

Division of Equity, Partnerships and Engagement

To: Superintendent Denise Juneau
Board of Directors, Seattle Public Schools

From: Keisha Scarlett, Ed.D.
Chief of Equity, Partnerships and Engagement

Date: May 20, 2020

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

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 2019-2020, developed by the division of Equity, Partnerships and Engagement is a system-wide report of equity-focused work represented by multiple district departments, staff and community stakeholder groups. This report represents a sampling of initiatives in place throughout the district. Each initiative reflects the following:

- Alignment with Policy 0030
- Initiative Goals, Outcomes and Impact
- Alignment with the Seattle Excellence 2019-2024 Strategic Plan

This report is an opportunity to demonstrate our accountability to Policy 0030 and to embedding educational and racial equity in all of our work. This year's report requested that each entry include a Reflection component as an intentional consideration of opportunities for growth and advancement.

Sincerely,

Keisha Scarlett, Ed. D.
Chief – Equity, Partnerships and Engagement

2019-2020 Annual Report for Policy No. 0030 Ensuring Educational and Racial Equity

The Seattle Public Schools community (comprised of the School Board, central office leadership, school leadership, educators, families, and community-based organizations) is 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. The initiatives below highlight efforts guided by central office leadership in partnership with stakeholders to be accountable to the 8 Commitments of Policy 0030:

1. **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, Partnerships & Engagement - **Seattle Intervention Tracking and Community Partner Access (Year 1 of 2)**, pg. 11
 - Equity, Partnerships & Engagement – **Seattle University Local Learning Network**, pg. 13
 - Equity, Partnerships & Engagement / Teaching & Learning - **Families, Education, Preschool, and Promise (FEPP) Levy Funding**, pg. 14
 - Public Affairs / Teaching & Learning – **Supplemental Lessons**, pg. 21
 - Student Support Services– **Student 504 Power School Module**, pg. 24
 - Student Support Services - **Address Disproportionality in Long-Term Exclusions for African American Students With IEPs**, pg. 26
 - Student Support Services – **Redesign of Advanced Learning Services**, pg. 28
 - Teaching & Learning - **Analysis of 5th Grade Math Performance at Schools with Curriculum Waivers**, pg. 39
 - Teaching & Learning – **3rd Grade Literacy Goal – Target Instruction for Students Furthest From Educational Justice**, pg. 41
 - Teaching & Learning – **K-12 Science Adoption**, pg. 45

2. **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, Partnerships & Engagement – **Racial Equity Team (RET) Program**, pg. 7
 - Equity, Partnerships & Engagement / Teaching & Learning - **Families, Education, Preschool, and Promise (FEPP) Levy Funding**, pg. 14
 - Operations - **Evaluate and Update Capital Practices and Processes with an Equity Lens**, pg. 19
 - Student Support Services - **Increasing Community Engagement in Capacity Management Solutions While Ensuring Racial Equity**, pg. 27

3. **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, Partnerships & Engagement / Teaching & Learning - **Families, Education, Preschool, and Promise (FEPP) Levy Funding**, pg. 14
 - Human Resources – **Grow Your Own [Academy of Rising Educators], Revamping Schools Based Hiring & Selection, Recruiting Staff of Color, Retention of Staff of Color, and Staffing for Black Excellence**, pg. 16-19
 - Student Support Services – **Athletics Department Hiring Decisions Representative of Student Population**, pg. 25

4. **Professional Development** - *The district shall provide professional development to strengthened employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.*
 - Equity, Partnerships & Engagement – **Racial Equity Team (RET) Program**, pg. 7
 - Equity, Partnerships & Engagement – **Central Office Racial Equity Capacity-Building**, pg. 9
 - Equity, Partnerships & Engagement – **Seattle University Local Learning Network**, pg. 13
 - Equity, Partnerships & Engagement / Teaching & Learning - **Families, Education, Preschool, and Promise (FEPP) Levy Funding**, pg. 14
 - Teaching & Learning – **Ethnic Studies**, pg. 37
 - Teaching & Learning - **Implementation of enVision Math 2.0 including professional development**, pg. 43

5. **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, Partnerships & Engagement – **Seattle University Local Learning Network**, pg. 13
 - Equity, Partnerships & Engagement / Teaching & Learning - **Families, Education, Preschool, and Promise (FEPP) Levy Funding**, pg. 14
 - Equity, Partnerships & Engagement – **Academic Parent Teacher Teams**, pg. 15
 - Operations - **Evaluate and Update Capital Practices and Processes with an Equity Lens** pg. 19
 - Schools and Continuous Improvement – **Discipline Focus Groups**, pg. 23

6. **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, Partnerships & Engagement - **Seattle Intervention Tracking and Community Partner Access (Year 1 of 2)**, pg. 11

- Equity, Partnerships & Engagement – **Seattle University Local Learning Network**, pg. 13
 - Equity, Partnerships & Engagement / Teaching & Learning - **Families, Education, Preschool, and Promise (FEPP) Levy Funding**, pg. 14
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 - Superintendent’s Office - **Affinity Group Community Meetings-Learn In Community and Learn With Community**, pg. 29
7. **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, Partnerships & Engagement / Teaching & Learning - **Families, Education, Preschool, and Promise (FEPP) Levy Funding**, pg. 14
 - Teaching & Learning – **Naviance**, pg. 31
 - Teaching & Learning - **Strategic Plan Work Group**, pg. 33
8. **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, Partnerships & Engagement – **Seattle University Local Learning Network**, pg. 13
 - Equity, Partnerships & Engagement / Teaching & Learning - **Families, Education, Preschool, and Promise (FEPP) Levy Funding**, pg. 14
 - Teaching & Learning– **Ethnic Studies**, pg. 37

Equity-Focused Initiatives by Division

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African American Male Achievement

Key Leadership Staff:

Executive Director – Mia Williams, Ed. D.
Dept. Leads – Adam Haizlip, Manager, Kevin Loyal, Manager

Statement:

The Department of African American Male Achievement (AAMA) was launched in 2019 to ensure Seattle Public Schools has the culture, conditions, competencies, and community connections needed for all Black and African American boys and young male students to be successful.

The Department of African American Male Achievement (AAMA) directly aligns with Seattle Excellence, the district's strategic plan, and the collective commitment to unapologetically support and serve students and families furthest from educational justice.

In our inaugural year under the leadership of Executive Director Dr. Mia Williams, the office hired its first two employees; managers Adam Haizlip and Kevin Loyal. AAMA intends to do the following: **survey 500 African American males** (to garner a richer awareness of our king's cultural and academic experience) within Seattle Public School district, in addition to **facilitating community-oriented focus groups**, and initiate an active **Student Leadership Council of Kings**. We believe this process will enhance **Equity Access** by centering the experiences and voices of our kings within our schools.

To date our office has begun to foster healthy community relationships and partnerships which is in direct alignment with the **multiple partnerships** commitment at the nexus of School Board Policy 0030. Additionally, both our commitment to and our collaborations with the Academy of Rising Educators program will have a direct impact on **Workforce Equity and Professional Development**. Our office's contributions on Board Action Reviews, steering committees, hiring committees, and the Superintendent's executive cabinet are other examples of the office's commitment to integrate Policy 0030 at every level of our work plans.

Equity, Partnerships & Engagement

Equity Focused Initiative:

Racial Equity Team (RET) Program (Commitments 2,4)

Key Leadership Staff:

Chief – Keisha Scarlett, Ed. D.

Dept. Lead – Manal Al-Ansi

Other key staff members – Nichole Coates, Uti Hawkins, Josh Parker, Dr. Conrad Webster

Statement:

The Racial Equity Team program acts as a key lever in operationalizing the commitments of Policy #0030 and advancing racial equity in our school buildings. In alignment with the 2019-2024 Strategic Plan, RETs strive to systematize racial equity across Seattle Public Schools and work towards racial justice. DREA (Department of Racial Equity Advancement) staff has served as 1-1 coaches to teams while also sponsoring all-team Professional Development Institutes as well as a robust series of virtual learning opportunities in response to the COVID crisis.

Initiative Outcome(s)/Impact:

As a result of this work our outcomes were:

- Ongoing, responsive DREA 1-1 coaching support to 42 Racial Equity Teams
- All-day RET Institute for all teams held in December 2019 – focus: building collective capacity and interdependence amongst the RET community
- Increased RET/ Central Office Collaboration through thought-partnership
 - RETs participated in the pilot session of BLT 102 in order to help determine the efficacy of its racial equity stance.
 - RETs gave feedback on School Climate Survey to analyze its racial equity lens, and to give input on its utility in racial equity planning.
 - RET in the fall were engaged two “Leads Connect” leadership skill specific virtual workshops around coaching teams rooted in Aguilar Coaching Teams learnings to connect resources and supports from the central office across teams.
- COVID-19 Racial Equity Mobilization Response
 - COVID-19 Racial Equity Newsletter
 - Central office educators and school-based support staff convened to make recommendations on racially equitable and culturally responsive community organizing at school sites in response to COVID-19. This resource was compiled and shared with RETs in the COVID-19 Racial Equity Strategies Sessions. Partners were invited to also speak to teams directly through the series platform.

- Using surveys and focus groups to understand the experiences of racial equity teams during the pandemic in order to create systems of support responsive to their needs.
- Providing supports based on RET needs
 - “Racial Equity Strategy Sessions” – one-hour learning sessions on how to center racial equity in schools’ response to COVID-19. Including sessions on Family Engagement, Community Partnership, Supporting ELL Students, Student Wellness, Community Mobilization and Racial Equity Analysis; continue weekly through the end of the school year.
 - Creating Schoology “Racial Equity Strategy Library” that schools can apply to their school-based racial equity work.
 - Call to action – “Response Planner” – creating structure and accountability to centering historically marginalized students of color furthest way from educational justice in schools’ response to the pandemic.
 - Mobilization strategies – built in collaboration with other district departments, creating a Community Mobilization tools to help RETs with best practices around trust and community building in racial equity work.
- RET Action Plans are due June 1, 2020 – these action plans will provide additional data about the racial equity landscape across RETs.

The RET program is an ongoing initiative in its sixth year.

What has improved?

