

## Equity, Partnerships and Engagement Division

To: Superintendent Denise Juneau  
School Board of Directors

From: Dr. Brent Jones, Chief; Equity, Partnerships and Engagement

Date: May 17, 2019

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 for 2018-2019 developed by the Equity, Partnership and Engagement Division is a system-wide report of equity-focused work represented by multiple district departments, staff and community stakeholder groups. This year, rather than a bulleted list “round-up” of everything equity initiative we have focused upon, we have shifted to the strategic communication of a few initiatives. Each initiative should reflect the following:

- Alignment with Policy 0030
- Initiative Outcomes
- Alignment with 2019-2024 Strategic Plan

This work is reflective our system-wide commitment to advancing racial equity. We look forward to the direction and focus which the new strategic plan will provide as we move forward in solidarity.

Sincerely,

Dr. Brent Jones

Chief; Equity, Partnerships and Engagement

**2018-2019 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 are highlighted efforts led by central office leadership in partnership with stakeholders.

**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.**

**Equity Focused Initiative:**

K-12 Science Adoption

**Key Leadership Staff:**

MaryMargaret Welch, Brad Shigenaka, Alisha Taylor, Christine Benita

**Statement of Equity Focused Initiative:**

The purpose of the K-12 Science Adoption is to meet the instructional needs of all learners in order to eliminate the opportunity gap and for HUSOCs in science in SPS. The goal is to find instructional materials that would meet the needs of all learners to engage in authentic and relevant science.

**Initiative Outcome(s)/Impact:**

Our initiative from last year was to provide equitable science opportunities for students through professional development and a shift in pedagogy to more culturally relevant teaching and learning. This year we worked to find instructional material to support our teachers to shift their practice. Our baseline data gave us information on the current achievement gap for our HUSOC students. Our targets for next year are to reduce both the opportunity gap by providing equitable materials for ALL students when the materials are adopted, and furthermore, we hope to narrow the achievement gap by 10% for HUSOCs.

**Strategic Priorities Alignment:**

High-Quality Instruction and Learning Experiences

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**Equity Focused Initiative:**

Instructional materials adoptions in English/Language Arts K-5, Math gr. 6-8, Science K-12 and Spanish

**Key Leadership Staff:**

Dr. Kyle Kinoshita, Executive Director of CAI

**Statement of Equity Focused Initiative:**

Instructional materials in these critical core areas were decades-old. This caused major inequities, as schools with more resources in the parent community could access funds to purchase materials, where schools with less advantaged parents could not. As well, the tendency for the least experienced teachers, with less in the way of teaching resources, to be placed in schools with high percentages of students of color exacerbated the inequity. Instructional materials adoptions level the playing field in ensuring all schools have current, standards-aligned materials.

**Initiative Goal(s):**

All teachers implementing adopted instructional materials. Curriculum, Assessment and Instruction (CAI) is in the first of an ongoing plan for adoption of materials.

**Initiative Outcome(s)/Impact:**

In the first full year of adoption of the new ELA K-5 curriculum, there was a very small but statistically insignificant increase of 1% in African American ELA achievement at 3<sup>rd</sup> grade. It is common for an “implementation dip” to occur as teachers are inexperienced in the new curriculum; however, this did not occur. Department leadership have a 15% target increase for the 2018-19 school year.

Regarding Strategic Plan alignment, the ELA K-5 implementation is in line with the established 3<sup>rd</sup> grade reading KPI. The gr. 6-8 math adoption implementation is in line with the gr. 7 mathematics KPI.

**Strategic Priorities Alignment:**

High-Quality Instruction and Learning Experiences

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**Equity Focused Initiative:**

Ethnic Studies Curriculum Development and Adoption (Aligns with H. Recognizing Diversity)

**Key Leadership Staff:**

Tracy Castro-Gill

**Statement of Equity Focused Initiative:**

To purpose of the Ethnic Studies initiative is to work toward a more pluralistic, democratic, inclusive, and just world; build identity safe spaces, improve academic outcomes, increase empathy of white students, and reduce bias. The goals are to provide ethnic studies content to prek-12 students in all content areas using culturally responsive and critical practices. Create, offer, and facilitate professional development to build collective capacity among educators and educator leaders.

**Initiative Outcome(s)/Impact:**

This is an ongoing initiative from last school year. Improvements have been made in leadership, building capacity through professional development, and collaboration between CAI departments, SEA's CRE, higher education institutions, and CBOs. Capacity building has improved because of the collaborative efforts in creating, organizing, and facilitating a professional development series with educators leading the learning. Key to this collaboration has been the Center for Racial Equity's Racial Equity Team Partners/Coaches, the educator leaders in the Culturally Responsive Teaching Cadre, and the educator leaders building the Ethnic Studies program.

