with principals took several months in terms of learning, planning, reflecting and implementation. The work is ongoing.
- Engaging Families in High School Success is a program in 11 high schools and 11 middle schools that builds capacity to engage parents in supporting their student(s) high school success. School staff receive training, coaching, technical assistance and a stipend. The program is based on a continuous improvement model and is supported, in part, by Johns Hopkins University.

- As part of the August 2017 Partnership Committee work between the Seattle Education Association (SEA), the Principals Association of Seattle Schools (PASS), and central office, 4000 staff -
  - reflected upon the power of educator/student relationships and how they influence student achievement
  - became familiar with and analyzed district and school data recognizing how relationships influence opportunity gaps
- As a make up for the Seattle Education Association (SEA) Collective Action 2-hour walkout in February, Human Resources, Strategy and Partnerships and SEA brokered an agreement to have all SEA employees (4000+) engage in the [EOG Digital Toolkit](#) (link to the toolkit on MySPS webpage.) The EOG Digital Toolkit is increasing employee awareness of our commitment to racial equity and ways to advance racial equity with Policy 0030 as the foundation.
- Strategy and Partnerships led a Seattle Education Association of Office Professionals (SAEOP) workshop focusing on welcoming environments in school offices, specifically for office professional staff. From October to May, six (6) regional workshops were held and 58 office professionals had the opportunity to receive facilitated trainings on the EOG Digital Toolkit, learn about implicit bias, and think of ways to make school offices a more welcoming place for historically underserved populations.

*In progress:*

- Human Resources, the Legal Department and Strategy and Partnerships have partnered to improve Welcoming Environments at the central office level. Through a focus on using the 2016-2017 Employee Engagement Survey, they are hosting focus groups to uncover root causes of the differential impacts on JSCEE staff of color regarding role, culture and support. The information gathered will be used to develop a plan to address employee concerns.

**F. The district will include other partners who have demonstrated culturally specific expertise-including families, government agencies, institutes of higher learning, early childhood education organizations, community based organizations, businesses and the community in general-in meeting our high goals for educational outcomes**

- The district partners with Seattle Housing Authority (SHA) to understand and support the educational experience of 5,500 students and families utilizing SHA's housing programs and attending SPS. Together, SPS and SHA believe that every child is capable of greatness. We are promoting supportive communities at school and at home to increase school attendance and positive family engagement. During the 2017-18 school year, the partnership has accomplished the following below. Staff are currently developing a work plan for 2018-2019.
  - Meet quarterly among the leadership of SHA and SPS including the Superintendent and Executive Director to guide the partnership and strategies.
  - In SY17- 18, 23.1% of SHA students were chronically absent compared to their 30.2% rate in the prior school years. This represents a decline in chronic absenteeism of 23.6%, which is over five times the improvement seen in Non-SHA students (4% improvement).

- SHA currently partners with five schools to increase attendance. At one school, SHA chronically absenteeism decreased to 8.5% this school year compared to 13% last school year.
  - Launched opportunities for educators and families to build positive relationships through family home visits and support the transition into elementary, middle, and high school across a feeder pattern.
  - Launched family co-design dialogues to partner with New Holly families and support their ideas and leadership to address educational concerns they have identified and prioritized.
- In 2017-18, The Creative Advantage Community Arts Partner Roster has 96 teaching artists and arts organizations. Artists of color make up 59% of individual teaching artists on the roster. This year, funds were provided to 31 Creative Advantage schools to hire artists from the roster. Students and staff have experiences with these artists, who provide high-quality, in-depth integrated and culturally rich arts residencies and educator trainings. In addition, the City of Seattle Office of Arts & Culture, SPS Visual and Performing Arts department, and Seattle Art Museum partnered in a professional development series to build the capacity for teaching artists and SPS teachers in Culturally-Responsive Teaching and Learning.
- Visual & Performing Arts has partnered with the following organizations as part of our Creative Advantage focus on culturally responsive and relevant practices:
  - Council on American-Islamic Relations: Islam Arts & Culture: Providing Teachers a Pathway for Engagement
  - Native Education Program: Making the Invisible, Visible: A New Approach to Teaching Indigenous Art & Culture
  - Wolf Trap Institute: Early Arts Learning Institute—engagement strategies to bridge pre-school to elementary
  - Pacific Northwest Ballet: Dance & Quality Physical Education—equitable dance learning through PE primary classes
- As part of the Professional Development Calendar for Education Partners, free trainings open to all community-based organizations partnering with Seattle Public Schools have been offered on a variety of topics, including advancing racial equity. Specific trainings focused on racial equity have included:
  - The History of Racism and Resistance Movements
  - Developing and Supporting Leadership that Contributes to Racial Equity (both facilitated by the Department of Racial Equity Advancement)
  - Structural Racism (facilitated by School’s Out Washington)
  - Addressing Implicit Bias in Data Use and Analysis (facilitated by the Puget Sound Educational Service District)
- The Disproportionality in Discipline (DiD) Committee supported the development of several school-based grants for King County Best Starts for Kids grants, with a focus on restorative justice practices in schools.
- The African American Male Advisory Committee continues to follow up on their recommendations presented to the superintendent in September. In April, they were recognized by the School Board as a Premier Partner for their work highlighting the opportunity gaps for historically underserved populations, specifically African American males.