- Greater levels of trust and deeper relationships between RETs and DREA
- Increased identification of RET community and positions as leaders within our system
- More focused coaching with school RETs and school principals about racial equity team engagement with mobilizing policy 0030 initiatives as BLT and CSIP supports.
- Depth and intentionality of 1:1 coaching support around racial equity leadership and systems change
- DREA’s articulation of what it can offer RETs in terms of support and guidance
- Professional learning and greater alignment among RET coaches in terms of best practice in coaching
- DREA’s ongoing development of a research-based coaching program structure
- Connection of RET work to other district departments, programs and initiatives

What are targets for next year?

- To build a support system for the development of change agents for racial equity across Central Office
- To increase the levels of confidence and efficacy in our RET Leads
- To build more alignment across RETs across the district and within regions/school pathways
- To improve the percentage of RET Leads and members that return to the team (retention)

- To increase the number of participants who report that coaching was a positive experience, that they trusted their coach, and that their coach helped them reflect on their behaviors, beliefs, and ways of being.

Strategic Priorities Alignment:

Racial Equity Team work is in direct alignment with Priorities 1, 3, and 4 of the Seattle Excellence strategic plan. Many teams have chosen to center their Action Plans and work around accelerating high quality, culturally responsive learning experiences for students of color furthest from educational justice (Priority 1). Other teams have chosen to dedicate their work to building a more culturally responsive workforce, often through professional development offerings in or other adult learning opportunities around racial equity (Priority 3). Finally, every RET is asked to engage in their work through the lens of authentic, inclusive engagement with the communities and families of color they serve (Priority 4). They are asked to engage community as a partner in furthering racial equity at the building level.

Reflection:

- Funding more DREA coaches and program costs to better meet the needs of teams (currently 42, projected to be “all schools” according to current CBA contract language)
- More consistent, focused data collection to measure impact and outcomes of the program
- Stronger storytelling to amplify the work of RETs across the district
- Continue to connect teams to one another, building interdependence and mutual support
- Clear articulation and consistent implementation of a DREA coaching program
- Continue to advance the positional power of RETs to influence the development of the CSIP, budget, and PD calendars with a racial equity focus.

Equity Focused Initiative:

Central Office Racial Equity Capacity-Building (Commitment 4)

Key Leadership Staff:

Chief – Keisha Scarlett, Ed. D.

Dept. Lead – Manal Al-Ansi, Deborah Northern

Other key staff members – Nichole Coates, Uti Hawkins, Conrad Webster, Josh Parker

Statement:

The Department of Racial Equity Advancement (DREA)’s work at Central Office is to build capacity for racial equity. Our overarching goal is to support individuals, departments, and teams to advance racial equity from their seat, or position in the

system. We do this by taking on different stances in different spaces including: calibrating (alignment to policies and the Strategic Plan), consulting (providing feedback, advice, resources), collaborating (partnering on a co-developed project), and 1-1 coaching (deeper work for reflection, growth, and action). We refer to these as the “4Cs,” and each are power professional development and adult learning levers to advance racial equity in our system.

During the 2019-2020 school year, DREA worked in the following spaces:

- Policy Development
 - Policy 0040: Anti-Racism Policy
- Strategic Plan Work Groups
 - Priority 3, Goal 6: Culturally Responsive Workforce workgroup goal lead – Uti Hawkins
 - Priority 1, Goal 1: Safe & Welcoming Environment workgroup member and 4C support to the goal leads – Nichole Coates
 - Priority 1, Goal 2: P-3 Literacy Assessment work group member and 4C support to the goal lead – Conrad Webster & Josh Parker
 - Priority 1, Goal 3: 3rd Grade Mathematics work group member – Josh Parker
 - Priority 1, Goal 4/5: 9th Grade On Track and 12th Grade College and Career Readiness work group member and 4C support to the goal lead – Josh Parker
- Committees
 - PGES committee members and 4C support to committee leads – Uti Hawkins and Josh Parker
 - 24 Credit Committee members and 4C support to committee lead – Josh Parker & Conrad Webster
 - School Climate Survey Review – Safe and Welcoming Environment – Nichole Coates
 - School Climate Survey Review – Culturally Responsive Workforce – Uti Hawkins
 - HR - Co-development of the BLT 102 Training – Nichole Coates
- Departmental Work
 - HR’s Seattle 301 program development work group – Co-led by Uti Hawkins, Josh Parker as a group member
 - College and Career Readiness – ongoing 4C support – Josh Parker & Conrad Webster
 - Curriculum, Assessment, and Instruction – Math and Music department – short-term calibration and consultation support – Josh Parker
 - Co-leadership in the Culturally Responsive Teacher Leadership Cadre – Uti Hawkins
 - Coordinated School Health - short-term calibration and consultation support – Nichole Coates
 - Coordinated School Health - SPED/ Behavioral Health Coaches “Building Racial Stamina” Monthly Professional Development Sessions – Nichole Coates
- COVID Response
 - Creation of the SPS COVID-19 Racial Equity Analysis Tool
 - Development of “A or Incomplete” Grading Policy – 4C support from Conrad Webster, Josh Parker, Manal Al-Ansi

Initiative Outcome(s)/Impact:

Outcomes include:

- Increased capacity for racial equity leadership across our system
- Increased alignment of racial equity initiatives across our district and across our schools
- Deeper adult learning about behaviors, beliefs, and ways of being around racial equity
- More connectivity across school sites for alignment and sharing in practices.
- Policy development that centered racial equity, anti-racism, and our students of color furthest from educational justice
- Greater presence of DREA across the system (and in various spaces)
- Responsive district tools made available for COVID response through a racial equity lens
- Stronger relationships and deeper trust between DREA and various departments across Central Office

Strategic Priorities Alignment:

Our “4C” support to advance racial equity at Central Office is in strong and direct alignment with Priorities 1, 3, and 4 of the Seattle Excellence (see DREA’s presence in Strategic Plan work groups above).

Reflection:

- Strong messaging of our “4C” capacity-building approach across Central Office
- Clearly define our services and a process to partner with DREA
- Develop our internal and external website to reflect our current approach, philosophy, and services
- Collect data from our Central Office partners to better capture the impacts of working with DREA and further develop our work
- Continued alignment between central office departments and school-based racial equity work

Equity Focused Initiative:

*Seattle Intervention Tracking and Community Partner Access; Year 1 of 2
(Commitment 1,6)*

Key Leadership Staff:

Chief – Keisha Scarlett, Ed. D.

Dept. Lead – James Bush

Other key staff members – Jennifer Chamberlin, Natalie Williams

Statement:

SPS is in the process of developing a Partner Intervention Tracking tool to track and evaluate the effectiveness of interventions offered by community-based organizations (CBOs). Currently each school either builds their own individual system to monitor interventions or operates without a system at all. The main objective of this project is to develop a tool to better manage interventions with a focus on ensuring that students furthest from educational justice have the resources and supports necessary for their educational journey.

Initiative Outcome(s)/Impact:

In Fall 2019, SPS accepted two-year grant funds to support the implementation of this tool. As a result of this initiative, SPS will have a centrally managed intervention tracking system that will give us better insight of our district-wide universe of interventions. In January 2020, the Community Partnerships team hired a program coordinator who has begun engaging both internal and external stakeholders to understand the gaps and opportunities in our system to provide better support to our students. At the end of the 2020-2021 Academic Year, our goal is to have an intervention tracking tool that is developed and piloted with our schools and partners.

Strategic Priorities Alignment:

This solution directly supports our strategic plan priorities of High-Quality Instruction and Learning Experiences and Predictable and Consistent Operations Systems as school and central office staff will have a tool to evaluate the effectiveness of academic and enrichment interventions delivered by schools and community partners.

Reflection:

In order to ensure that students of color who are furthest away from educational justice feel safe and welcome at school, the system will measure equitable access to services. This tool will help us to better understand and visualize whether the services we are providing are the appropriate fit for students. It will also help us identify schools that may not have interventions that effectively meet the needs of their students of color. To prioritize culturally relevant interventions, we will continue to bring together organizations and individuals that can connect with students authentically and ensure that have developed a tool that will support our students of color furthest from educational justice.

Equity Focused Initiative:

Seattle University Local Learning Network (Commitments 1, 4, 5, 6, 8)

Key Leadership Staff:

Chief – Diane DeBacker and Keisha Scarlett, Ed. D.

Dept. Lead – James Bush

Other key staff members – Cashel Toner, Kathlyn Paananen

Statement of Equity Focused Initiative:

SPS has entered into a partnership agreement that will develop and implement a Local Improvement Network (Network) focused on early learning and elementary success in 4 central area schools. The purpose of the Network is to pursue strategies and practices that ensure students and adults are thriving (academically and socially) in learning and teaching math.

Initiative Outcome(s)/Impact:

SPS and SU have collaborated for over a year to plan for the Network. SPS, SU and community partners have co-developed a rubric for the selection of participating schools. SPS has received six Network applications from the following schools: Bailey Gatzert, John Muir, Thurgood Marshall, Leschi, Madrona, and Lowell. The selection and planning process have been delayed until Fall 2020 and instead each applicant will receive mini-grants to provide support for each school's summer programming in response to COVID.

Strategic Priorities Alignment:

The Network will center the work on students and families furthest from educational justice, use a racial justice lens, and employ continuous improvement methods. Guided by a commitment to racial equity SPS, Seattle University, and youth and family community-based organizations have co-created Network strategies, goals and assessment measures.

Reflection:

Continued growth and collaboration of the network. Once the schools are selected, it is critical that the work is integrated into SPS's Curriculum, Family & Community Engagement, and Racial Equity & Advancement strategies.

Equity Focused Initiative:

Families, Education, Preschool, and Promise (FEPP) Levy funding for K-12 School Based Investments for the 2020-2021 through 2025-2026 School Years (Commitments 1-8)

Key Leadership Staff:

Chief – Diane DeBacker, Keisha Scarlett, Ed. D.

Dept. Lead – James Bush

Other key staff members – Caleb Perkins, Cashel Toner, Michael Stone, Nicole Turner, Sarah Perez-Hamilton

Statement:

FEPP K – 12 funding will support Culturally Specific and Responsive Programming, School-Based Investments, School-Based Health, Summer Learning, and Wrap Around Services at selected schools throughout the District. SPS and the City's Department of Education & Early Learning (DEEL) have engaged in a process to ensure that the FEPP Levy will prioritize programs that advance educational equity for historically underserved groups including African-American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugees and immigrants, homeless, English language learners, and LGBTQ students.