Last school year, student data was collected to determine how students felt about learning ethnic studies. This data was collected from five pilot schools with the pilot being initiated and led by educators: John Muir, Orca K8, Denny, Cleveland and Center School. The data was overwhelmingly positive.

The goal in the current school year was to expand the pilot to ten schools, incorporating the units written over the summer. Thirty principals were contacted and two agreed to pilot materials: Cleveland and Center School. Two schools reached out to CAI to pilot ethnic studies: Hamilton and Concord with support from the Center for Race and Equity

Educator interest and engagement in professional development opportunities this year has been tremendous.

- 200 educators have attended the job-alike, early release day PD series on ethnic studies.
- Several school buildings have hosted professional development for their staff on principal-led early release days, including Ballard, Hamilton, Center School, and Thurgood Marshall.
- Approximately 50 educators attended a Saturday PD in December for the book, *Teaching for Black Lives*, in preparation for the Black Lives Matter at School week in February.
- Attendance for the RET Saturday Institute ethnic studies workshops have been standing room only.
- Educators from SPS drove to Portland to attend an SPS educator-led ethnic studies workshop at the Northwest Teaching for Social Justice Conference.
- The upcoming Ethnic Studies Summer Institute is nearly at capacity (100 participants) after having only been advertised two weeks ago, and most of the registrants are elementary school educators. Interest in and demand for ethnic studies support is high.
- Work is currently underway to create more ethnic studies units.
- A comprehensive, K-12 ethnic studies scope and sequence document is being developed in partnership with the SPS Ethnic Studies Advisory Group and a cadre of higher ed. experts from UW Seattle, UW Bothell, and Bellevue College.

Community members will continue to play a role in vetting completed units, and efforts are being made to co-create future units with community members and students.

#### Barriers to Ethnic Studies

- Assignment practices work to limit funding for schools most in need of culturally responsive and critical pedagogy

- Educators of color, who are often most skilled to teach ethnic studies, are too frequently displaced and/or reassigned
- Lack of alignment between the district’s mission and vision statements, strategic plan and implementation of each
- Lack of systemic commitment to prioritize the pilot of curriculum materials

**Strategic Priorities Alignment:**

High-Quality Instruction and Learning Experiences  
Culturally Responsive Workforce  
Inclusive and Authentic Engagement

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**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.**

**Equity Focused Initiative:**

2018-19 Building Leadership Team (BLT) Trainings (in partnership between SPS and SEA)

**Key Leadership Staff:**

Key Staff: Clover Codd (Chief Human Resources Officer), Laura VanDerPloeg (Manager of Professional Development), Doug Ouellette (Human Resources; Principal)

**Statement of Equity Focused Initiative:**

This year’s trainings continued to focus on building district-wide understandings around foundational elements to the BLT’s work (CSIP, budget, PD Plan) and the racial equity analysis tool. During the 2018-19 school year, an additional 21 school teams were trained. This means a total of 107 teams have been trained (including 10 schools who attended for a second time using school-based funds) and 79 out of 104 schools by June 1, 2019.

**Initiative Outcome(s)/Impact:**

As we move into next year, we will expand on this partnership by offering a new BLT Phase 2 Training: Leading for Racial Equity. Using a consensus facilitation-model a team of SPS and SEA co-designed an outline of this one-day training focused on supporting BLT teams with using the Equity Analysis Tool and other SPS resources to specifically align their CSIP, PD planning, and Budget to the new Strategic Plan. Our goal is to get all 104 school BLT teams through this Phase 2 training between October 2019 through February 2020.

**Strategic Priorities Alignment:**

High-Quality Instruction and Learning Experiences  
Predictable and Consistent Operational Systems  
Inclusive and Authentic Engagement

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**Equity Focused Initiative:**

Revision of Board Action Report (BAR) Template and Instructions & Leadership Training

**Key Leadership Staff:**

Dr. Keisha Scarlett (Executive Director, EPE), Dr. Concie Pedroza, (Director, DREA) Erinn Bennett (Executive Director, Strategic Initiatives)

**Statement of Equity Focused Initiative:**

The BAR sections focused on *Equity Analysis* and *Community Engagement* has historically not been prioritized in BAR development. Supt. Juneau directed all staff to focus on improving both of this process as a precursor to the BAR development.

**Initiative Outcome(s)/Impact:**

The BAR template and instructions have been updated. We receive feedback from community and district staff stakeholders regarding the prioritized prompts to be added to the documents:

**BAR Racial Equity Analysis Process**

Identify the stakeholders you engaged in the racial equity analysis process (SPS staff and community members).

What was stakeholder's final recommendation?

**Overview of Analysis Process*****Setting outcomes Engage Stakeholders***

- 1) What are the potential impacts on racial/ethnic groups, especially communities of color, including students who are English language learners and students who have special needs?

