



SCHOOL BOARD ACTION REPORT

DATE: December 6, 2017
FROM: Directors Geary, Patu and DeWolf

For Introduction: December 6, 2017
For Action: December 6, 2017

1. TITLE

Amendment 2 to the Student Assignment Transition Plan for 2018-19: Vision for Advanced Coursework in All High Schools and Elimination of High School Highly Capable Pathways by 2021-22

2. PURPOSE

This Board Action Report amends the Student Assignment Transition Plan (SATP) for 2018-19 to include a statement from the District that, starting in the 2021-22 school year, students entering high school from a highly capable program or with a highly capable designation would have a default assignment to their neighborhood school.

3. RECOMMENDED MOTION

I move that the School Board amend the Student Assignment Transition Plan to add the following vision statement to Page 15, High School Highly Capable Pathways: “Beginning in the 2021-22 school year, students entering 9th grade who were identified as highly capable in 8th grade will be assigned to their attendance area high school. This change shall be implemented in an inclusive manner that provides sufficient courses to meet the statutory requirements for highly capable learners and provides access to advanced coursework for all students.”

4. BACKGROUND INFORMATION

a. Background

The 2018-19 SATP includes provisions to disperse high school highly capable pathways beyond the current default assignment to Garfield High School, starting in 2019-20. This amendment does not affect the 2019-20 pathways listed in the plan; instead, it sets a long-term vision for providing advanced course offerings to all students in their neighborhood schools, starting in the 2021-22 school year.

It is recognized that there is racially disproportionate enrollment in the Highly Capable program, and that students of color are underrepresented. By ensuring delivery of advanced courses in high schools serving high numbers 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 in their neighborhood schools.

While the District recognizes that it does not have the capability to meet the statutory

requirements for students designated as highly capable in all neighborhood schools starting in 2019-20, it can implement such a model effectively with two additional years of planning. This amendment gives significant advanced notice to families that this change is coming.

b. **Alternatives**

Do not approve this statement. This is not recommended because this statement sets a long-term goal for the district that aligns with its goals for achieving educational equity and eliminating opportunity gaps. It is further not recommended because it would fail to recognize the community engagement and equity analysis performed by the District.

c. **Research**

Not applicable

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action is to be determined through iterative planning over the course of the next three years.

The revenue source for this motion would be 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 to the introduction of the SATP. The themes received back from the community were the desire to have this programming closer to home and the need to ensure there is a sufficient level of programming to match student interests at all levels. This amendment gives the time for the district to adequately prepare to meet each of these themes expressed by the community.

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, we created proposals that 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 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. By removing pathways, it will also remove a label from children, which currently has a negative effect on identity safety in classrooms across the city.

8. STUDENT BENEFIT

Students will benefit from receiving advanced course offerings in diverse, enriching environments closer to home. High schools will benefit from being inclusive educational 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: The existing plan requires any changes to be Board approved.

10. POLICY IMPLICATION

This BAR amends the Student Assignment Transition Plan for 2018-19. It is in alignment with Policy No. 0030, Ensuring Educational and Racial Equity, for the reasons outlined above. It also is in alignment with 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 amendment was not reviewed by a committee.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, staff will begin to create a long-term strategy for meeting the needs of every student in every neighborhood attendance area high school. What this looks like in the short term will be affected by other Board actions related to the SATP.

13. ATTACHMENTS

- None