Initiative Outcome(s)/Impact:

In Spring 2020, SPS accepted \$113,572 in grant funding from the City of Seattle to serve the 20 selected elementary, 5 middle, and 5 high schools.

We are working in partnership with DEEL to ensure that racial equity analysis is grounded in all decision-making and contracting processes through a defined SPS and DEEL Workgroup Structure. Committed to serving students furthest from educational justice, workgroup members including SPS and DEEL leadership, will meet on a monthly basis to ensure strategic alignment, authorize work, make critical decisions, share information, and highlight successes and challenges.

Strategic Priorities Alignment:

FEPP is a targeted investment approach that will articulate and support SPS's Strategic Plan and other District Initiatives. Programming will provide many benefits to students by providing preschool classrooms across our district, culturally responsive, physical and mental health programming to support learning in grades K-12, college and job-readiness experiences that promote high school graduation, and access to post-secondary education and training.

Reflection:

SPS is building internal structures that support the successful implementation of school and central office FEPP programming to ensure our students receive the resources and have access to resources to support their success in schools, life and community.

Equity Focused Initiative:
Academic Parent Teacher Teams (Commitments 5,6)

Key Leadership Staff:

Chief – Keisha Scarlett, Ed. D.
Department Leads - Kirk Mead, Anita Koyier-Mwamba

Statement:

This year we are piloting Academic Parent Teacher Teams (APTT) as a family engagement strategy for schools. The focus is on K-3 at three (3) of our thirteen (13) priority schools. We are implementing this program to strengthen family and teacher relationships to improve school culture. Further, APTT builds parent capacity to support student learning at home.

Initiative Outcome(s)/Impact

This is year one (1) of three (3). The pandemic abruptly cut short our concluding activities of the year. This year would have provided baseline data. Currently EDNorthwest is conducting an evaluation of year one (1) to set the baseline.

Teachers and parents/guardians developed stronger relationships that were linked to student learning. (Increase Capabilities. Confidence/Self Efficacy. Increase parent connections.)

Families learned specific math and literacy strategies to practice at home. From preliminary data, most students show improvement in grades.

Next year, we expect to add 3-5 schools in partnership with the upcoming Local Improvement Network (LIN) schools and the early learning department.

Strategic Priorities Alignment:

This initiative supports Priority Four - Inclusive and Authentic Engagement and aligns with the 3rd grade literacy proficiency goal for African American males and other students furthest from educational justice.

Reflection:

The long-term goal for APTT is to have district-trained trainers to support APTT after the grant supported period. This strategy is directed to elementary schools. APTT is a research informed strategy that is aligned with the Dual Capacity Building Framework.

Our recommendation is that the district should have at least ten (10) APTT trained coaches to support all elementary schools. We should engage a cross-departmental team to support annual evaluation, training and a continuous improvement process.

Human Resources

Equity Focused Initiatives:

Grow Your Own [Academy of Rising Educators], Revamping Schools Based Hiring & Selection, Recruiting Staff of Color, Retention of Staff of Color, and Staffing for Black Excellence (Commitment 3)

Key Leadership Staff:

Chief Human Resources Officer – Dr. Clover Codd

Dept. Lead – Sheila Redick, Kenderick (K.O.) Wilson, Mike Simmons

Other key staff members – Culturally Responsive Workforce, Strategic Plan Workgroup

Statement:

Although seemingly every teacher-focused organization, school district, and department of education proclaims the value of a diverse teacher workforce, the overwhelming whiteness of higher education has a direct impact on the whiteness of the teaching profession (Sleeter, 2001). The disproportionately smaller numbers of students of color who do graduate with bachelor's degrees and whom attend teacher education programs face continued isolation, receiving instruction from a majority white professoriate around strategies to teach an increasingly diverse student population that often, these very faculty are unskilled at teaching (Ladson-Billings, 2005; Picower, 2009).

SPS teachers are overwhelmingly white (80%), while our students of color are more than 54% of our student body. Therefore, it is a democratic imperative that Seattle Public Schools create strategies to diversify the teaching workforce.

SPS's Human Resource Department (HR) are taking the following steps to create a diverse workforce that reflects SPS's student population, especially students of color furthest away from educational justice: ***Grow Your Own [ARE], Revamping Schools Based Hiring & Selection, Recruiting Staff of Color, Retention of Staff of Color, and Staffing for Black Excellence.***

Initiative Outcome(s)/Impact:

Grow Your Own

Our inaugural Seattle Central College Academy for Rising Educators (ARE) cohort 1 consists of 28 participants (all candidates of color/7 African American Males). ARE oversees the following pathways into teaching: Seattle Central College, Class2Cert, and Seattle Teacher Residency (STR).

For the 2019-20 school year:

- Seattle Central College: 28 candidates (ALL candidates of color/7 AAM)
- Class2Cert: 21 candidates (9 candidates of color/2 AAM)
- STR: 27 candidates (14 candidates of color/ NO AAM)

Priority Enrollment Period 1 for candidates in the 2020 cohort has ended with the following application numbers

- Seattle Central College (Associates Degree-seeking, including High School Promise students): 55 (ALL candidates of color/15 African American Males)
- Traditional Class to Cert (certificate, Bachelor's or Master's seeking): 19 (9 candidates of color/4 African American Males)

Hiring & Selection

During this year's SEA contract negotiations, SPS committed to raising the bar on its equity efforts around hiring. As part of that process, HR, in collaboration with SEA, revamped the site-based hiring training to include deeper knowledge and understanding around implicit bias and related best practices that support our overall Culturally Responsive Workforce strategy.

- To date, Employment Services Manager Leslyn Jones-Pettit and SEA representative Tommy Rose have led five online hiring training sessions with building leaders and hiring teams. Each session has had 25-50 attendees. All of the sessions have been conducted via Teams meetings, which has opened up additional access to the training in new ways.
- Our HR Business Partner team also has teamed up to support our future teacher candidates through the development and hosting of interview skills and resume writing workshops for our contract holders, both in person (prior to shutdown) and via Teams meetings. They have hosted more than 11 sessions combined with an average attendance of 21, the largest being a session for 87 participants.

Recruiting Staff of Color

Our targeted recruitment efforts centered around the 13 Seattle Excellence focus schools; growing our Recruiting Fellows program engagement and cultivation with

teacher candidates and establishing HBCU school relationships. Results of our 2019-20 efforts include-

- 27.1% of teachers hired identify as people of color; compared to a metric goal of 26%
- In 2018-19, we hired 26.4% teachers of color

- 57% of school leader hired identify as people of color, compared to a metric goal of 39%
- In 2018-19, we hired 35% leaders of color

- 1.9% first day vacancies compared to prior years:
- 2018 – 2.9%, 2017 – 5.2%, and 2016 – 10.6%

We have a concerted effort to analyze the retention rate for our teachers of color. We are partnering with the UW researchers on school-by-school analysis of TOC retention and have developed a preliminary list of “outlier” schools with larger #/% of retaining TOC. We have also completed rounds of feedback on the revision of the employee engagement survey. Our Professional Growth & Educator Support survey now includes teacher perceptions regarding why they “stay” in SPS. Our goal is to better understand retention and put in place strategies to better retain educators of color.

Staffing for Black Excellence in Pathways

We have also added an initiative around Staffing for Black Excellence in Pathways. This initiative is an overlay to our other related areas and has resulted in removing specific financial barriers to becoming a teacher, the implementation of implicit bias training into the hiring & selection process and enhancements in our JSCEE job posting around preferred vs. required qualifications as a part of all job descriptions. Our social media and marketing campaigns will center Black excellence as a strategy for recruiting and recognizing Black educators.

Strategic Priorities Alignment:

Our five initiatives are in direct alignment with the Seattle Excellence mission and vision. With specific emphasis, our Grow Your Own initiative and the ARE program candidates and future SPS teachers are *rooted in our community, dedicated to long-term teaching*, and committed to *anti-racist pedagogy* towards reaching students furthest away from educational justice. ARE is a comprehensive strategy that allows us [HR] to achieve the goals in the SPS Strategic Plan. It also contains Seattle Public School’s inexpensive high-quality teacher pathway program that aims to get high school students, classified employees, and community members of color on the road to a

college degree and teaching certificate – regardless of current level of educational attainment.

Beyond the Grow Your Own initiative, the other related and supportive 4 initiatives are fundamentally rooted in the Seattle Excellence commitment to delivering on the recruitment, retention, and hiring and staffing diverse staff and leadership in our schools and the SPS Central Office.

Reflection:

Opportunities to grow our program have been presented in size and scope of curriculum at Seattle Central College and City U. These colleges have agreed to hire on individuals [instructors] from the DREA and AAMAD to develop future teachers with an emphasis on students furthest away from educational justice. ARE has also added a Teach 4 Liberation 16-part Professional Development Series to support ARE candidates develop into “Seattle Ready” teachers. This PD will be developed by world-renowned Dr. Rogers-Ard and Dr. Knaus.

HR initiatives remain focused on the implementation of our Strategic Plan – Seattle Excellence. We are centering our strategies around Black excellence and working with stakeholders to inform our strategies and our practices.

Operations

Equity Focused Initiative:

Evaluate and Update Capital Practices and Processes with an Equity Lens Focusing on BEX V Levy Projects (Commitments 2,5)

Key Leadership Staff:

Chief – Fred Podesta

Dept. Lead – Richard Best, Director, Capital Projects and Planning

Other key staff members – Eric Becker, Mike Skutack, Jeanette Imanishi, Becky Asencio

Statement:

Capital Projects and Planning (Capital) sought to integrate an equity lens throughout department processes and work efforts. Understanding the impacts of facility condition on the educational environment and the importance of providing warm and welcoming schools, Capital has been incorporating equity analysis into their decision-making

processes. The goal is to evaluate and update Capital practices and processes with an equity lens focusing on BEX V Levy projects.