***Engaging Stakeholders in Analyzing Data***

- 2) What quantitative and qualitative disaggregated data and specific information did you gather and analyze to determine impacts or consequences? What is the impact on specific student demographic groups, including English language learners and students with special needs?

***Ensuring educational and racial equity/Determine Benefit or Burden***

- 3) What are the potential benefits or unintended consequences?

***Evaluate Success Indicators***

- 4) How will you evaluate and be accountable for making sure the proposed solution ensures educational equity for all students, families and staff?

All senior leadership staff has been trained on using the Racial Equity Analysis Tool. We are yet working with leadership to support their community engagement through training them on the

Community Engagement Toolkit. We plan to host training in the fall for other leadership and management staff.

**Strategic Priorities Alignment:**

Predictable and Consistent Operational Systems  
Inclusive and Authentic Engagement

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**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.**

**Equity Focused Initiative:**

Academy for Rising Educators

**Key Leadership Staff:**

Dr. Clover Codd, Tim Collins, Lucas Dobbs, Dr. Keisha Scarlett, and Kim Van Atta

**Statement of Equity Focused Initiative:**

Current teaching population does not reflect our student population. More than 50% of our students are students of color while only 20% of our teaching staff are educators of color. Countless research shows that students deeply benefit when they see themselves reflected in school leadership and are able to connect with teachers over shared life experiences.

Created through a partnership of Seattle Public Schools, Seattle Central College, and the City of Seattle's Seattle Promise scholarship, the Academy for Rising Educators (ARE) initiative is targeted at high school students in their junior and senior years who have an interest in the teaching profession.

In addition to recent HS graduates, we are also recruiting adults in our community who can further our efforts to diversify the teacher workforce. We will work with dedicated adults, including those currently working as Instructional Assistants, to determine a pathway for you to become a teacher in Seattle.

Slated to begin in the summer of 2019, candidates will have the opportunity to take courses and participate in internships to complete the prerequisite requirements for a paraprofessional position in the district; earning a salary and full benefits.

The goal of the Academy for Rising Educators (ARE) is to develop diverse, homegrown educators who engage in culturally responsive teaching, practice relationship-centered pedagogy, and promote critical community discourse.

**Initiative Outcome(s)/Impact:**

ARE is a bridge initiative connected to the Classified to Certificated program which has been running for the past 10 years. In order to apply for Class to Cert, applicants need to have at least an AA degree. In recruiting new applicants, it was clear that a portion of classified staff interested in becoming certificated, needed to complete an AA degree. Due to financial and other barriers, they were unable to take advantage of this opportunity.

In addition, ARE going into high schools to recruit students opens up an endless supply of potential teacher candidates. ARE Cohort 1, slated to begin in Summer 2019 had over 60 interest forms completed. That led to 40 applications and 38 applicants accepting a seat at the orientation. One surprise out of this initial cohort is that 30% of our applicants are 2019 graduates from SPS schools. Our initial goal was to have a higher percentage of high school students participate. A big part of this was the timeline we had to roll out the program and spread the word with Seattle Promise.

Next year, we hope to flip the percentages to have 70% of cohort 2 come from the class of 2020.

**Strategic Priorities Alignment:**  
Culturally Responsive Workforce

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**Equity Focused Initiative:**  
Recruiting and Hiring School Leaders of Color

**Key Leadership Staff:**  
Dr. Mike Starosky, Executive Director of Schools Directors: Dr. Sarah Pritchett, Dr. Helen Joung, Kim Whitworth, Heather Eberts, Jon Halfaker; Demetrice Lewis (HR Business Partner)

**Statement of Equity Focused Initiative:**  
The recruitment, retention, and development of school administrators is of monumental significance for all school districts across the country. Recent research continues to point to the fact that effectual leadership is essential to facilitating school improvement for the processes that lead to greater student achievement and student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004). School leaders of color have the proven potential to positively influence the student achievement and climates of school communities. These leaders are able not only to help students navigate their school environment and culture, but also to increase the involvement of other teachers and their students' parents.

Our focus on recruiting and hiring diverse school leaders is in alignment with Policy 0030. The Leadership Development and HR teams have focused on this over the past six year. We are working to address the factors like: “screening out” versus “screening in” and reducing explicit and implicit bias in hiring.

**Initiative Outcome(s)/Impact:**  
We have implemented the following:

- Prospective School Leaders Meet and Greet
- Short 15-minute, screening interviews of the pool

- Mandating the viewing of the Implicit Bias and School Leadership Hiring

Our work to recruit and hire school leaders of color is part of a multi-year and ongoing initiative. Last year, we hired school leaders of color at 38%. For the spring of 2019, principal hiring of leaders of color is not yet complete. As of 5/5/2019, one out of two principal hires are leaders of color. Our targets are or 40% or more or more of principal/ assistant principal hires will be leaders of color.

