



# **SCHOOL BOARD ACTION REPORT**

**DATE:** January 26, 2018  
**FROM:** Director Mack, Director Patu and Director Pinkham

**For Introduction:** January 31, 2018  
**For Action:** January 31, 2018

## **1. TITLE**

Substitute Resolution No. 2017/18-10 to affirm the vision for equitable access to advanced coursework in all high schools and develop the detailed plan for implementation by 2021-22

## **2. PURPOSE**

This resolution affirms the vision of equitable access to advanced coursework in all high schools and states that:

- the district will implement, by school year 2019-20, more equitable identification practices for advanced learning and highly capable services,
- engage in a collaborative planning process to develop the specific scope and sequence of advanced courses that will be provided at all high schools and accessible to all students, and
- produce a report by the Fall of 2019 that will detail the comprehensive plan for increasing advanced learning in all high schools and, if appropriate, will make recommended changes to student assignment that prioritize equitable access to programs and services and minimize disruption to all students, for implementation in school year 2021-22.

## **3. RECOMMENDED MOTION**

I move that the Board replace Resolution No. 2017/18-10, as introduced on January 17, 2018, with substitute Resolution No. 2017/18-10: A Resolution of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to affirm the vision for equitable access to advanced coursework in all high schools and develop the detailed plan for implementation by 2021-22, as attached to this Board Action Report.

## **4. BACKGROUND INFORMATION**

### **a. Background**

This resolution shares the intent of the original resolution to increase racial equity in Seattle's high schools and to take meaningful action to end the Opportunity Gap.

As stated in the original resolution BAR, "It is recognized that there is racially disproportional enrollment in the Highly Capable programs, and that students of color are underrepresented. By ensuring delivery of advanced courses in high schools servicing high number of students of color, the district is ensuring the delivery of high quality education to all highly capable students, whether they have been formally identified as such. During extensive community outreach, families consistently requested that

students who are (or could be) eligible for highly capable services be able to receive those services [closer to home].”

The original resolution commits to re-assigning HC students to attendance area high schools and states intent for “a sufficient variety of services to meet the statutory requirements...and access to advance coursework...” but does not address the issues with our identification process, or require a plan to be developed.

This substitute resolution builds on the original intent behind the resolution, and sets out to address the drivers of the above mentioned racial disparities, and commits the district to specific strategies to increase equitable access to advanced coursework for all students in all high schools.

This substitute resolution commits the District to:

- Take meaningful steps to addressing the barriers to access by implementing more equitable identification practices for advanced learning and highly capable services by the 2019-20 school year.
- Require that there is collaboration with Principals, Educators and Parents to create a comprehensive plan by the Fall of 2019 for the specific courses and sequence of courses that will be offered at all high schools and available to all students, “with appropriate details on the specific strategies for increasing identify safety and cultural competency in advance courses, impact on school and district budget and other issues as deemed necessary.”
- The plan, collaboration and the review of enrollment assignment policies and practices in high school will be completed by the Spring of 2020, and if it is appropriate to adjust boundaries and pathways (prioritizing equitable access to programs and services and minimizing disruption to all students) the district will make changes to student assignment for implementation in school year 2021-22.

During discussions of the Student Assignment Transition Plan (SATP) for 2018-19 on December 6, 2017, an amendment was offered that established this same vision and resolution; that amendment passed by a vote of 6-1. The final SATP, however was not passed by the board. This resolution ensures the District’s commitment to this long-term vision of equitable access to advanced coursework in all high schools.

b. **Alternatives** Do not approve this substitute resolution. This is not recommended because this resolution affirms the vision for the district that aligns with its goals for achieving educational equity and eliminating opportunity gaps and sets specific strategies and timelines for achieving these goals.

c. **Research**  
None

## 5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will depend on the specific identification strategies employed. The resolution directs staff to perform a large body of work, although to a certain extent this work

was already on staff work plans. The cost to provide better access to advanced coursework in high school will be determined through iterative planning.