Initiative Outcome(s)/Impact:

Steps taken to integrate equity analysis throughout the Capital department included

- Having multiple department wide training sessions conducted by DREA
- Regularly consulting with Deborah Northern of DREA
- Conducting equity workshops with Architects selected for BEX V Levy projects
- Utilizing the guiding questions of the SPS equity toolkit when decisions were to be made

Deborah Northern of the *DREA* has become an important part of the Capital team, guiding and advising Senior Project Managers, their teams, and consultants. Deborah continues to attend Capital team meetings and participates in school design meetings.

Awareness of the impact of equity analysis has become a part of the design processes for construction projects. Project Managers include Deborah on their School Design Advisory Teams (SDAT) and ensure that project Architects are aware of SPS Policy 0030 and the Strategic Plan goals. Design decisions are made with an equity lens in mind and an awareness of the needs of each school community.

Capital hosted a workshop mid-November 2019 with educational staff and community partners to address the needs of homeless students and identify required facilities modifications in District's elementary and secondary educational specifications.

The equity analysis tool is also used regularly by the Planning group to evaluate potential impacts of processes and decisions on those furthest from educational justice. The guidance of the toolkit has been utilized in drafting proposed policy changes, preparing landmark nomination reports, and other planning processes.

Strategic Priorities Alignment:

Integrating equity throughout the Capital department in the planning and execution of construction projects will result in welcoming environments for students, staff, and the community, and access to high quality facilities and other educational resources. This supports the first goal of the Strategic Plan, *High-Quality Instruction and Learning Experiences*, by providing the physical space where students feel safe and welcome and that meets their needs. This initiative also supports the second goal, *Predictable and Consistent Operational Systems*, by creating schools that can be more easily maintained and operated, ensuring a safe and comfortable educational environment.

Reflection:

Capital team meetings and workshops focused on equity have resulted in robust discussions and brainstorming on how the Capital Projects and Planning group can best

incorporate equity into their work. Individuals regularly bring examples of process changes they have initiated to the group to discuss. This awareness is being communicated to outside consultants which will hopefully continue to influence their work for the district.

Public Affairs / Teaching & Learning (Curriculum and Instruction)

Equity Focused Initiative:

Development and distribution of teacher-generated, supplemental lessons to support students furthest away from educational justice during school building closures. (Commitments 1,6)

Key Leadership Staff:

Chief – Chief Dr. Diane DeBacker and Chief Carri Campbell
Dept. Lead – Edgar Riebe (Public Affairs) and Cashel Toner (CAI)
Other key staff members – Hong-Nhi Do, Braxton Kellogg, Tori Sommerman, Stephen Rice, Kristina Colleen, Pauline Amell-Nash, Lori Dunn, Gail Sehlhorst, Kathleen Vasquez, Mary Margret Welch, Heather Brown, Kari Kunkel, Gail Morris, Pat Sander, Dr. Mia Williams, and volunteers from various departments and schools that put together the paper based learning packets and distributed each week: Curriculum, Assessment & Instruction, ELL, SPS publishing, Community Partnerships and Engagement, SP-6 team, Warehouse and drivers, Safety and Security, Enrollment Planning, and School Leaders and Educators.

Statement:

In response to the abrupt closure of our school buildings, Curriculum, Assessment, and Instruction (CAI) and Public Affairs co-designed and developed a process for ensuring access to supplemental, teacher-generated lessons for K-8 students furthest away from educational justice. Our goal was to ensure students could keep learning during this unprecedented time. We initially selected to focus on K-8 students, because they were less likely to already be engaged in online learning through Schoology. Knowing that many families may not have internet access, the team prioritized use of traditional broadcast television (SPS TV and KOMO News) and hard copy learning packets to reach students. We also knew that many SPS families access web content from their phone (70% of families at our 13 focus schools use their phone to access www.seattleschools.org) so pre-recorded content delivered through our website was also an accessible strategy. Learning Packets aligned to the SPS TV lessons are distributed weekly to all 26 student meal sites, affordable housing locations (Mercy

Housing, Solid Ground, Compass Housing, Bellwether, SHA Garden sites, and LIHI), community locations (Highland Park Improvement Club, Emerson Food Bank, East African Community Center, ID/Chinatown Hing Hay, Mary's Place, Sacred Heart Shelter, Interlm, and SCIDpd), as well as childcare providers (Boys & Girls Club, Launch, Creative Kids, Seed of Life, Tiny Tots, Whittier Kids, Kids Co., and Latona). In addition, learning content is housed on the SPS Learning webpages and SPS TV YouTube channel. Information on how to access video and hardcopy lessons has been distributed through community partners and direct communication with families in home language. The team was intentional in ensuring educators of color are featured in the videos, in alignment with *Seattle Excellence* commitments and goals.

Initiative Outcome(s)/Impact:

As a result of this work, we have distributed close to 71,000 learning packets since March 23, with the highest distribution the week before spring break at 14,600. The teacher-generated learning videos have been viewed over 240,000 times, with over 14,000 students engaged in the first day. A total of 19,233 hours of lessons have been watched and we have gained over 3500 new subscribers to our video channel. Throughout the process we have refined our practice in response to family feedback and requests. Content has been limited to K-5 but we are now providing grade level lessons not grade band such as K/1. We have added social-emotional learning supports, English language learner content, and have recently added community partner content so students can take virtual field trips. We are in partnership with the Woodland Park Zoo, African American Traveling Museum, and the Aquarium. We are also in conversation with Africatown to support distribution of content developed by community in community. SPS TV up until this point was underutilized to support student learning. Based on the success we have seen and the positive response from our families we will continue to explore how to provide learning supports during future school breaks. Depending on the need for fall 20-21 we will resume programming and paper-based, aligned supports.

Strategic Priorities Alignment:

- High Quality Instruction and Learning Experiences: 3rd grade reading and safe & welcoming (social-emotional supports)
- Culturally Responsive Workforce: diversity of staff; recruitment for videos

Reflection:

As mentioned above, SPS TV and our broadcast channel have been underutilized to support student learning. The teams should consider continuing to provide learning programming during school breaks as well as continuing hard copy learning packets.

Schools and Continuous Improvement

Equity Focused Initiative:

Discipline Focus Groups

(Commitment 5)

Key Leadership Staff:

Chief – Wyeth Jessee

Dept. Lead – Erin Romanuk

Other key staff members – Anday Musazghi, Jerome Upshaw, Dan Warren, Nikki York

Statement:

This year presented an opportunity for the Behavior Health Tier 2 Discipline team to re-visit and capture student voice as part of the Multi-Tiered System of Support Whole Child Framework – Building Relationships with Students and Families. The team of three visited 10 schools K-12 across the district. Students from four elementary, one K-8, two middle, and three high schools were involved in the focus group sessions. The summary of this work is included in the *Student Rights & Responsibilities* document and report to the School Board that will be presented by the end of June.

Initiative Outcome(s)/Impact:

- Increase student engagement by scheduling student focus groups to capture their perceptions and experiences of disciplinary practices and inform updates to the *Student Rights and Responsibilities* document
- Share results of the focus group information with central office staff, Racial Equity Teams, and the School Board
- Move race and equity work forward with a spotlight on implicit bias and how it plays out in disciplinary actions
- Increase adult awareness of Tier 2 behavioral supports that are built from trusting student/staff relationships meant to grow students from dependency to independency

Strategic Priorities Alignment:

This equity focused initiative supports Safe & Welcoming Environments by capturing student voice data. The focus groups represented the following percentages of student voice - 15% Asian, 38% Black, 14% Caucasian, 11% Hispanic, 18% Multiracial, and 2% Pacific Islander. Across grade level focus group students shared many examples of how students of color were disciplined, removed from class, involved in security response more often than white students. Examples of core components of success that students identified and wished to share with SPS staff included:

- It is all about building relationships with your students – **connect before you correct**
- Greet **ALL** students daily so that they feel welcome
- Understand each student’s CURRENCY – **their strengths**
- Recognize students need consistency, love, support, boundaries and encouragement
- Be aware of your own biases, triggers, and expectations

Reflection:

The knowledge and awareness that Multi-Tiered System of Support Whole Child Framework – Building Relationships with Students and Families is a key lever to being able to offer all student the resources and instruction they need. It will take examining how current Tier 1 practices (school-wide expectations) need to be expanded and explicitly linked to Tiers 2 & 3 supports and interventions. Supports are designed to build student’s capacity to be an independent learner through targeted social, emotional, or academic skill development. Critical features and changes in practice of Tier 2 supports include: increased structure/predictability as well as increased opportunity for two-way feedback and engagement and relationship building between students, families, and staff.

Across grade level focus group students shared many examples of how students of color were disciplined, removed from class, were involved in security response more often than white students.

Student Support Services

The Division of Student Support Services has centered the goal of anti-racist systemic change. This has included division training on racial equity attended by each department, the leadership team reading Ibram X. Kendi’s How to be Anti-Racist and inquiring on how to build our systems for anti-racist actions. Each department has made goals around access for our students furthest from educational justice; our division understands that when anti-racist principles and design are incorporated into systems, decision-making and services, that will impact the entire organization.

Equity Focused Initiative:

Student 504 Power School Module (Commitment 1)

Key Leadership Staff:

Chief of Student Support Services – Concie Pedroza, Ed.D.

Dept. Lead – Shanon D. Lewis

Other key staff members – 504 School Based Building Coordinators

Statement:

Student 504 Power School Module was purchased to provide better compliance of Free Appropriate Public Education (FAPE) and allow the District 504 Student office better manage the 2000+ students with 504 Civil Rights Protestations. Goals are to better serve our student's while providing transparency to the parents.

Initiative Outcome(s)/Impact:

This was the 1st full school year that the 504 Module was utilized. Teacher access to the accommodation plans are immediate through their Power Teacher login. At the end of the school year the Student 504 department will be able to provide data on all aspects of a student's demographics. Improved oversight on whether or not a teacher has looked at a student's accommodation plan, ensuring FAPE is being provided.

Strategic Priorities Alignment:

We now have the ability to show what schools are out of compliance with FAPE and address these issues before it is beyond a legal case.

Reflection:

We believe the student 504 Department will be the stepping-stone for reduced numbers of students of color in special education.