**Strategic Priorities Alignment:**

Predictable and Consistent Operational Systems  
Culturally Responsive Workforce

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

**Equity-focused Initiative:**

Professional Growth System Foundational Coursework – Seattle Teaching 201

**Key Leadership Staff:**

PGES Team - Chris Drape, Drew Dillhunt, Lindsay Berger & PGES consulting teachers and coordinators

**Statement of Equity Focused Initiative:**

We want to build common language, understanding and action around culturally responsive practice with a clear focus on institutionalizing racial equity within and across our classrooms and school communities. We believe that engaging teachers and other district educators in this work is essential to accomplishing the mission of SPS’s strategic plan.

**Foundational Coursework - Seattle Teaching 201** (ST 201) is a course that frames SPS foundational beliefs (see reverse) about racial equity and culturally responsive practice in order to lay out a vision of what such effective instruction means and looks like in Seattle Public Schools. The course engages those foundational beliefs as the “**why**” and incorporates three resources as texts for that work:

- The *Danielson Framework* functions as the “**what**.”
- *Skillful Teacher* and *Culturally Responsive Teaching and the Brain* function as the “**how**.”

**Initiative Outcome(s)/Impact:**

This work has been an ongoing part of the Professional Growth and Educator Support work of the past 3 years. Last year the frame and general content of the course was identified. This year that content was organized into coursework that includes 6 modules that we are currently piloting with central office educators.

The targets for next year are to engage at least 125-175 novice teachers (teachers in their 2<sup>nd</sup> or 3<sup>rd</sup> year of teaching) in this coursework in order to build their culturally responsive practice and ability to foster racially equitable classrooms. In successive years we will expand the capacity to offer Seattle Teaching 201 to experienced teachers, as well as novice teachers.

**Strategic Priorities Alignment:**

High-Quality Instruction and Learning Experiences  
Culturally Responsive Workforce

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**Equity-focused Initiative:**

Racial Equity-focused Professional Learning for Schools Leaders (Leadership Learning Days)

**Key Leadership Staff:**

Dr. Concie Pedroza, Director of Racial Equity Advancement, Jason Huff, Program Manager, Leadership Development

**Statement of Equity Focused Initiative:**

Over the course of the 2018-19 school year, the DREA Team partnered with the Principal Professional Development Team to design and deliver monthly trainings to deepen principals' skills to lead for Racial Equity in their buildings.

As the district seeks to provide instruction that reaches all of its students and prioritizes success for those students who are the furthest from educational justice, principals are the key instructional leaders who can guide teachers in recognizing students' individual strengths, needs and backgrounds and differentiating their instruction accordingly.

**Initiative Outcome(s)/Impact:**

As a result of this work, principals have been trained on Racial Equity Analysis for key areas in their schools and implement a plan to guide/support staff changes that better reach students and/or families and communities.

Principals have engaged inquiry and racial equity impact analysis protocols to review and strengthen their CSIP alignment with equity-focused goals.

**Strategic Priorities Alignment:**

High Quality Instruction and Learning Experiences  
Culturally Responsive Workforce  
Inclusive and Authentic Engagement

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**Equity-focused Initiative:**

Extended Cabinet Professional Learning – Interrupting Institutional Racism

**Key Leadership Staff:**

Dr. Brent Jones, Dr. Keisha Scarlett, Dr. Concie Pedroza and DREA Team

**Statement of Equity Focused Initiative:**

The 2018-2019 Extended Cabinet professional learning continued to focus on building senior leadership's capacity to learn their way through challenges and is anchored in district vision, policy and organizational values. The professional learning focused on:

- Aligning work and actions to advancing Policy 0030
- Interrupting institutional racism by using racial equity impact analysis to assess the racial outcomes are likely to be produced by policies, programs and practices we undertake

**Initiative Outcome(s)/Impact:**

As a result of this professional learning focused on collaboration, inquiry and results senior leaders of Extended Cabinet are able to:

- Use racial equity analysis lens in decision-making
- Engage stakeholders in decision-making using the Racial Equity Analysis Tool and Community Engagement Tool

Senior leadership have been trained to become more adept at analyzing issues, exercising judgement, and making equity-focused decisions. Additionally, through the BAR process, leaders are engaged in providing evidence of leading and/or participating in racial equity impact analysis focused on assessing policies, programs and practices.