The revenue source for this motion is general fund.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

## 6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

District staff conducted extensive community engagement about advanced coursework programming at the high school level prior the introduction of the SATP earlier this fall. The top priority from the community overall was equal access and advanced learning opportunities closer to home. Close to 2,000 participants engaged and four focus groups in home language were conducted. There has also have been a significant amount of public testimony in support of increasing equitable identification practices for advanced learning. This request was also present in the community engagement data gathered this fall.

Furthermore, this substitute resolution requires that the District collaborate to develop the implementation plan, before determining any the student assignment changes for 2021-22 school year. The original resolution pre-determines a large-scale assignment change without requiring engagement with Principals, Instructional Councils and communities, without doing analysis of the costs or assessing the impacts on boundary changes that may be required. This resolution requires community engagement and a detailed plan before adoption of student assignment changes.

## 7. EQUITY ANALYSIS

SPS staff used the equity analysis tool when studying information and developing proposals for the highly capable pathways at the high school level.

When analyzing the over 5,000 comments from parents/ guardians, input from the HC Boundary Task Force, location of services, participation of historically marginalized student populations and other pieces of information gathered, staff aimed for our two commitments identified in Board Policy No. 0030:

- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students
- Eliminate the racial predictability and disproportionality in all aspects of education and its administration

By providing a variety of advanced course offerings in all neighborhood high schools, the district creates more demand for these courses in all schools, which will increase access to these courses for all students.

**8. STUDENT BENEFIT**

Students will have increased access to advanced coursework and will benefit from receiving advanced course offerings in diverse, enriching environments.

**9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item
- Other: Resolutions need to be approved by the Board.

**10. POLICY IMPLICATION**

This resolution is in alignment with Policy No. 0030, Ensuring Educational and Racial Equity, and Policy No. 2190, Highly Capable Services and Advanced Learning Programs. Further, this action is in alignment with the District’s goals around using and honoring authentic community engagement.

**11. BOARD COMMITTEE RECOMMENDATION**

This substitute resolution was not discussed in committee.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this item the district will implement by school year 2019-20 more equitable identification practices for advanced learning and highly capable services, and develop the comprehensive plan to provide advanced coursework in all high schools by the Fall of 2019. Recommendations for any student assignment changes will be made to the Board in the Spring of 2020 for implementation by the 2021-22 school year

**13. ATTACHMENTS**

- Substitute Resolution 2017/18-10

**Seattle School District #1  
Board Resolution**

**Resolution No. 2017/18-10**



**A RESOLUTION** of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to affirm the vision for equitable access to advanced coursework in all high schools and develop the detailed plan for implementation by 2021-22.

**WHEREAS**, Seattle Public Schools is committed to providing an excellent education for each and every student in the district, including services for students with disabilities, English language learners and those identified as Highly Capable per board policy and state and federal regulations; and

**WHEREAS**, School Board Policy No. 0030, Ensuring Educational and Racial Equity, calls for “equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;” and

**WHEREAS**, students from historically disadvantaged populations are underrepresented in advanced course offerings in our high schools, and increased access, preparation and enrollment in advanced courses will positively impact our efforts to Eliminate Opportunity Gaps; and

**WHEREAS**, the Seattle Public Schools’ African American Male Advisory Committee recommended “Increase access for African American male students to rigorous, hands-on, project based learning pedagogy and STEM curriculum” in September 2017’s final report; and

**WHEREAS**, School Board Policy No. 2190, Highly Capable Services and Advanced Learning Programs commits that “all Highly Capable students and Advanced Learners will have equitable access to academically challenging and appropriate programs and services;” and calls for “specialized services” in compliance with Washington State regulations, which state, “Districts shall make a variety of appropriate program services available to students who participate in the district’s program for highly capable students” and that “Once services are started, a continuum of services shall be provided to the student from K-12;” and

**WHEREAS**, “the District identifies...Highly Capable [students] who perform or show potential for performing at significantly advanced academic levels...” (Policy 2190) and Washington state law (EHB 2242) requires districts to prioritize equitable identification of low income students; and

**WHEREAS**, all students are capable and that the labels that are used to identify students for advanced learning and highly capable services can be stigmatizing both to the identified students and their peers and that the district needs to provide access to advanced courses for all students regardless of if they have been identified as an advanced learner or highly capable; and