Equity Focused Initiative:

*Athletics Department Hiring Decisions Representative of Student Population
(Commitment 3)*

Key Leadership Staff:

Chief of Student Support Services – Concie Pedroza, Ed.D.
Dept. Lead – Pat McCarthy
Other key staff members – Tara Davis

Statement:

Hired former SPS Franklin High School graduate, Alvertis Jr. Brooks as Assistant Director of Athletics to join the Athletic Department to provide workforce equity and balance, a high quality of professionalism and strong community partnerships.

Initiative Outcome(s)/Impact:

Hiring Mr. Brooks, shows that we value and support student growth from secondary education to career. The Athletic Department is a diverse team and is representative of the student population we serve at SPS.

Strategic Priorities Alignment:

Supports Strategic Plan Priority: Culturally Responsive Workforce - Develop a culturally responsive workforce so teachers, leaders, and staff will effectively support students and families.

We will recruit a diverse workforce representative of our broader community using proven local and national best practices to focus on the retention of educators, coaches and athletic directors of color. We will continue to develop culturally responsive initiatives and value all team members to create a culture that is warm and welcoming; In every school, classroom and throughout the central office to support student learning

Reflection:

As a former student-athlete, Mr. Brooks is familiar with Seattle Public Schools and its athletic programs. Mr. Brooks will be an excellent role model and leader for the department, coaches, school athletic directors and the students that participate. The Athletic Department's team continues to foster greater access, build value in participation, and strengthen pathways to success for students.

Equity Focused Initiative:

*Address Disproportionality in Long-Term Exclusions
for African American Students with IEPs (Commitment 1)*

Key Leadership Staff:

Chief of Student Support Services – Concie Pedroza, Ed.D.
Dept. Leads – Nicole Fitch, Pat Sander, Sarah Pritchett
Other key staff members – Devin Gurley, Jenn Pelland

Statement:

For the 2019-2020 school year, the special education department focused on reducing significant disproportionality for long term exclusions for African American boys and

girls, aligned with the CCEIS (Comprehensive Coordinated Early Intervention Services) work.

Initiative Outcome(s)/Impact:

As a result of this work, the District met and/or exceeded our CCEIS goals as defined by OSPI. We reduced long term suspensions of African American boys and girls at the 16 schools identified as having significant disproportionality. Evidence of meeting these goals has recently been communicated to the District by OSPI; for the 2020-2021 school year, the District did not have findings of significant disproportionality for long term exclusions of AA boys and girls.

Targets for next year, per OSPI, are to reduce significant disproportionality for AA boys and girls for 10 or fewer in school suspension and short term out of school suspensions. Further, our targets include reducing identification of Native students for Specific Learning Disability, and African American students for Intellectual Disability.

Strategic Priorities Alignment:

Our target groups align with Seattle Excellence because the students identified are those who are furthest from educational justice.

Reflection:

We have an opportunity to train our special education and general education practitioners in providing interventions for these target groups, as well as providing differentiated learning opportunities. Also we will continue to strengthen our parent education and family support practices.

Equity-Focused Initiative:

Increasing Community Engagement in Capacity Management Solutions While Ensuring Racial Equity (Commitment 2, 6)

Key Leadership Staff:

Chief of Student Support Services – Concie Pedroza, Ed.D.
Dept. Leads –Ashley Davies, Director of Enrollment Planning & Services
Other key staff members – E. R. Alvarez and Megan Hess-Homeier

Statement:

Enrollment Planning continually monitors enrollment changes at schools over time addressing schools with over enrollment and under enrollment to ensure that schools are the right size to safely support the needs of all students. It has been our goal to identify all schools that may need enrollment support and identify what solutions exist in an equitable manner.

Initiative Outcome(s)/Impact:

This is an ongoing initiative. This past year, we brought together several school communities in the Southeast to discuss overcrowding at Maple Elementary School and declining enrollment at Dearborn Park Elementary School. We created a small working group with representatives from each school community to discuss the issues, potential solutions, and ways to expand our reach during community engagement. We were able to come up with a solution that we felt was most equitable and expanded our community engagement reach.

Strategic Priorities Alignment:

This aligns with the inclusive and authentic community engagement priority.

Reflection:

We still have a ways to go to reach all families particularly those furthest from educational justice, but involving the community in this way allowed us perspectives we would not have had otherwise. We often make assumptions based on data, but the community has qualitative information that was helpful for our planning and in identifying a solution. Community members were also able to help us get ahead of potential concerns from the community at large and gave us information on ways to reach harder to reach populations that we had never done before. This process takes longer, but it made for a better overall process and experience for schools, students, and staff.

Equity-Focused Initiative:

Redesign of Advanced Learning Services (Commitment 1)

Key Leadership Staff:

Chief of Student Support Services – Concie Pedroza, Ed.D.
Dept. Lead – Claudine (Deenie) Berry, Supervisor of Highly Capable Services and Advanced Learning Programs
Other key staff members – Laurie Kazanjian, Jacklyn Cable

Statement of Equity Focused Initiative:

Redesign of Advanced Learning Services

Why? The current services are not equitably accessible to all students.

Goals:

- Engage in continuous Racial Equity Training as a Department.
- Utilize recommendations of Advanced Learning Task Force in revision of Policy and Procedures.
- Create and train a new Highly Capable/Racial Equity Services Advisory Committee to support the Advanced Learning Department in the implementation of a new model of identification for HC and services in a tiered model of support.
- Engage stakeholders throughout the initiative.

Initiative Outcome(s)/Impact:

As a result of this initiative, over a seven-year period, students will receive services in their neighborhood school that is engaging, enriching, and develops talent in all students.

Teachers and staff will engage in professional development and support to identify advanced learning service needs in students, differentiate instruction, and engage students in learning that is enriching and choice based.

Strategic Priorities Alignment:

These priorities align with the strategic plan by changing the beliefs around who needs advanced learning services. The focus will begin with students furthest from educational justice, developing talent and opportunities.

Reflection:

This initiative has the potential to transform education in Seattle Public Schools. Our students deserve an authentic process for identification of strengths and potential. All students deserve a learning environment that is enriched, engaging and develops potential. The Advanced Learning Department is committed to working hand in hand with our central office and building partners to transform education for our students.

Superintendent's Office

Equity Focused Initiative:

*Affinity Group Community Meetings - Learn In Community
and Learn With Community (Commitment 6)*

Key Leadership Staff:

Lead – Superintendent Juneau
Dept. Lead – Sherri Kokx
Other key staff members – Wendi Abella

Statement:

The purpose of these meetings has been to engage with community and hear directly from each community about their experience(s) with Seattle Public Schools. These meetings came from the Listen and Learn tour that the Superintendent held to gather input in the creation of the strategic plan, *Seattle Excellence*.

Initiative Outcome(s)/Impact:

We met at least three times this school year with each of the following groups:

- African American Community and Families in partnership with community leaders
- Somali and East African Community and Families in partnership with Somali Mom’s Night Out and other E. African community groups
- Chinese Families in partnership with the Chinese Information Service Center
- Asian Pacific Islanders Families and Community in partnership with Asian Pacific Directors Association
- Latinx Families and Community in partnership with community leaders
- Native Families and Community in partnership with the Native Parent Advisory Council
- Superintendent’s Student Advisory Board

This work was a continuation of the Listen and Learn tour that the Superintendent conducted during her first year in Seattle. During the first meeting, our purpose was to share what we learned from them during the Listen and Learn tour and how that information was incorporated in the strategic plan, *Seattle Excellence*. The hope was that each group could see themselves in *Seattle Excellence*. The second meeting focused on the 19/20 focus goals-reading, safe and welcoming environment, diverse workforce and transportation. The third meeting was a check-in with communities during the COVID-19 pandemic. We learned how each group is being impacted by the Stay Home, Stay Healthy order and about the gaps in our services to families.

Strategic Priorities Alignment:

This work is directly tied to “Inclusive and Authentic Engagement.” The priority states that we will “partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement. We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from

educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.”

Reflection:

We continue to grow our internal systems and practices based on what we learn from communities. For example, during COVID-19 we utilized bus service to deliver food to families without transportation. We learned of this need from families. We also coordinated efforts with the Alliance for Education to support undocumented families with housing. We need to be more systemic in responding to themes from the engagement events and hope to build on the number of participants at the events.

Teaching & Learning – Academics

Equity Focused Initiatives:

Naviance, Strategic Plan Work Group (Commitment 7)

Key Leadership Staff:

Chief – Dr. Diane DeBacker

Dept. Lead - Dr. Caleb Perkins

Other Key Staff: Dr. Sarah Pritchett, Jon Halfaker, Dr. Mia Williams, Dr. Keisha Scarlett, Wyeth Jessee, Pat Sander, Terra McFarlin, Krista Rillo, Emily Harrison

There are two major strands of the district’s college and career readiness work this past year that warrant inclusion in the Policy 0030 Annual Report. The first is the work in implementing Naviance, a college and career readiness tool, that seeks to ensure all SPS students in grades 6-12 have equitable access to college and career planning. This is year 2 of this initiative and the report includes the progress we have made. The second is the systematic efforts the district undertook to begin implementing the Strategic Plan goals to ensure all students graduate ready for college and career.

Naviance

Statement

The College and Career Readiness Department is in year two of implementing Naviance, a college and career planning software for grades 6th-12th. 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 were as follows:

- All schools will deliver the 6th-12th 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.

Year two implementation goals are:

- Increase family engagement in high school and beyond planning through the implementation of Naviance Parent Accounts.
- Turn on Naviance Course Planner lessons in grades 8-11 to support students with developing plans of study that are aligned to their post-secondary goals.

Initiative Outcome(s)/Impact:

As a result of this work:

- Parent/caregiver accounts were configured in the fall and turned on in December for high school parents/caregivers and February for middle school parents/caregivers. They were invited to activate their accounts through translated school messenger invitations. Schools were also given flyers, letters and slides to promote Naviance parent accounts. 1800 parents/caregivers have accounts to date.
- Most schools delivered their grade level Naviance tier one classroom lessons prior to the school closures with the exception of the course planner lesson. Naviance launched an updated version of the course planner in December. Course Planner was configured with SPS course plans and courses in January and Naviance leads and counselors were trained on this tool in February. Due to remote learning and remote course registration, most schools have delayed their course planner lessons to avoid causing confusion for students (course planner vs. registration). A few schools are going to pilot the course planner lesson remotely. We will use the feedback from these pilots to make improvements for next year.
- Schools are also working on tier 2 interventions to reach students that missed the classroom lessons as well as the Naviance senior exit survey lesson. A Naviance HSBP Schoology course was created to support schools with delivering lessons remotely. Paper lessons and handouts were also provided to students that do not have computer access.
- Schools are sent monthly lesson completion reports that included completion rates for AA males to support their targeted outreach efforts to close this gap.