**Strategic Priorities Alignment:**

High Quality Instruction and Learning Experiences

Predictable and Consistent Operational Systems

Culturally Responsive Workforce

Inclusive and Authentic Engagement

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**E. Welcoming School Environments: 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**

**Equity Focused Initiative:**

2018-19 Time Responsibility Incentive (TRI) Day professional development in partnership with SPS, SEA, PASS

**Key Leadership Staff:**

Patricia Sander (Executive Director Coordinated School Health) Shelly Hurley (Human Resources; STAR Mentor)

**Statement of Equity Focused Initiative:**

This was the third year of the Partnership Committee's being responsible for developing the TRI day professional development based upon language in the Collective Bargaining Agreement 2015-2-18. This year's training built upon the 2016 and 2017 trainings by focusing on relationships and our commitment to institutionalizing racial equity. The 2018 focus was on relationships – building learning partnerships. All this work is done in partnership between SEA, Central Office, and PASS. The day is planned, 2 facilitators from each building along with a school administrator participate in a 3-hour facilitator training prior to the TRI day. The 2019 TRI day being planned will continue a focus on Welcoming Environments and School Culture and Climate.

### **Initiative Goal(s):**

- Recognizing that creating a sense of belonging is a powerful shared human experience;
- Understanding how racism and implicit bias factor into all decisions/responses made and can gravely impact students;
- Exploring further Board Policy 0030 – Ensuring Educational and Racial Equity by examining welcoming environments and recognizing diversity;
- Acquiring knowledge of warm demander practices that establish high expectations with high supports in creating interdependent classroom environments with structured opportunities for student voice in an academic setting; and
- Examining and interrupting implicit bias in **the interest of improving relationships with students and instruction for students.**

### **Initiative Outcome(s)/Impact:**

The best way to share outcomes and impact is through comments shared in evaluations forms following the training.

What resonated with you?

- Circle & sharing “check in”, favorite number, and safe spot
- “Yes and” culture, ‘you’ can be positive to the person
- Let’s open a door without racial bias, open to discovery and creativity.
- Let’s meet student where they are! Not where I am.
- I will be focusing on consistency with greeting students at the door

Combating bias involves frequent re-visiting of these practices and opportunities to express ourselves

- Use a school-wide learning signal
- Using circles to connect and get to know each other
- Experiencing circles, I could see the relationship building and breaking of barriers
- Culturally responsive teaching practices; watching culturally responsive teacher in action
- Restorative practices and moving away from punitive practices for compliance – building community instead
- The importance of consistency across the school
- What next steps might benefit you most?
- Concrete steps as a staff

- Come together monthly to check-in like this (circles)
- Revisiting, practicing, and hearing these important ideas and strategies 70 times in the next few months! :)
- Behavior expectation signs posted in my room and around the school with our agreements
- To find out how these circles can benefit our team and students – to plan an implementation
- In providing a welcoming environment, what new practices will you initiate this year?
- Yes, and....be aware of my racial bias
- Greet students at the door
- Hear from all students by encouraging rehearsal (to gain confidence and comfort) and full participation. Making this an expectation for grading as well.
- Encourage sharing of cultural viewpoints and using representative materials.
- Reach out to more families

Outgrowth of this day’s activities over the course of the school year include:

- Circle training on the day between semesters in which over 65 staff from across the district attended.
- “Welcoming Environment” professional development opportunities for school-based administrative office professionals was designed and facilitated by Jeanne Suleiman and offered regionally on job alike days along with Verbal De-escalation.
- Network Improvement Communities (NIC) were facilitated that focused on creating safe and healthy school climates where students are supported and engaged. Topics for these NICs included Identity Safety, Restorative Practices, School-wide Expectations, Student Voice and Welcoming Environments.

**Strategic Priorities Alignment:**

High-Quality Instruction and Learning Experiences  
 Culturally Responsive Workforce  
 Inclusive and Authentic Engagement

**F. Partnerships: 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**

**Equity Focused Initiative:**

Creative Advantage

**Key Leadership Staff:**

Gail Sehlhorst (Curriculum and Instruction, Visual and Performing Arts), Audrey Querns (School-Community Partnerships)

**Statement of Equity Focused Initiative:**

The Creative Advantage is a city-wide initiative to establish equitable access to arts learning for all Seattle Public Schools students. It is a collective impact partnership of SPS, the City of Seattle Office of Arts & Culture and 97 arts organizations and teaching artists working toward a common goal that every student has access to arts learning and that access is no longer predictable by race, ethnicity, economic status and English Language Learning status

**Initiative Outcome(s)/Impact:**

In 2018-19, The Creative Advantage expanded from 44 to 61 schools. This growth impacts racial equity in a school by facilitating data collection, discussion and decision-making that considers access by race to the arts in their building, then provides resources for bringing teaching artists of color to work with their students and professional development for staff that can include using arts integration as a strategy for culturally-responsive teaching. In addition to school-based work, The Creative Advantage obtained grant funding and partnered with Ethnic Studies to develop and pilot curriculum that integrates Theatre of the Oppressed techniques into Ethnic Studies High School Curriculum. This work will continue and expand next year. Visual and Performing Arts teachers are in their second year of professional development in culturally-responsive teaching in the arts, and high school arts teachers are reviewing and updating the high school arts course catalog and course descriptions in order to reduce racial disproportionality in high school arts course taking.