**WHEREAS**, to increase equitable access to advanced learning and highly capable services for low income students, English language learners, students with disabilities, homeless students,

and students of color, Seattle Public schools should eliminate certain current identification practices such as, but not limited to, testing on Saturdays, using verbally loaded instruments, requiring a parent or teacher referral, and requiring students to test high on every criteria, and should adopt new identification practices that are known to be more equitable; and

**WHEREAS**, increasing identification in younger grades and providing more access to advanced courses in elementary and middle schools would prepare more students for advanced coursework at all attendance area high schools, and

**WHEREAS**, in the fall of 2017, district staff conducted community engagement about advanced coursework programming at the high school level, hearing from close to 2,000 families, students and staff, and the community expressed a strong desire for more access to a variety of advanced course offerings closer to home; and

**WHEREAS**, providing more advanced courses and creative education offerings in all attendance area high schools would meet the desires of the community, create an inclusive learning environment, promote identity safety among all students, and signal high expectations to each and every student; and

**WHEREAS**, district staff believe that additional planning and preparation are necessary to provide increased advanced courses in all high schools in a manner that fulfills state regulatory requirements for a “continuum of services;”

**WHEREAS**, the 24 credit requirement and the revision of high school boundaries, dual language immersion pathways and highly capable pathways taking effect in 2019-20 provides the opportunity for the district to increase the offerings of advanced coursework in more high schools; and

**WHEREAS**, the district needs time to engage Principals, Instructional Councils, Building Leadership Teams, Department heads, Educators and families at each of the high schools, to develop a detailed implementation plan that determines the appropriate course progressions for advanced courses and highly capable services for all subject areas (math, science, language arts etc.) in the context of many issues including, but not limited to, the 24 credit implementation and new science standards *before* determining 2021-22 school year student assignment changes;

**NOW THEREFORE, BE IT**

**RESOLVED**, that Seattle Public Schools will implement, by school year 2019-20, more equitable identification practices for advanced learning and highly capable services that may include, but are not limited to, universal screening in elementary and middle school in the home school during the school day, revising the testing criteria to allow for identification of students who demonstrate high cognitive ability or high achievement in one or more areas (e.g. math only, reading only, or math and reading), and assessments in the native language or non-verbal instruments; and therefore be it further

**RESOLVED**, the School Board directs the Superintendent and staff to engage in a collaborative planning process with Principals, Instructional Councils, Building Leadership Teams, Educators and parents to develop the scope and sequence of advanced courses that will be provided at all high schools and accessible to all students, and to develop the procedures for ensuring that students are more prepared coming from middle school, and are not required to repeat courses taken in middle school once they get to high school; and therefore be it further

**RESOLVED**, the School Board directs the Superintendent and staff to produce a report by the Fall of 2019 that will detail the comprehensive plan for increasing advanced coursework in all high schools with appropriate details on the specific strategies for increasing identity safety and cultural competency in advanced courses, impact on school and district budgets, and student assignment impacts (e.g. potential boundary or pathway changes) of any recommended highly capable service delivery model changes (e.g. the “localized” HC model) and other issues as deemed necessary; and therefore be it further

**RESOLVED**, that in order to determine if any changes are needed to the Student Assignment Plan boundaries and pathways, the Superintendent and district staff will analyze and review the progress made in the aforementioned plan, review enrollment assignment policies and practices and high school enrollment capacity projections in the Spring of 2020, and if appropriate, will recommend changes to student assignment that prioritize equitable access to programs and services and minimize disruption to all students to the school board for implementation in school year 2021-22.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2018

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Director Leslie Harris, President

\_\_\_\_\_  
Director Rick Burke, Vice President

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Director Jill Geary, Member-at-Large

\_\_\_\_\_  
Director Zachary DeWolf

\_\_\_\_\_  
Director Eden Mack

\_\_\_\_\_  
Director Betty Patu

\_\_\_\_\_  
Director Scott Pinkham

ATTEST: \_\_\_\_\_  
Dr. Larry Nyland, Superintendent  
Secretary, Board of Directors  
Seattle School District No. 1  
King County, WA