The targets for next year are as follows:

- Increase school-based users' knowledge and usage of Naviance reports to identify opportunity gaps and develop targeted interventions to support students furthest from educational justice.
- Fully Implement Naviance Course Planner lessons grades 8-11 to support students with developing plans of study that are aligned to their post-secondary goals.
- Deliver Naviance parent information sessions and awareness campaigns to increase parent knowledge and involvement in high school and beyond planning.

Strategic Priorities Alignment:

This initiative aligns with the following strategic plan priority and goal of ensuring students of color who are furthest from educational justice will graduate ready for college and career.

Naviance provides students to high quality instruction and tools to support the development of comprehensive high school and beyond plans that will ensure they graduate ready for college and career.

Reflection:

As we continue to implement Naviance, there will be extensive opportunities to grow and improve our use of data to better support students furthest from educational justice, particularly through the regular sharing of disaggregated reports. District and school staff will be able to identify college and career opportunity and achievement gaps and develop targeted interventions to ensure students furthest from educational justice successfully transition from high school to the post-secondary option that aligns with their interests, strengths, and goals. Ongoing training is needed to build the knowledge and skills school staff need to access, analyze, and utilize Naviance data to build comprehensive college and career programming.

Strategic Plan Work Group

Statement

The College and Career Readiness team has been working with several other SPS leaders to coordinate the work of Goal 4, students of color who are furthest from educational justice will finish 9th grade on track for on-time graduation, and Goal 5, students of color who are furthest from educational justice will graduate ready for college and career. Together, we launched a joint work group of internal and external stakeholders to collaborate on work plans for both goals.

We have approximately 25 work group members, including representatives from the central office, schools, and the community. Many of our work group members are African American male leaders. Their contributions have been central to our conversations and have facilitated understanding of the adult practices that impact our African American students on their journeys to college and career readiness. We have met or plan to meet 5 times over the course of the 2019-20 school year. To inform our planning, we have also met twice with African American male students at Cleveland and Garfield, and plan to continue meeting with them. We are making plans to speak with African American male students at other high schools in northern Seattle, as well as the newly formed African American Male Student Leadership Council.

In these meetings the work group developed a number of proposed initiatives to support strategic goal work, including consistent offering of advisory courses, mentoring from staff and community members, an Early Warning Indicators reporting system, and a case management system to support African American male students in their efforts to graduate on time and ready for college and career. All of the proposed initiatives are meant to move the Key Performance Indicators (KPIs) for Goals 4 and 5 that are within the Board-approved SPS Strategic Plan, 2019-2024. Below is additional information on these KPIs and our initial plan for establishing baselines, setting targets, and tracking progress on these measures.

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

- Design initiatives to begin to help meet the goals of helping all students graduate ready for college and career, including
 - The consistent offering of advisory courses to guide students in their high school and beyond planning, academic progress, and social and emotional learning,
 - Mentoring from staff and community members to ensure students, particularly our African American male students, receive regular guidance and support on college and career pathways from trusted mentors,
 - An Early Warning Indicators reporting system to help school staff adjust supports and school structures to ensure students are staying on track to graduate ready for college and career,
 - A case management system to provide Tiers 2 and 3 supports for students who need more intensive supports to be ready for college and career, and
 - Increased family engagement to ensure parents and caregivers are able to partner with school staff to help students in their postsecondary planning.

All of these initiatives are designed to support African American male students in their efforts to graduate on time and ready for college and career. Here is what has been accomplished to date with respect to these initiatives:

- Advisory: College and Career Readiness and Seattle Education Association co-led a joint work group during the 2017-18 school year, which developed a proposal on advisory. The work group has recommendations for resources, curriculum, etc. SPS and SEA also convened a joint work group on 24 Credits in the Spring of 2018 that developed additional guidance related to advisory. Although high schools are not

required to offer advisory as part of the collective bargaining agreement, several schools have voted to offer advisory and have been doing so for several years. The work going forward is to finalize and formalize guidance and support to ensure that advisory is consistently offered across the district and focused on helping us meet our strategic plan goals for college and career readiness.

- Early Warning Indicator Report:
 - We have been closely tracking credit accumulation data for 9th graders for several years and providing additional funding for schools to support students who need to earn 24 credits. Each semester, we create a new report, and share it with principals. At the end of the 2018-19 school year, 71% of our African American males were on track with credit earning, a 5% increase from the previous year. Beginning in the 2018-19 school year, schools have been receiving 24 credit funding to help students stay on track.
 - We have worked with the Business Intelligence team to add an on/off track column to the ABC Indicators Report in ATLAS. The revised report is now live. On/off track status will be a variable in the to-be-developed early warning indicators report.
 - College and Career Readiness staff attended the Pathways to Adult Success conference at Johns Hopkins (Oct 22-23, 2019). The conference was focused on sharing best practices around early warning indicator systems at district and state levels around the country. Lessons learned at that conference will be used to develop SPS's early warning indicator system.
 - Research and Evaluation has committed to identifying Seattle specific variables that predict on-time graduation (spring/summer 2020).
 - The Business Intelligence team has committed to developing the early warning indicators report based on recommendations from Research and Evaluation (Fall 2020).
- Case Managers
 - We have approval to hire 5 case managers for the 2020-21 school year.
 - The case management work will be shared with the Care Coordination team, to facilitate an integrated approach.
 - Work is under way to develop readiness markers for case management.
- Family Engagement
 - There is funding for family involvement at 5 high schools next year, and funding to hire a program manager.
- Mentoring: The work group has been collaborating with Mia Williams to share the details of our vision for mentoring, particularly with respect to the plan to provide community mentors to all African American male students beginning in 9th grade, for multiple years, to have mentors provide guidance on college and career, based on students' interests and aspirations, and to include school based mentoring with school staff, during the school day.

Year two implementation goals are:

- Our Research and Evaluation team will begin work on one of our Goal 4 initiatives, the 9th Grade Early Warning Indicator Report, in spring of 2020. The report will be customized to our school district and will show which students are at risk of failing classes and ultimately of not graduating from high school, based on factors like course grades, attendance, and behavior. Once research has

been completed, the Business Intelligence team will create the report, and we will train our teachers, counselors, academic intervention specialists and administrators on how to use it to support students.

- Mentoring: Start building out the mentoring program working. Start networking and marketing to community organizations to recruit mentors, particularly those already involved in providing mentoring to SPS students.
- Advisory: Begin early conversations with the SPS bargaining team to ensure that advisory is on the bargaining agenda for the next collective bargaining agreement.
- Early Warning Indicators:
 - Calculate on track rates for 9th graders in the Class of 2023 once their first semester grades are in PowerSchool (February 2020). We will also conduct analyses on credit accumulation for students in 10th, 11th, and 12th grade, particularly for African American male students.
 - Begin early conversations with the SPS bargaining team to ensure that EWI is on the bargaining agenda for the next collective bargaining agreement. Best practice is for teachers/staff to meet weekly for one hour to review the EWI report and determine how to support students furthest from educational justice who are not receiving the supports they need to succeed.
- Case Management:
 - Create guidance rules for the project at participating sites, including roles and responsibilities.
 - Identify 5 participating sites for 2020-21.
 - Design the case management program to integrate into the larger approach of individual students supports.
- Family Involvement:
 - Invite Family, Equity and Partnerships staff to our February work group meeting, to collect feedback on the group's vision for a Family Involvement Program Manager.
 - Family, Equity, and Partnerships will post the position, and work with College and Career Readiness to screen applicants and interview candidates.
 - Identify 5 participating sites for 2020-21.

Initiative Outcome(s)/Impact:

As a result of this work to launch initiatives and strategies, the district is poised to be more coherent and effective in helping students graduate ready for college and career, particularly our students from educational justice.

The targets for next year are as follows:

- Meet benchmarks for each of the initiatives described above.
- Increase the percentage of all students, students furthest from educational justice, and African American male students in the following Strategic Plan KPI areas:

- 9th Grade On-Track
- On Track Graduation
- Successful Completion of Advanced ELA Coursework
- Successful Completion of Advanced Math Coursework
- ELA Performance in SBA, SAT or ACT
- Math Performance in SBA, SAT or ACT
- CTE Pathway Completion
- College Enrollment without Need for Remediation

Strategic Priorities Alignment:

This work represents Goals 4 and 5 of the district's Strategic Plan for ensuring students of color who are furthest from educational justice will graduate ready for college and career.

Reflection:

This work requires collaboration across a number of teams and departments within SPS as well as with community stakeholders. As a result, our efforts provide us with the opportunity to be more coordinated and consistent in our guidance to the schools and community about our expectations and plans for the work of college and career readiness.

Equity Focused Initiative:

Ethnic Studies (Commitments 4,8)

Key Leadership Staff:

Chief – Dr. Diane DeBacker

Dept. Lead – Tracy Castro-Gill

Other key staff members - None

Statement:

The purpose of Ethnic Studies in Seattle Public Schools is to decrease bias, increase empathy, increase a sense of shared humanity and community, increase identity safety, and increase civic engagement in our K-12 classrooms through an integrated curricular approach. A primary goal for Ethnic Studies is the continued professional development for district educators to build collective capacity among educators and building leaders in order for our students to understand the experiences of people and communities of color with an emphasis on indigeneity. The professional development is accomplished through the Anti-Racist Pedagogy Series which includes Ethnic Studies, Culturally Responsive Teaching, and Racial Equity Literacy.

Initiative Outcome(s)/Impact:

The Ethnic Studies program experienced significant milestones during the past year. The Ethnic Studies **Summer Institute** welcomed 100 attendees from Seattle Public Schools and area school districts for two weeks in the summer of 2019. Post-institute survey results were extremely positive with nearly 95% of attendees indicating they'd refer friends to the Institute and 84% of attendees rating the quality of content a "5" on a scale of 1 (low) to 5 (high).