**Next year,** The Creative Advantage will be expanding into 1-2 north-end pathways. In preparation for working in majority white schools, we are changing the protocols that we use with schools over 3-years to be able to lead schools in eliminating racial arts disparities in predominantly white spaces. Additionally, in the past, we have disaggregated our data by race, we will begin to disaggregate arts access data by race and gender in order to be more intentional in addressing the arts barriers, needs and strengths of African American males. Finally, we are launching Regional Arts Showcases in the Central, Southwest and Southeast regions with funding from Vulcan. Showcases will be community events that involve multiple schools and arts disciplines. Students will be leaders in the planning and management of the events. This is an opportunity for students, staff and partners who participate in both in school and out of school visual and performing arts to share their voices, experiences and learning with each other and with their school, family and neighborhood communities.

**Strategic Priorities Alignment:**

High Quality Instruction and Learning Experiences  
Predictable and Consistent Operational Systems  
Culturally Responsive Workforce  
Inclusive and Authentic Engagement

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**Equity Focused Initiative:**

Engaging Families in High School Success

**Key Leadership Staff:**

James Bush (Director of School and Community Partnerships) and Margo Siegenthaler (Project Manager)

**Statement of Equity Focused Initiative:**

The Engaging Families in High School Success Project (EFIHS) began in 2015 as a 4-year collaborative research project between Seattle Public Schools and Johns Hopkins University to study whether increasing the levels of family engagement efforts by schools during students’ transition to high school would positively impact student outcomes and graduation rates. The interventions included:

- Professional development for school teams to increase engaging 8th and 9th grade families during students’ critical transition to high school.
- Regular coaching to school teams to apply a continuous improvement framework by:
  - Planning, implementing and evaluating their family engagement efforts
  - Reflecting on school and student data
  - Connecting this work to other school efforts aimed at promoting 9th grade success.

Building a networked community of schools to learn from each other in this process.

- Seattle Public Schools’ high school graduation rates have steadily increased over the past few years. Yet a substantial number of students experience an opportunity gap, with lower college-ready graduation rates, leaving school without necessary skills for college and/or the workplace.
- Research shows that ninth grade will set the stage for whether high school students will graduate and will be ready for college and/or a career. Research also shows that 9th grade is when family engagement tapers off dramatically.
- Family engagement, particularly “supporting parents to support student learning,” is one of the essential elements for improving student success.

The primary goals of the project are to:

- Increase the capacity of middle and high school leaders to build family engagement strategies to improve students’ transition to high school.
- Increase the capacity of families to support their students in the transition from 8th to 9th grade.
- Ultimately these efforts would contribute to increased 9th grade attendance and course passing rates, which are key leading indicators of on-time high school graduation rates.

**Initiative Outcome(s)/Impact:**

EFIHS is one of the first research projects to use the continuous improvement framework to specifically target intervention through family engagement. With this project we used the framework to put more emphasis on the transition to high school into the guidance provided to schools. 29 schools have participated over the 4-year period, with 24 actively participating in

2018-19 - 10 High Schools, 14 Middle/K8 Schools. Each year we provided:

- Full day Fall Professional Development Institute where school teams developed an action plan of family engagement activities to focus on transition during the coming year linked to their continual school improvement plan (CSIP)
- Regional meetings during the winter and spring
- Regular coaching to individual school teams

Each school implemented at least two-family engagement activities related to high school transition, and then followed those up with a “cycle of inquiry” to reflect on their goals, whether they met their outcomes, and to use their learning to plan for changes/adaptations in future activities that will lead to improved student outcomes

**Half or more of surveyed school leaders say that their school has done the following for the first time as a result of this initiative:**

- Developed a family engagement plan that includes the transition to high school as a major component.
- Met with teams from other schools to share ideas about family engagement and learn from each other.
- Worked closely with their feeder middle school(s) or receiving high school(s) *on engaging families in the transition.*
- Engaged in a cycle of inquiry with others at their school about how family engagement activities are working and how they can be improved.

Johns Hopkins researchers are compiling data on the complete project and will have students’ attendance and course passing results next fall. The initial results look positive, but we will have results after they receive this year’s data.

**Family engagement practices have changed in schools in the following ways:**

- Schools have an increased recognition of a need to plan earlier in order to implement student/family conferences after the 1st quarter.
- Many middle/K8 schools conducted high school information events for the first time.
- Feeder schools connected with their receiving high schools to plan jointly in ways they had not done before, like planning and participation in high school course registration events for 8<sup>th</sup> grade families, a process that had previously relied only on materials sent home.
- Schools reflected on their family engagement practices in much deeper ways than they had previously. They began to think in new ways about:
  - Expanding outreach efforts in communicating about events and activities for families
  - Ensuring that interpretation and translation were available for families whose native language was not English

- Helping families understand how they could support high school success for their students.