- The Equity and Race Advisory Committee (ERAC) has met with several district leaders to get updates on the EOG work. They will work in partnership with other committees such as SPS/Seattle Education Association (SEA) Partnership Committee, the African American Male Advisory Committee (AAMAC) and DiD to lead the district in developing an implementation plan and implementation measures for key Policy 0030 focus areas.
- SPS has been awarded a Gates grant (May 2018-August 2018) through Puget Sound ESD in convening the Equity Race & Advisory Committee, African American Male Advisory Committee, Family Engagement Committee and Disproportionality in Discipline committee to come together in support of policy #0030 and aligning strategies to support future work within our district.

**G. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievements for all students**

- The SPS/Seattle Education Association (SEA) partnership convened high school teachers, school leadership and district staff in interests-based bargaining sessions to support the implementation of 24 recommendations and considerations.
- Ethnic Studies and the World Languages work group sessions worked to align their supports for students of diverse cultures and languages.
- Advanced Learning
  - Special consideration in the Advanced Learning identification process (for students per [WAC 392-170-035]) based on the impact of the following factors: cultural diversity, socio-economic status, linguistic background, and identified disability.
  - Differentiation workshops have been offered throughout the year to support teachers in their efforts to meet the needs of their students who are achieving or have the potential to achieve above grade level.
  - Collaboration with Rainier Scholars program.

**H. Consistent with state regulations and District policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member**

- Assessment development and progress monitoring through collaborative structures within a Multi-Tiered System of Support: MTSS Coaches have provided consultation, resources and on-site support to schools in the form of:
  - Support for teachers at the schools for design of varied and appropriate assessments and subsequent data-based decision-making targeting specific student populations aligned to district focus on eliminating opportunity gaps. (October 2017 – present)
  - Training and support in use of the district Data Portal (Homeroom) to both identify student populations in need of support as well as to monitor progress of social-emotional health and growth toward academic proficiency. (October 2017 – present)

- Advanced Learning Screening and Assessment for Identification of Highly Capable (HC) students in under-represented populations:
  - Pilot of new screening assessment instrument Naglieri Nonverbal Abilities Test (NNAT) reported to reduce implicit and cultural bias with the goal of identifying students with gifted potential across cultures at 32 Title I elementary schools (Spring 2018)
  - Targeting potential: Invitation to students for HC testing based on teacher recommendations (new in SY 17-18)
  - Targeting potential: Invitation to students for HC testing based on high achievement scores recognized through “data mining” (new in SY 17-18)
- The Ethnic Studies work group developed lessons for *Black Lives Matters in Schools* week in support of SPS Black Lives Matters in Schools Board action.
  - The models that were emulate were (links): [Since Time Immemorial](#) Tribal Sovereignty Curriculum—STI is currently required by Washington State law
  - The [New Jersey Amistad Curriculum](#). The Amistad curriculum is required by the state of New Jersey to teach African American History. A third example will be a curriculum developed by the National Museum of the American Indian (NMAI).
  - The focus is to develop a written curriculum to be incorporated into existing courses (with the support of professional development).