Other milestones include the **completion of draft frameworks** for: American Government, English Language Arts, Elementary, Math, Science, US History, Washington State History, World History, World History Ancient. Additional frameworks for Fine Arts and World Languages are underway.

Additionally, in collaboration with members of the Curriculum, Assessment and Instruction Department (including English Language Arts, Native American, and Social Studies), **six courses were cross-credited with Ethnic Studies** and will be available for students in the 2020-2021 school year for core credits required for graduation. The cross-credited courses include: Ethnic Studies: American Lit Comp 11A; Ethnic Studies: Amer Lit Comp 11B; Ethnic Studies US History 11A; Ethnic Studies US History 11B; Ethnic Studies World History 2; and Ethnic Studies World History 3. These courses will enable students to meet core ELA and Social Studies courses required for graduation by learning critical skills, content, and perspectives of people and communities of Color and tribal sovereignties.

Black Lives Matter at School Week of Action 2020 took place February 3-7, 2020 and included new lesson plans for addressing Black Trans and Queer Affirmation.

The Ethnic Studies department hosted the inaugural **XITO Institute** in Seattle on November 15-17, 2019.

Plans for the 2020-2021 school year include adoption of the Social Justice Standards (from Teaching Tolerance), completion of the development of the Fine Arts and World Languages frameworks, continued work on the Ethnic Studies scope and sequence, consideration of Ethnic Studies as a high school graduation requirement, and the beginning the adoption process of the frameworks and curricular materials.

Strategic Priorities Alignment:

To develop a culturally responsive workforce so teachers, leaders, and staff will effectively support students and families is how the Strategic Plan priority of Culturally Responsive Workforce is defined. Ethnic Studies aligns with this priority by the professional development that educators receive through the Ethnic Studies professional development series. Through this professional development, educators

incorporate their knowledge of a student's life experiences, history, and culture into their daily lessons and classroom activities. Especially for students furthest from educational justice, having Ethnic Studies integrated into their regular classes will help to improve all academic indicators of success as outlined in the Strategic Plan: decrease in disproportionate special education referrals, increase in graduation rates, decrease disproportionate discipline rates, increase in GPAs, increase in positive student climate survey data, increase in the number of students entering post-secondary education.

Reflection:

Ethnic Studies is a top priority for Seattle Public Schools. What began as a response to a resolution by the National Association for the Advancement of Colored People (NAACP) in January 2017, has grown to a robust professional development series, frameworks in nine curricular areas, six cross-credited high school courses for core graduation requirements, and a systemic shift in anti-racist teaching and learning in Seattle Public Schools. The future of Ethnic Studies includes a dedicated website, continuation of the successful summer institute, further development of frameworks in fine arts and world languages, adoption of the Social Justice Standards, completion of a scope and sequence, and planning for adoption of the frameworks.

Equity Focused Initiative:

*Analysis of 5th Grade Math Performance at Schools with Curriculum Waivers
(Commitment 1)*

Key Leadership Staff:

Chief – Diane DeBacker

Dept. Lead – Cashel Toner

Other key staff members – Elissa Farmer, Eric Anderson, Yu Zhang

Statement:

CAI and RE partnered to analyze the 5th grade math performance of students at schools with approved curriculum waivers and schools without waivers, to determine whether there were differences, particularly for students of color and those furthest from educational justice.

Initiative Outcome(s)/Impact:

As a result of this work our outcomes were that the differences in math outcomes between the non-waiver (schools who use the district-adopted curriculum, Math in Focus) and waiver school groups in the analysis appear to be associated with factors

other than waiver status. For the two most commonly used curriculum in schools with waivers (enVision and Montessori), there were no significant differences in achievement between the two. The proportion of 4th and 5th grade students enrolled over the last three years (2016 to 2019) for key demographic groups are generally similar for waiver and non-waiver schools, although there are some discernible differences, particularly for ELL served (less likely to be at a waiver school) and HC students (more likely to be at a waiver school). The aggregate proficiency rates are descriptively higher at waiver schools for AAM, SOCFEJ, ELL served and SPED students. Also, AAM, SOCFEJ, ELL served, and SPED students at waiver schools achieved higher median growth levels compared to non-waiver schools from 2016 through 2019. However, after using student samples matched on these demographic factors across waived and non-waived schools, there were no statistically significant differences between waived and non-waived students in standardized math score or growth. It is unclear whether or not schools that do not have waivers are using Math in Focus (the district adopted curriculum), are following the Scope and Sequence and Day-to-Day plans provided or are using other materials for which they do not have an approved waiver. It would be advisable to identify schools who are using Math in Focus with fidelity, schools who are using the SPS Scope and Sequence with fidelity and compare those schools with the schools that have curriculum waivers in order to fully understand whether there might actually be better outcomes for students at waiver schools.

Strategic Priorities Alignment:

High-Quality Instruction and Learning Experiences

Goal: Students of color who are furthest from educational justice will be proficient in mathematics in 5th grade and 7th grade

Reflection:

There are many principals, teachers, and schools who feel that Math in Focus is not the most effective instructional material for our K-5 students. Next year (2020-21) is the 7th year of the adoption and having data to support or refute the effectiveness of Math in Focus could help inform whether a new adoption should happen sooner rather than later.

Schools with the means have been able to purchase other instructional materials through the waiver process. It is imperative to determine whether or not the math outcomes are different for schools that have waivers than in those that don't. While it appears that there may be some small difference for different groups, the results were not statistically significant. This could be in part because there are a variety of materials being used in schools that don't have a waiver. That is, just because a school doesn't have a waiver, it does not mean that that school is using the district-adopted instructional materials, Math in Focus, at any level of fidelity. Because there was a slight difference (although not statistically significant) between performance of AAM, SOCFEJ, ELL served, and SPED groups, a more precise study is needed. A follow-up

study could be done by identifying schools who use Math in Focus with fidelity, or who use the SPS Scope and Sequence and day-to-day plans with fidelity, so that we can have a clearer comparison.

In the past, schools could use their allotment for consumables on whatever materials they were using – the district adopted ones or those used with a waiver. Recently, this policy has been changed so that schools must use their own funds to purchase consumables if they have a waiver. This means that schools with means are more able to purchase materials than schools which don't have the means. This has resulted in some schools who have waivers to discontinue using the waived materials because of the cost of the consumables. Having a clear picture of the effectiveness of waived materials may allow us to determine if we want to continue the current policy or go back to allowing schools with waivers to spend their allotment on the waived materials consumables.

Equity Focused Initiative:

3rd Grade Literacy Goal - Targeted Instruction for Students Furthest from Educational Justice (Commitment 1)

Key Leadership Staff:

Lead - Denise Juneau
Chiefs - Diane DeBacker, Keisha Scarlett, Ed. D.
Dept Lead - Cashel Toner
Other Staff - Luke Justice

Statement of Equity Focused Initiative:

In 19-20, the Curriculum Assessment and Instruction Department planned and developed a multi-pronged capacity building effort in our 13 Early Literacy Priority Schools that will be launched next year. In support of the 3rd grade reading goal, we are focused on ensuring students furthest from educational justice receive targeted instruction in foundational literacy skills, which underpin proficient reading in 3rd grade. Teachers will be supported through a year-long scope and sequence on the science of reading, PD in racial equity and whole child literacy practices, a best-in-class literacy coaching model, and improvements to the SPS literacy assessment portfolio. As a matter of racial equity, without proper and detailed attention to foundational literacy skills, we will continue systematically underserving students furthest from educational justice.

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

- Test and learn from light coaching support and build the coaching model

- Develop and plan an integrated, job-embedded PD scope & sequence
- Study and make recommendations for improving P-3 literacy assessment

Year two implementation goals are:

- Increase student outcomes on key metrics of reading proficiency
- Increase instructional capacity in our 13 schools
- Build and strengthen networks of collegial learning among teacher and among principals

Initiative Outcome(s)/Impact:

As a result of this work:

- We are prepared to launch a systematic effort to support teachers and boost instructional capacity in our schools in 20-21. The professional development and coaching sequence incorporates every element of best practice in adult learning – theory and knowledge, practice, demonstration, peer learning and coaching, and sufficient time and dosage. The content is focused on the science of reading and racial equity and will be based on the long-established research about how *all* students become proficient readers.
- We have identified key gaps in our literacy assessment system and are making plans to augment the portfolio and establish a coherent assessment framework that builds from pre-school through the end of 3rd grade

The targets for next year are as follows:

- Deliver monthly PD to all K-3 teachers in our 13 schools on the key elements of the science of reading (phonological awareness, concepts of print, word recognition, vocabulary, background knowledge, academic language, and reading comprehension).
- Implement job-embedded literacy coaching model
- Pilot early findings from the P-3 assessment review

Strategic Priorities Alignment:

This initiative aligns with the following strategic plan priority and goal:

Priority: High Quality Instruction and Learning Experiences. Goal: Students of color who are furthest from educational justice will read at grade level by 3rd grade.

Reflection:

This is a multi-year strategy that will require significant and ongoing investments in teacher and principal capacity. We are building on the implementation of the CCC curriculum and making a number of significant shifts in practice. This will be an iterative effort with many opportunities to refine our coaching and PD delivery, assessment and data practices, and alignment in how SPS departments support schools.

Equity Focused Initiative:
Implementation of enVision Math 2.0 for grades 6, 7, and 8,
including Professional Development (Commitment 4)

Key Leadership Staff:

Chief – Diane DeBacker

Dept. Lead – Cashel Toner

Other key staff members – Elissa Farmer, Sara Burke, Jenna Velozo

Statement:

Support schools and teachers in implementing enVision Math 2.0 with fidelity, using research-based instructional practices and culturally-relevant pedagogy.

Initiative Outcome(s)/Impact:

As a result of this work, all but two comprehensive middle schools and all K-8 middle schools are using enVision Math 2.0 with their students. At the other two comprehensive middle schools, at least one grade level is using enVision Math 2.0. In 2020-21, one of these middle schools will begin full implementation of enVision Math 2.0 at all grade levels. This year’s teacher survey report will be completed in June, but it is expected that the use rate will be higher than the 60% reported in 2018-19.

Based on the 2018-19 Middle School Math Curriculum Study, several next steps were identified to be carried out this year.