**Strategic Priorities Alignment:**

High Quality Instruction and Learning Experiences  
Culturally Responsive Workforce  
Inclusive and Authentic Engagement

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**Equity Focused Initiative:**

Community Partnerships Database

**Key Leadership Staff:**

School and Family Partnerships Team

**Statement of Equity Focused Initiative:**

The School and Community Partnerships Department has developed a partnership database that provides details on which community-based organizations are providing services at which schools, by category, e.g. Health and Wellness, School Culture and Climate, Expanded Learning, etc. It can also specify who the target for services is; for example, if there are partner-provided programs that specifically target African American male students, we could see that through this database. This database will help us identify service needs and gaps, determine where we might need to focus greater resources, and support schools to think more strategically about who and how they partner in order to better serve students furthest from educational justice.

**Initiative Outcome(s)/Impact:**

We have been working to organize and launch this database for the last two years and have just this year uploaded baseline data into the system, so it is unfortunately too early to point to specific outcomes. Our major goals for the remainder of this school year and next school year are to develop systems for updating the data and getting the information into the hands of school/district staff and families in a way that will support equity-based decisions about partnerships. We are increasingly seeing how this database is critical to our strategic plan – the plan calls out the importance of serving the whole child, and partners are embedded in our schools in a variety of ways that make them integral to our MTSS systems. Through this database, schools will be able to better identify service gaps, find areas of duplication, and identify new partners that meet the needs of students and families; families will be able to see what service are offered at their school and other schools around the district; and partners will be able to find schools that may be most in need of their services

The strategic plan also calls out the importance of families and community partners who represent students of color having voice in decision making processes; in order to make that happen, we need to have clear systems for understanding who those partners are, where they are located, and whom they are serving. This database will provide a necessary tool to put equity at the center of our partnerships decisions.

**Strategic Priorities Alignment:**

**G. Multiple Pathways to Success: 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.**

**Equity Focused Initiative:**

Naviance Career Planning for Grades 6-12

**Key Leadership Staff:**

Dr. Caleb Perkins, Emily Harrison

**Statement of Equity Focused Initiative:**

The College and Career Readiness Department is in year one of implementing Naviance, a college and career planning software for grades 6<sup>th</sup>-12<sup>th</sup>. The purpose of this initiative is to ensure all students in grades 6-12 have equitable access to college and career planning. Naviance will allow counselors and other school staff to identify and close college access opportunity gaps and ensure all students graduate with a comprehensive high school and beyond plan that align to their interests, strengths, and career goals.

**The Initiative Goal(s) for year one implementation goals are as follows:**

- All schools will deliver the 6<sup>th</sup>-12<sup>th</sup> grade Naviance lessons
- Counselors will be trained on how to run Naviance reports and identify opportunity gaps.
- Counselors will review lesson completion data and create closing the gap action plans.

**Initiative Outcome(s)/Impact:**

As a result of this work:

- Schools are still in the process of delivering the Naviance lessons. About 50% of the schools have completed the required lessons to date. Many schools will be delivering their lessons in June after the SBA test window closes.
- School counselors reviewed mid-year completion data and created closing the gap action plans.

This is our first year so our outcomes are baseline data. The targets for next year are as follows:

- Increase family engagement in high school and beyond planning through the use of parent accounts in Naviance. Family accounts will be turned on in October of 2019.
- Turn on Naviance course planner and implement course planner lessons in grades 8-12 to support students with developing plans of study that are aligned to their post-secondary goals.

**Strategic Priorities Alignment:**

**High-Quality Instruction and Learning Experiences**

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**H. Recognizing Diversity: 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**

**Equity Focused Initiative:**

Advanced Learning Equity-Focused Student Recruitment and Identification

**Key Leadership Staff:**

Kari Hanson (Director Special Education), Stephen Martin (Supervisor of Advanced Learning), Deenie Berry (Advanced Learning Team)

**Statement of Equity Focused Initiative:**

The Advanced Learning team focused on improving access to highly capable and advanced learning opportunities through recognizing the diversity of our student and families and work to develop strategies to increase engagement, access and opportunity.

