COVID-19 Racial Equity Analysis Summary Tool

**STEP 1: SETTING OUTCOMES WITH STAKEHOLDERS**

SFFEJ – targeting special education students, early learners, bilingual, McKinney Vento and African American males;

1. Risk if staff and/or students fall ill from Covid or bring Covid back to their families
2. Most vulnerable, immunocompromised, etc. Higher rates in BIPOC populations
3. Desired outcomes are for students to get the education, supports they need and are required by law to receive. To close the gaps that exist in student academic achievement, learning loss and social emotional/executive functioning for most vulnerable students.
4. Targeted strategy is to build the safest system possible in order to bring our most needy students back into the building in order to receive direct support from staff. To be able to provide services beyond academic that students need in order to be successful (food, technology, mental health, physical health)

‘Gap-widening’ without in-education and supports to address the education needs of SFFEJ who are not be benefitting from remote-learning.

Short-term Outcome: Physical and emotionally safe learning environments supported by caring and prepared educators.

Long-term Outcome: Academic achievement, growth, needs met – not just survive, but thrive – Seattle Excellence.

Black and Brown Special Education families (13 sessions for SFFEJ families, over 300 families) have shared that there have been challenges with remote learning to support their students and want in person services and SDI where appropriate.

Data from special education families shows that approximately the same percentage of SFFEJ families want to return to in-person, stay remote, and want more information (regionally there was little difference).

Office of African American Male Advancement is holding seven (7) listening sessions starting this Friday for Black families.
Bilingual families shared concerns with getting information from schools regarding options – some families shared in our community forums that teachers/schools have not shared in-person information at all. Bilingual families stressed that supporting their child has been challenging due to language barriers and access to language support.

PreK, K, 1, family data shows higher percentage of white families – particular in NW region wanting in person, but a significant number of BIPOC families also want in-person services for their students.

**STEP 2: ANALYZE DATA AND TAKE STOCK OF PERSPECTIVES**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>In-Person</th>
<th>Remote</th>
<th>Follow Up Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>10742</td>
<td>46.8%</td>
<td>40.9%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1260</td>
<td>33%</td>
<td>56%</td>
<td>11%</td>
</tr>
<tr>
<td>Black</td>
<td>1881</td>
<td>33%</td>
<td>44%</td>
<td>23%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1429</td>
<td>46.5%</td>
<td>37.9%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1442</td>
<td>48.1%</td>
<td>40.9%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>53</td>
<td>28.3%</td>
<td>52.8%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>38</td>
<td>34.2%</td>
<td>39.5%</td>
<td>26.3%</td>
</tr>
<tr>
<td>White</td>
<td>4587</td>
<td>56%</td>
<td>36%</td>
<td>8%</td>
</tr>
<tr>
<td>(Unknown)</td>
<td>2</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Students of Color Furthest from Educational Justice</td>
<td>3906</td>
<td>38.1%</td>
<td>42.6%</td>
<td>19.2%</td>
</tr>
<tr>
<td>African-American Male Students</td>
<td>1060</td>
<td>33.6%</td>
<td>40.9%</td>
<td>25.5%</td>
</tr>
<tr>
<td>ELL Served Students</td>
<td>1845</td>
<td>36%</td>
<td>47%</td>
<td>18%</td>
</tr>
<tr>
<td>Highly Capable Students</td>
<td>119</td>
<td>55%</td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td>Special Education Students</td>
<td>2505</td>
<td>40.6%</td>
<td>35.6%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Section 504 Students</td>
<td>12</td>
<td>16.7%</td>
<td>58.3%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Homeless Students</td>
<td>409</td>
<td>39.4%</td>
<td>37.9%</td>
<td>22.7%</td>
</tr>
</tbody>
</table>

When we did the survey, we decided to do an in-person follow up with translation and interpretation services to reach our EL families and our families of color.

Families want a deeper understanding of health and safety. We should address this in the comms that we prepare for our families, particularly for multi-generational households.
Data we need:

- Online utilization - Quarter 2 attendance has declined compared to Quarter 1. Quarter 2 data: Attend All 96.1%, FFCJ 93.4, AAM 92.4, ELL 94.5, MKV 84.4, Sped 92.9. Sped by subgroup: AAM 88.3, Asian 96.2, Latinx 90.7, MR 91.8, Native Amer 83.1, PI 90.6, White 95.8, MKV 81.6
- Incompletes
- Mental health referrals
- Data from family surveys for return
- Data from national/international studies indicating no evidence of additional community spread from in person with proper precautions

Identifying needs:

- Survey results from families
- Survey results from staff

Not all families and schools need the same supports and engagement activities. Supports need to be aligned with the group needs. (Targeted Communication Plan to SE/Central Schools)

Across the board – about 31% of staff are telling us they will need to request some form of remote accommodation. Staff requesting accommodation Black = 31%; white = 30%; staff of color = 34%

When we looked at the Pre-K – 1 four day a week model, we realized we would need to pull every ELL and reading/math intervention teacher in order to get to a class size ratio of 1:15. This meant pulling supports for Tier 2 and 3 students.

We heard from families across the district that they want us to prioritize the relationship with their child and the child’s teacher.

**STEP 3: DETERMINE BENEFIT OR BURDEN**

Potential benefits to staff and students are social emotional connection, direct SDI/accommodations and services that cannot be mitigated by remote. Some families and students want to be together and connected. Human connection to mitigate for depression, loss of services, trauma, social skills and executive functioning.

Unintended Consequences to staff and students – Black, Indigenous, People of Color (BIPOC) have had higher impacts of COVID due to a variety of reasons. There are higher risk factors for some groups students, families and/or staff.
SPS will communicate plans for keeping remote instruction as high quality as it is now and reassure that resources put into in-person instruction will not take away resources from all remote instruction (the academy). That way, if we do see more BIPOC families opting for all remote, there is not a disparity in quality of education (to the extent that we can control that with remote only).

Address Harm – Established strict protocols for PPE aligned to Public Health and Labor. Mitigated by using Nursing Staff (experts) to conduct Nursing Assessments and reviews for PPE for staff and conditions for students. Nursing team as SEA members have been responsive to changes from the State and US guidelines and continue to update and align to shifts. Vaccines are a priority for the district for staff and we continue to align and shift timelines according to these standards.

STEP 4: STRATEGIZE FOR RACIAL EQUITY

Based on feedback from families, we amended our first thought on PreK-1 to shift to hybrid so we didn’t need to use EL and intervention teachers and MORE students could potentially stay with their teachers. Moving to hybrid also enables us to offer transportation services to more students. Also flexing on timeline to prioritize SpEd return.

- Consider the option of staying with their teacher?
- Consider letting people change their minds to in-person if we can demonstrate success, which could be something our black and brown families want.
- Differentiate supports for student/families based on community and family feedback
- Differentiate communication and engagement strategies
- Differentiate supports for school staff based on staff and building needs

SEA Partnership Question: How do we prioritize all students included in our strategic plan, including students FFEJ, SpEd, McKinney Vento that need targeted intervention and SEL supports?

STEP 5: EVALUATE ACCOUNTABILITY

Evaluate Success - School Based Care Teams utilized to problem solve and learn from current processes.
Adjust our work based on feedback from? (educator, families)

- Students making progress towards goals (IEP, academic)
- Social emotional health
- Reduction in incompletes (for secondary SpEd students?)

Communication: Special Education Department is committed to target communication to families in the SE/Central region to ensure families in those schools understand the process and protocol and utilizing SESEC, Somali Mothers Night, Families of Color-WA to assist in gathering families with school staff. We will work with School including staff to support communication and align to the district community.