1. Provide additional opportunities for teachers to develop practices for engaging all students in rich problems with appropriate scaffolding.
 - Working with departments and grade-level PLCs, CAI worked with the following number of teachers at each indicated school: Aki (3), Mercer (2), Hamilton (8), Eckstein (3), Jane Addams (8), Licton Springs (2), Broadview Thomson (2), Orca (2).
 - PD was scheduled for entire departments at Aki, Madison, Robert Eagle Staff, Hamilton, Mercer, and Eckstein in March & early April. This PD has been postponed due to school closure; we are looking into possible virtual delivery options.
2. Convene teacher work-group in early Spring to focus on pacing and prior knowledge for each unit.
 - This was scheduled to happen in May 2020, but will be postponed until 2020-21 due to the school closure.
3. Collect districtwide data on pacing progress.
 - This data was collected as part of the 2019-20 enVision teacher survey. Research & Evaluation will have survey results ready in early June.
4. Summer 2019 professional development offered on select topics (groupwork strategies, using rich problems, etc.)

- 15 middle school teachers attended a week-long institute on Complex Instruction
 - 16 middle school teachers attended a two-day training on using Routines for Reasoning
 - On site with the Whole Child Institute, ~25 middle school teachers attended professional development on Engaging Reluctant Learners.
5. School year 2019-20 professional development on differentiation.
 - PD was scheduled for entire departments at Aki, Madison, Robert Eagle Staff, Hamilton, Mercer, and Eckstein in March & early April. This PD has been postponed due to school closure; we are looking into possible virtual delivery options.
 6. Continue to provide professional development on “studio model” approach toward peer learning.
 - Hamilton and JAMS participated in studio model PD prior to the school closure.
 - PD was scheduled for entire departments at Aki, Madison, Robert Eagle Staff, Hamilton, Mercer, and Eckstein in March & early April. This PD has been postponed due to school closure; we are looking into possible virtual delivery options.
 7. Provide a walk-through tool to school leaders.
 - As part of this work, CAI partnered with RE to develop a walkthrough tool that school leaders could use to evaluate the success of enVision implementation, which was presented at the October 2019 LLD. It was presented as a tool with which learning walks could happen.

Strategic Priorities Alignment:

High-Quality Instruction and Learning Experiences

Goal: Students of color who are furthest from educational justice will be proficient in mathematics in 5th grade and 7th grade.

Reflection:

Now that teachers have had two years to become familiar with the enVision Math 2.0 curriculum, we can continue to pivot our professional development with teachers towards research-based instructional practices and equity-based math teaching practices. By emphasizing using the 5 Practices for Orchestrating Productive Mathematics Discussion as an anchor for the launch of each lesson, teachers are able to increase student voice, position learners as competent, and help students develop strong mathematical identities. As we continue to support teachers in professional development, we should continue to examine the experience of African American males and students furthest from educational justice within the enVision classroom, and make adjustments that will increase their success.

Equity Focused Initiative:
K-12 Science Adoption (Commitment 1)

Key Leadership Staff:

Chief – Dr. Diane DeBacker

Dept. Lead – MaryMargaret Welch

Other key staff members – Alisha Taylor, Brad Shigenaka, Christine Benita, Kate Adams, Julia Ward, Anastasia Sanchez

Statement:

Inequitable access to quality science instruction and materials has been particularly impactful to Seattle Public Schools’ underserved populations of students, including Emergent Bilinguals, students from non-dominant cultures, and students with special needs. The Seattle Public Schools Science program is committed to aligning all K-12 science classrooms to the Next Generation Science Standards (NGSS). The recent adoption of NGSS aligned science curricula will ensure all K-12 students will receive science instruction that prepares them to successfully meet the Washington State 24-credit graduation requirement. This graduation requirement requires the successful completion of 3 years of science coursework for all high school students beginning in 2021.

Initiative Outcome(s)/Impact:

Three unique and important partnerships support the work of SPS science as we support teachers align to the Next Generation Science Standards.

1. National Science Foundation the Equitable Elementary Ambitious Science Teaching (E₂AST) Partnership:

Supported by a grant from the National Science Foundation, the Equitable Elementary Ambitious Science Teaching (E₂AST) partnership will work with district level educators to provide elementary science teachers in Seattle Public Schools with professional learning that focus on these four foundational principles:

- Principle 1: Recognizing our own and other’s worlds and developing critical consciousness; noticing and developing asset-based perspectives.
- Principle 2: Developing relationships to form inclusive communities; positioning students as active knowledge builders, encouraging students’ collaboration and learning from one another in constructing models, explanations and arguments.
- Principle 3: Scaffolding for full participation in the culture of science and school science through curriculum, instruction, and assessment. Shaping what full participation can look like; equitable talk/asset-based classroom

discourse & supporting linguistically diverse students in classroom discourse.

- Principle 4: Critiquing, challenging, changing the culture of science and school science through social and restorative justice; introducing overarching social and restorative justice questions to explore alongside the focal phenomenon.
- <https://education.uw.edu/news/new-grant-advance-equitable-science-instruction-seattle-elementary-schools>

2. National Science Foundation *Learning in Places* Grant

This design and development grant aims to develop innovative field-based science learning environments to prepare learners to meet, adapt to, and lead change in relation to the socio-ecological challenges of the 21st century. There is increasing evidence that reasoning and decision-making about complex ecological systems is a cultural activity that impacts fundamental practices like engaging in observation, making claims, or using evidence. In addition, the contexts, or places, in which people engage in learning also shapes sense-making and can support engagement with scientific phenomena in authentic and tangible ways. This project aims to increase learners' opportunities to engage in complex ecological reasoning while immersed in outdoor field-based science learning environments.

3. K-12 Unit Social Focus Questions :

In response to the need to ground science to the concerns and experiences of traditionally marginalized communities and identities, the SPS Science program has partnered with UW researchers, teachers and community leaders to a multi-year project to adapt science curriculum units to have Social Focus Questions.

Social Focus Questions seek to develop critical consciousness within the science classroom. The question is designed to be socially responsible for how the unit's field of science/topic focus may have (or has had) on society, locally and globally, particularly the impact on marginalized communities.

Social Focus Questions are designed to advance science education to be multi-dimensional layering interest and identity in to the 3 dimensions of science education: Science and Engineering Practices, Crosscutting Concepts and Disciplinary Core Ideas. This initiative aligns to the National Research Council's Framework for Science education.

"[A] major goal for science education should be to provide all students with the background to systematically investigate issues related to their personal and community priorities. They should be able to frame scientific questions pertinent to their interests, conduct investigations and seek out relevant scientific arguments and data, review and apply those arguments to the situation at hand,

and communicate their scientific understanding and arguments to others”
— *NRC Framework*, p. 278

Strategic Priorities Alignment:

The SPS science program strives to achieve educational justice by providing all students with a high-quality standards-aligned curriculum that includes rigorous science content and promotes learning experiences that engage students in authentic science and engineering practices. **SPS Science is committed to providing all students with a high-quality science education that nurtures their academic identities as scientists/engineers will serve to close the opportunity gap for historically underserved students in STEM careers.** Additionally we are working to remove barriers from students who have, in the past, been detoured from reaching upper division science courses due to strict math prerequisites, by removing needless math pre-requisites, and in their place, embedding math principles into the fabric of the science course.

Reflection:

We know we need to better serve our students who have been historically underserved by science and who are culturally and linguistically diverse. Our 2013 standards are based on over a decade of brain research and point to the importance of shifting teachers’ pedagogical practices. One of our pillars is to help every student become scientifically literate citizens who potentially see themselves as a capable scientist or engineer. We hope to empower students to believe they can make a difference in their world by collecting and studying evidence to help solve local and global problems. We will accomplish this goal by working with our teachers to help them shift their science teaching practices.

In order to help ameliorate the gender, racial, cultural, religious, and/or sexual orientation bias frequently experienced by students, teachers need training on how to use the instructional materials as well as how to shift their teaching practices to focus more clearly on those practices that allow them to “deliver high-quality, standards-aligned instruction across all abilities”, as well as “creating healthy, supportive, culturally responsive environments” in their science classrooms. We are committed to delivering professional development that will help teachers “to incorporate a student’s life experience and culture” with the goal of providing “instruction delivered by high quality, culturally responsive educators.”

Our K-12 professional development will elevate teachers’ equitable science teaching practices including, but not limited to:

- Expanding the definition of science away from Anglo-centric formal science and broadening acceptance of alternative viewpoints and cultures in science. Shift from just looking at the kit materials and mapping the lessons to thinking critically about how to make lessons accessible and approachable to all learners.
- Provide common adoption materials and instruction in ALL schools in SPS means access to the same rigorous instruction for all students regardless of which part of the district they live in.
- Engage students in the science practices of modeling, argumentation, and explanation are rigorous and necessary to thrive in future STEM careers – these are practices we are making standard across all schools, and these practices will be accessible to all students.
- Provide time for sense-making through the science and engineering practices is culturally responsive. It allows students to bring to the table what rich experiences and background knowledge they have to contribute to the shared understanding of a puzzling scientific event.
- Building regional and grade level Professional Learning Communities (PLC's) will provide a community of practitioners who are committed to sharing strategies and best practices around equity in science instruction.
- Analysis of student assessments data disaggregated by race, SES, ELL status will help us look for areas of weaknesses in instruction to strategically target areas in additional professional development throughout the year.
- Embed discourse strategies is a focus of our professional work with teachers to encourage meaningful co-construction of understanding being driven by students rather than teachers. This is a culturally responsive teaching practice that empowers all students to contribute their personal understanding to the class understanding, elevating students' individual experiences in science. This leads students, especially those from traditionally underrepresented groups, to feel belonging in the science classroom.

Equity Focused Initiative:

Seattle University Local Learning Network (Commitments 1, 4, 5, 6, 8)

See partnership with Equity, Partnerships & Engagement, pg. 13

Equity Focused Initiative:

Families, Education, Preschool, and Promise (FEPP) Levy funding for K-12 School Based Investments for the 2020-2021 through 2025-2026 School Years (Commitments 1-8)

See partnership with Equity, Partnerships & Engagement, pg. 14

Equity Focused Initiative:

Development and distribution of teacher-generated, supplemental lessons to support students furthest away from educational justice during school building closures. (Commitments 1,6)

See partnership with Public Affairs, pg. 21