Students of color and twice-exceptional students are under-identified for advanced learning opportunities. Our second language families need support in reducing barriers for their student's access as well. We engaged in the following equity-focused activities to reduce barriers and increase access:

- *Communication with families features notifications, forms, and invitations translated in 5-9 world languages.*
- *Launched a Customer Care Team to respond to parent need for services and information in partnership with Seattle Public Schools Customer Service Department and District Ombuds.*
- *Partnered with the ELL Department to ensure that outreach and testing are understood by families in need of English language support.*
- *Collaborated with the Department of Racial Equity Advancement, Rainier Scholars, Family Supports/Partnerships, College and Career Readiness, Enrollment Planning and Admissions, Office of Communications, Racial Equity in HCC, and the Seattle Housing Authority in reaching and supporting underrepresented communities through participation in community events and attendance and planning and strategy meetings.*
- *Continued targeted universal screening of all Title I second grade students on the Nagieri Nonverbal Abilities Test to help identify low-income and ELL students who have high potential.*
- *Recruitment of students through invitational mailing to families receiving free and reduced services, whose students show potential for benefit from advanced or accelerated teaching and learning.*
- *In partnership with Special Education, developed a platform of school support for IEP teams in support of students eligible for 2e services.*

- *Developed PD for Special Education Supervisors and Specialists to equip for supporting families, teachers and IEP teams in delivering appropriate services for students identified as 2e.*

**Initiative Outcome(s)/Impact:**

Full impact and outcomes of enhancements to recruitment will be measured by referral data gathered over the next several months. We will monitor access to and application of the referral process by historically under-represented families to determine next steps. The referral window which initiates the identification process opened on May 15 and closes in mid-September of 2019.

This is the first year these efforts have been applied and results will be monitored to inform operations for the department as well as to inform the ongoing work of the Advanced Learning Task Force.

Impacts from Customer Care and recruitment improvements targeting historically underserved populations and students receiving FRL support:

- Customer Care provides a translated phone line “for English, press 1....Spanish, press 2....) etc. Better serve families of ELLs.
- a response time of one hour (during business hours) or less to families who email with questions
- The ability to provide in-person response for families who phone in with questions and need for support
- Every school (k-8) received informational materials (flyers, posters, information) in early May to support schools in recruitment of underrepresented families
- Schools with high numbers of ELLs received the informational materials (above) translated in 5 languages.

**Strategic Priorities Alignment:**

Predictable and Consistent Operational Systems  
Inclusive and Authentic Engagement

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**Equity Focused Initiative:**

Tiered Support to 25 Schools of Promise

**Key Leadership Staff:**

Wyeth Jessee, Kari Hanson, Kyle Kinoshita, Cashel Toner, Michelle Ota, Nicole Fitch, Pat Sander, Concie Pedroza

**Statement of Equity Focused Initiative:**

Student Support Services continued into the second year of tiered supports to 25 Schools of Promise for the 2018.19 school year. The concept of tiering supports by cross department teams to schools is driven by the commitment to engage schools with a culturally responsive support structure and wrap around services designed to meet unique and critical need for deeper resourcing, creative approaches and an urgent response to impacted populations of students.

**Initiative Goal(s):**

The 25 Schools of Promise developed Focus goals on CSIPs targeting high needs and low performing populations in alignment with ESSA (Every Student Succeeds Act) initiated by the state in spring of 2018. Human resources, time, structure and quality of support were customized and operationalized across Teaching and Learning, monitored through frequent review of progress data, and action plans adjusted to promote outcomes.

**Strategic actions included:**

- Mobilization of coordinated Learning Support Teams representing all departments across Teaching and Learning (Title/grants, ELA, Math, Sped, ELL, Coordinated School Health)
- Real time and sustained PD and support provided concurrent with instruction and during the school day through school tours, learning walks, coaching and training provided at the school, aligned to the Focus goal and student learning.
- Strategy and planning retreats in partnership and collaboration between Teaching and Learning and DREA were held twice during the year to review progress data, inform systems of support and strategize action targeting urgent need for responsive action
- Benchmarks of high leverage systems practices were communicated, supported, resourced via common guidance and tools, and monitored; supporting continuous improvement in establishing a MTSS at all 25 schools
- Multiple pathways for teacher and leader training in Atlas and Homeroom increased staff access to real time progress monitoring, formative and summative academic and SEL data used to inform services and instructional decision making; data provided view of target populations in alignment with ESSA and high needs students
- Central office teams were equipped to share and scale support key district initiative work including MTSS, CCC adoption, Envision adoption, and PBIS/SEL practices;
- Support to schools was coordinated and provided to schools in collaboration across multiple Central office departments; Central office meeting structures developed in support of teacher practices and aligned to Focus goal outcomes.

**Initiative Outcome(s)/Impact:**

Results, as indicated by progress data, demonstrate we are approaching 80% of the 24 schools on track to meet or exceed a Focus goal targeting the needs of underperforming or historically underserved populations.

**Strategic Priorities Alignment:**

High-Quality Instruction and Learning Experiences  
Predictable and Consistent Operational Systems  
Inclusive and Authentic Engagement

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